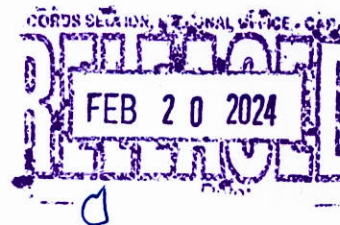




Republic of the Philippines
Department of Education
CARAGA REGION



February 20, 2024

REGIONAL MEMORANDUM

No. 0147, s. 2024

To: ASSISTANT REGIONAL DIRECTOR
SCHOOLS DIVISION SUPERINTENDENTS
This Region

ASSESSMENT OF LEARNING AND DEVELOPMENT EFFECTIVENESS OF
ADVANCING BASIC EDUCATION IN CARAGA REGION PROJECT
PROFESSIONAL DEVELOPMENT PROGRAMS UPSCALING

1. This is in reference to the Regional Training of Trainers of Advancing Basic Education in Caraga Regional Project Professional Development Programs conducted last July 24-28, 2023 at Balanghai Hotel and Convention Center, Butuan City.
2. The program provided opportunities for school heads and supervisors to enhance their instructional leadership potentials, competence and instruction delivery skills.
2. The participants of the aforementioned training (Enclosure 1) are hereby directed to answer the tools available at the following links:
 - a. For the Supervisors: <https://forms.office.com/r/ccmDQfDeff>
 - b. For School Heads: <https://forms.office.com/r/Zwp8LQGyJ7>
3. DepEd email shall be used in gaining access to the online forms.
4. The signed copy of the Assessment of Learning and Development Effectiveness Tool (Enclosure 2 or 3, depending on the position/designation of the participant) shall be submitted in portable document format (PDF) to the same link not later than **February 29, 2024**.
5. The focal persons of the Instructional Leadership Training (ILT): Strengthening Learning Conditions for Early Literacy program of the twelve (12) Schools Division Offices (SDOs) shall closely monitor the submission of the required reports of all the participants from their SDOs.
6. For more information, please contact Maria Ruth R. Edradan of the Human Resource Development Division.



7. Immediate dissemination of and appropriate action on this memorandum is desired.

MARIA INES C. ASUNCION
Director III
Officer -in-Charge
Office of the Regional Director

BY THE AUTHORITY OF THE REGIONAL DIRECTOR:


PEDRO T. ESCOBARTE, Jr., PhD, CESO IV
Assistant Regional Director 

Encl/s.: As stated

Reference/s: As stated

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

ASSESSMENT

EMPLOYEES

LEARNING AND DEVELOPMENT

HRDD/mrre
02/20/2024

Enclosure 1 to RM No. 0147, s. 2024

REGIONAL TRAINING OF TRAINERS OF ADVANCING BASIC EDUCATION IN CARAGA
REGIONA (ABC+) PROJECT PROFESSIONAL DEVELOPMETN (PD) PROGRAMS UPSCALING
July 24-28, 2024

No.	FIRSTNAME	MIDDLENAME	LASTNAME
1	GRACE	MANUTA	CENIZA
2	MA. LUZVIMINDA	SALISID	BUENDIA
3	JENA	REYES	BUCONG
4	HERMOCELIA	CACAYAN	MAPUTE
5	ROSALYN	SAGALDIA	BALACUIT
6	ANTONINA	AQUINO	PRISCO
7	JOCELYN	EMELIA	PLAZA,
8	ESTEFA	PREJULA	BALBUTIN
9	LOVELLA	ADOLFO	ADLAWAN
10	MARY GRACE	PEREZ	MANGADLAO
11	BERNIE	OMBAT	MONTERO
12	BERYL JOY	CATANUS	CABAYA
13	NOEL	ROSALIN	MONTON
14	GERARD	MIQUE	LOPEZ
15	WILFRED	DELA PENA	BANLUTA
16	MARCK	TALADOC	GABOR
17	ARNEL	LOAYON	AGUILA
18	DINA	MACARAYAN	GALLENERO
19	AILYN	CRISOLOGO	SATURINAS
20	REX	CAÑETE	APILLANES
21	ROMULO JR.	LICO	CUERBO
22	ARACELI	EBARLE	CAÑETE
23	ROEL	MEJORADA	FELISCUZO
24	REY	ARTIENDA	KIMILAT
25	CAROLYN	SUICO	MAYUGA
26	ROSABELLE	SUICO	CUBILLAS
27	APRIL ANN	GACHO	BERNABE
28	ROWENA	CANDELARIO	CALUMPANG
29	REMEDIOS	CENIZA	HINAMPAS
30	CHARLITA	ASALDO	CHARLITA
31	VICTORIA	BACQUIAL	PABIA
32	DORES	PANIS	CLARO
33	JIECYLL	SANTILLAN	BUTAL
34	MARILOU	DELIMA	ASOTIGUE
35	PRELYN	PERLA	SANDIMAS
36	MARY ALLEN	PEDRANO	CORNITES
37	CHERRY	BAUTISTA	CAJES
38	SACARIAS	OMATOBANG	SAYSON



No.	FIRSTNAME	MIDDLENAME	LASTNAME
39	JEANETTE	HANDAYAN	MODELO
40	RUTCHEL	ABRENILLO	RINCAL
41	JELLAH	CASTULO	SUYMAN
42	GARRY	ABIG	GA
43	JEGGER	PIAO	RUDELA
44	ARIEL	BOTONA	ESPADERO
45	MAISAN	PIAO	MASCARDO
46	JOHN MARK	DULPINA	PETALLO
47	ROLANDO	SOLANA	SAPURAS
48	SARACHEN	LABE	SANGCO
49	MARCELINO	DACUMOS	BORJA
50	INDAY ROBBIE	ANDIT	CUBILLAN
51	DONALD	TIUSICO	ARQUIZA
52	MARNELLI	REJUSO	ESMENDA
53	MARICAR	TABACON	LISONDRA
54	JOSEPH MELBERT	ROSITA	REBOT
55	LYNETTE	VERNAL	JARON
56	NORMALIA	SARIPADA	LINSA
57	EMMANUEL	LABE	ADLAON
58	ALMA	CAHULOGAN	PONIO
59	PATRELYN	BALBUTIN	RATILLA
60	SHEENALYN	DELUMBAR	MAYLON
61	ROLLY	BUCARILE	RAVELO
62	MAVIC	PIMENTEL	QUIJADA
63	MARITES	PERAL	ALZATE
64	RESSIL	LOREN	TERSONA
65	JEANETTE	GUAZON	QUINTO
66	FELISA	BUDIONGAN	BATISTIL
67	MARTHA	NOVO	DAMIAO
68	MARILOU	SERRANO	SARANZA
69	MA. ROSSANA	CRUZ	MENIANO
70	ISAIAS JR.	ABRIGO	LAZADO
71	VERGIELYN	ESPINA	DATOY
72	ISABEL	LAYSON	LOAYON
73	REXAN	OMBINA	BOLOTAOLO
74	MICHAEL	LASUTAN	TADULAN
75	GERLIE	YONGAO	GEROCHE
76	LALAINÉ	SICAD	GOMERA
77	YODELYN	DELA CALZADA	JADOL
78	RHODA	MALOY	DE LOS SANTOS
79	MARIE JOY	MOSCATILES	INTONG
80	MARYLOU	MORES	RECOSSA
81	MILDRED	CENTRO	ABARICO



No.	FIRSTNAME	MIDDLENAME	LASTNAME
82	VANESSA	PAJO	BOLAMBOT
83	FERNANDO JR.	AMAMANGPANG	DONES
84	FELIX	NAJIAL	BAGNOL
85	ARLENE	SABAY	BOQUILON
86	ALVIN	MURCILLA	BUNIEL
87	REGEL	PRECILDA	POBE
88	IRENE	GRUMEZ	AJOC
89	Marilyn	VERTICAL	QUINTO
90	MENERBA	MANTALABA	DAPAR





Republic of the Philippines
Department of Education
CARAGA REGION

Enclosure 2 to RM No. 0147, s. 2024

ASSESSMENT OF LEARNING AND DEVELOPMENT EFFECTIVENESS
Level 3: Behavior
(For Supervisors)

This tool intends to assess how the training has impacted the performance and attitude of the learners/participants at work.

Title of L and D Activity: Regional Training of Trainers of Advancing Basic Education in Caraga Region (ABC+) Project Professional Development (PD) Programs Upscaling

Date of Conduct: July 24-28, 2023

Name and Signature of Employee: _____

Date: _____

Part I.

Instructions: On a scale of 1 to 4, rate how the training has impacted your competency, performance and attitude at work based on the specified indicators. Put a check (/) mark on the space provided.

Numerical Rating	Description	Interpretation
4	Strongly Agree	Agree in all instances
3	Agree	Agree in most instances
2	Disagree	Disagree in most instances
1	Strongly Disagree	Disagree in all instances

Indicators		4	3	2	1
The training program has helped me in					
Domain 1: Supporting Curriculum Management and Implementation					
Domain 1: Supporting Curriculum Management and Implementation	supporting curriculum implementation through management of programs, projects, and activities aligned with curriculum standards.				
	applying relevant processes to support learning resource management in divisions / districts / schools and learning centers.				
	utilizing learners' assessment results in developing intervention strategies to support the divisions / districts / schools and learning centers.				
Domain 2: Strengthened Shared Accountability	adopting and implementing appropriate technical assistance modalities to divisions / districts / schools and learning centers based on quality				



Indicators		4	3	2	1
	assurance and monitoring and evaluation results.				
Domain Fostering Culture Continuous Improvement	3: applying appropriate instructional leadership support strategies to help divisions / districts / schools and learning centers for the continuous improvement of the teaching-learning process.				
	a utilizing relevant technology-based innovations including ICT in the effective delivery of roles and functions to support divisions / districts / schools and learning centers				
	implementing communities of practice such as job-embedded learning, learning networks and learning action cells, to improve the delivery of basic education services.				
Domain Developing and Others	4: ensuring the delivery of different learning and development platforms to support divisions / districts / schools and learning centers				
Project Management					
Implementation of Literacy Strategies	evaluating whether school heads are incorporating new literacy strategies learned during the training into their daily routines				
	monitoring the adoption of evidence-based instructional methods and interventions in literacy education				
Effective Resource Allocation	assessing the allocation of resources, such as books, teaching aids, and technology, towards literacy improvement initiatives.				
	ensuring that school heads are effectively using available resources to support literacy programs in their schools.				
Parental and Community Involvement	measuring the level of engagement with parents and the community in literacy-related activities				
	looking for evidence of initiatives that encourage parents to participate in their children's literacy development				
Professional Development Participation	monitoring school heads' continued engagement in professional development opportunities related to literacy after the training program.				
	Assisting the school head's increased participation in relevant workshops, conferences, or online courses that can				

Indicators		4	3	2	1
	indicate a commitment to ongoing learning.				
Teacher Training and Collaboration	evaluating whether school heads are implementing strategies to train teachers in literacy instruction.				
	assessing the level of collaboration among teachers, fostering a supportive environment for sharing best practices in literacy education.				
Execution of Project Initiative Plans (PIPs)	regularly reviewing the progress of the PIPs plans and their alignment with the goals of the training program				
Student Attendance and Engagement	monitoring changes in student attendance				
	monitoring changes in student engagement in literacy-related activities.				
Feedback and Evaluation from Teachers and Staff	collecting feedback from teachers and staff on the effectiveness of the school heads' leadership in promoting literacy				
	evaluating whether the staff perceives positive changes in the learning environment and teaching methodologies.				
Documentation and Reporting	regularly assessing and validating the literacy scores of students				
	assessing the quality and frequency of documentation and reporting related to literacy initiatives.				
	looking for evidence of comprehensive reporting that reflects the impact of literacy programs on student outcomes.				
Continuous Improvement	looking for improvements in reading and writing skills among students as a direct result of changes implemented by school heads				



Part II. Challenges, Issues, Gaps, Problems Encountered

What Challenge/s, Issue/s, Gap/s and Problem/s have you encountered in the planning and implementation of the Project Initiative Plan (PIP) of the school head/s under your supervision? What action/s was/were taken to address it/them?

Challenge/s	Issue/s	Gap/s	Problem/s	Action Taken

Part III. Answer the question comprehensively.

What is/are the notable positive change/s or improvement in your work practice/attitude as a result of the application of learning/insights gained from the training?

Prepared by:

Conforme:

PRINTED NAME AND SIGNATURE OF
THE PSDS/EPS

PRINTED NAME AND SIGNATURE OF
SCHOOL HEAD/PIP PROPONENT



Measure of Effectiveness (MoE) Assessment Metrics

Level 3 assessment, also known as behavior assessment, is a crucial step in evaluating the effectiveness of a training program. The purpose of conducting Level 3 behavior assessment is to measure the extent to which participants are applying the knowledge and skills gained during the training in their actual work environment. This level of evaluation focuses on observable changes in behavior and performance.

This tool uses a 4 point Likert Scale which only allows respondents to select four options without a neutral choice. Since the accomplishments vary from one respondent to another, a simplified range of metrics for the MoE is established as follows:

Range	Description
3.50-4.00	The conducted L & D Activity is Very Effective
2.50-3.49	The conducted L & D Activity is Effective
1.50-2.49	The conducted L & D Activity is Less Effective
1.00-1.49	The conducted L & D Activity is Not Effective





Republic of the Philippines
Department of Education
CARAGA REGION

Enclosure 3 to RM No. 0147, s. 2024

ASSESSMENT OF LEARNING AND DEVELOPMENT EFFECTIVENESS

**Level 3: Behavior
(For School Heads)**

This tool intends to assess how the training has impacted the performance and attitude of the learners/participants at work.

Title of L and D Activity: Regional Training of Trainers of Advancing Basic Education in Caraga Region (ABC+) Project Professional Development (PD) Programs Upscaling

Date of Conduct: July 24-28, 2023

Name and Signature of Employee: _____

Date: _____

Title of Project Initiative: _____

Target Learners: _____

Part I.

Instructions: On a scale of 1 to 4, rate how the training has impacted your competency, performance and attitude at work based on the specified indicators. Put a check (/) mark on the space provided.

Numerical Rating	Description	Interpretation
4	Strongly Agree	Agree in all instances
3	Agree	Agree in most instances
2	Disagree	Disagree in most instances
1	Strongly Disagree	Disagree in all instances

Indicators		4	3	2	1
The training program has helped me in					
Domain 1: Leading Strategically	communicating the DepEd vision, mission and core values to the wider school community to ensure shared understanding and alignment of school policies, programs, projects and activities.				
	developing and implementing with the planning team school plans aligned with institutional goals and policies				
	utilizing available monitoring and evaluation processes and tools to promote learner achievement.				
Domain 3: Focusing on Teaching and Learning	assisting teachers in the review, contextualization and implementation of learning standards to make the curriculum relevant for learners.				
	providing technical assistance to teachers on teaching standards and pedagogies within and across learning				

Indicators		4	3	2	1
Domain 3: Focusing on Teaching and Learning	areas to improve their teaching practice.				
	using validated feedback obtained from learners, parents, and other stakeholders to help teachers improve their performance				
	providing technical assistance to teachers in using learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.				
	managing a child-friendly, inclusive and healthy learning environment				
	implementing learner discipline policies that are developed collaboratively with stakeholders including parents, school personnel and the community.				
	building understanding of school's ability to better align instructions across grade levels (Kindergarten to Grade 3) through cohesive, developmentally appropriate instruction that is integrated across subjects				
	establishing a school culture and climate that				
	a. fully integrates Socio-emotional Learning (SEL)				
	b. promotes well-being inside and outside of the classroom				
	c. fosters Gender Equality and Social Inclusion				
	fostering reflective, evidence-based policies by				
	a. measuring teacher's skills				
	b. learners' learning outcomes using periodic, short and quick tools such as classroom observation and formative assessment				
	implementing literacy instructional leadership practices based on the demands of learning from home and face-to-face classes modalities				
Domain 4: Developing Self and Others	developing a professional development plan based on reflection of one's practice and ongoing professional learning.				
	implementing the performance management system with a team to support the career advancement of school personnel, and to improve office performance.				
	implementing professional development initiatives to enhance strengths and address performance gaps among school personnel				
	supporting teachers in the				



Indicators		4	3	2	1
Domain 4: Developing Self and Others	a. application of literacy strategies				
	b. use of supplementary materials				
	c. leading and facilitating LAC sessions				
Domain 5: Building Connections	building constructive relationships with various personalities, such as authorities, colleagues, parents and other stakeholders, to foster an enabling and supportive environment for learners.				
	exhibiting inclusive practices, such as gender sensitivity, physical and mental health awareness and culture responsiveness, to foster awareness, acceptance and respect.				
	initiating partnerships with the community, such as parents, alumni, authorities, industries and other stakeholders, to strengthen support for learner development, as well as school and community improvement.				
	collaborating with fellow school heads and the Public Schools District Supervisor to reach a consensus on a shared vision for instructional literacy;				
	developing a participatory process in engaging a broad base of school community stakeholders in developing a project initiative guided by the shared vision for literacy instruction- the processes of which will reflect the construct of the school as a learning organization;				
Project Management					
Goals and Objectives	clearly defining the goals and objectives of the early literacy initiative plan				
Key Performance Indicators	identifying and communicating measurable KPIs that align with the literacy goals				
Baseline Assessment	collecting data on literacy levels and related factors before implementing the initiative.				
Implementation Metrics	tracking the execution of the literacy initiative plan.				
	ensuring the timely completion of planned activities.				
	adhering to the project timeline.				
	complying with the budget allocation				
Participant Engagement	measuring the level of engagement among the target audience through:				
	attendance at literacy events or classes				
	participation in literacy-focused activities as indicated in the PIP				

Indicators		4	3	2	1
Resource Utilization	evaluating how efficiently resources are being used by:				
	tracking budget allocation and expenditure.				
	periodically evaluating the staff time and expertise				
Assessment Tools	developing or adopting literacy assessment tools to measure individual progress.				
	conducting pre-assessment that served as baseline data				
	initiating surveys, focus group discussions and other modes to gather participant feedback.				
Feedback and Surveys	collecting feedback from participants, educators, and stakeholders.				
	identifying challenges and successes.				
	gauging overall satisfaction with the initiative.				
Monitoring and Evaluation	establishing a regular monitoring and evaluation process.				
	facilitating periodic reviews of Key Performance Indicators				
	making adjustments to the initiative plan based on ongoing feedback.				
Data Analysis	conducting periodic data-gathering to identify trends, patterns, and areas for improvement.				
Reporting	presenting the initial gains and challenges encountered to external and internal stakeholders				
Continuous Improvement	Using the assessment results to refine and enhance the PIP for continuous improvement.				

Part II. Challenges, Issues, Gaps, Problems Encountered

What Challenge/s, Issue/s, Gap/s and Problem/s have encountered in planning and implementation of your Project Initiative Plan (PIP)? What action/s was/were taken to address it/them?

Challenge/s	Issue/s	Gap/s	Problem/s	Action Taken

Part III. Answer the question comprehensively.

What is/are the notable positive change/s or improvement in your work practice/attitude as a result of the application of learning/insights gained from the training?

Prepared by:

Noted:

PRINTED NAME AND SIGNATURE OF
SCHOOL HEAD/PROJECT INITIATIVE
PLAN PROPONENT

PRINTED NAME AND SIGNATURE OF
IMMEDIATE SUPERVISOR



Measure of Effectiveness (MoE) Assessment Metrics

Level 3 assessment, also known as behavior assessment, is a crucial step in evaluating the effectiveness of a training program. The purpose of conducting Level 3 behavior assessment is to measure the extent to which participants are applying the knowledge and skills gained during the training in their actual work environment. This level of evaluation focuses on observable changes in behavior and performance.

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