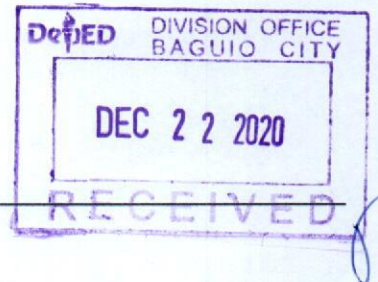




Republic of the Philippines
Department of Education



DepEd MEMORANDUM
No. s. 2020

**GUIDELINES ON THE REGISTRATION OF TEACHERS AND SCHOOL LEADERS
FOR NEAP-RECOGNIZED PROFESSIONAL DEVELOPMENT
PROGRAMS AND COURSES**

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher, and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. In keeping with its commitment to giving full support to the in-service professional development of teachers and school leaders to ensure quality basic education for all, the Department of Education (DepEd), through the National Educators Academy of the Philippines (NEAP), issues the **Guidelines on the Registration of Teachers and School Leaders for NEAP-Recognized Professional Development Programs and Courses**.
2. This set of guidelines forms part of the strategic program for the upskilling and reskilling of public school teachers and school leaders by giving them access to a wide range of NEAP-recognized professional development programs and courses that are integrated, aligned to the Philippine Professional Standards for Teachers (PPST), and supportive of their career progression.
3. For the first round of offered professional development programs and courses, regional offices (ROs) are enjoined to submit the List of Qualified Public School Teachers and School Leaders (Enclosure C) to NEAP **on or before December 27, 2020** following the number of allocated slots per SDO.
4. Subsequent to the issuance of this set of guidelines, NEAP shall regularly issue calls for registration to programs and courses as they are recognized by NEAP.
5. For more information, please contact the **National Educators Academy of the Philippines-Professional Development Division**, Department of Education at DepEd Central Office, Room M-213-A, Second Floor, Mabini Building, DepEd Complex, Meralco Avenue, Pasig City through email at neap.pdd@deped.gov.ph or at telefax number (02) 8633-9455.
6. Immediate dissemination of this Memorandum is desired.

LEONOR MAGTOLIS BRIONES
Secretary

Encls.:
As stated

References:

DepEd Order No. 1, s. 2020

DepEd Memorandum No. 050, s. 2020

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

NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES
OFFICIALS
POLICY
PROGRAMS
RULES AND REGULATIONS
SCHOOLS
TEACHERS

JDMC/SMMA/APA/MPC DM Guidelines on the Registration of Teachers and School Leaders to...
0299 - December 17, 2020

**GUIDELINES ON THE REGISTRATION OF TEACHERS AND SCHOOL LEADERS
FOR NEAP-RECOGNIZED PROFESSIONAL DEVELOPMENT PROGRAMS
AND COURSES**

I. RATIONALE

1. Article XIV, Section 5, Paragraph 4 of the 1987 Philippine Constitution highlights the policy of the state to ensure that the right of teachers to professional development is protected, viz:

“Section 5. The State shall enhance the right of teachers to professional advancement. x x x.”

2. Promoting the professional development and advancement of teachers will be key to decisively addressing the challenge of quality of education in the country. A strategic and systematic professional development program will develop greater pride among teachers, rejuvenate their motivation, foster innovative instruction, and inspire better engagement with learners in the classroom.

3. The Department of Education (DepEd) has undertaken the streamlining of the professional development of its teachers by making training activities programmatic and accountable, effectively linking professional development with career progression and generating efficient use of resources through the organizational and program transformation of the National Educators Academy of the Philippines (NEAP) under DepEd Order (DO) No. 011, s. 2019, titled, **Implementation of the NEAP Transformation**.

4. To ensure that all programs and courses are aligned and integrated in the wider NEAP Professional Development Framework, a recognition process was put in place through the issuance of DO 001, s. 2020, titled **Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders**. These guidelines stipulate the requirements and the processes of recognition of programs and courses offered by NEAP, other DepEd offices and units, and non-DepEd entities.

5. With respect to programs and courses offered by non-DepEd entities, Section 19 of the Special Provisions of the DepEd budget under the Fiscal Year 2020 General Appropriations Act provides that *“x x x DepEd shall work closely with teacher training institutions in the SUCs such as the University of the Philippines, Philippine Normal University, Development Academy of the Philippines, and other institutions of similarly high repute, including private institutions x x x subject to pertinent DepEd policies, rules and guidelines, as well as relevant issuances in engaging partners and learning service providers.”*

6. To ensure that public school teachers and school leaders are provided with appropriate learning and development interventions, this set of guidelines establishes the registration process of teachers and school leaders for NEAP-recognized professional development programs and courses delivered by NEAP, other DepEd units, and all authorized Learning Service Providers (LSPs).

7. The registration of public school teachers and school leaders in NEAP-recognized professional development programs and courses and their completion shall from hereon form part of the professional development record of every teacher and school leader throughout their tenure in the Department of Education.

II. SCOPE AND COVERAGE

8. These guidelines shall cover the requirements, process, and other mechanisms for the registration of all public school teachers and school leaders in professional development programs and courses recognized by the NEAP-Central Office and delivered by NEAP, other DepEd units, and authorized Learning Service Providers (LSPs). Similar guidelines shall be issued covering registration in programs and courses recognized at the level of NEAP in the regions.

9. A first round of recognized professional development programs or courses offered for registration is enclosed (Enclosure A). Subsequent to the issuance of this set of guidelines, NEAP shall regularly issue calls for registration for offered programs and courses.

III. DEFINITION OF TERMS

10. For the purpose of these guidelines, the following terms are defined as follows:

- a. **Authorized Learning Service Providers (LSP)** are non-DepEd providers that have been awarded formal, fixed-term Authorization by NEAP to provide professional development to teachers and/or school leaders within DepEd under DO No. 001, s. 2020.
- b. **DepEd Service Providers (DSP)** are DepEd Central Office bureaus, services or units, DepEd Regional Offices or DepEd Schools Division Offices that have been awarded formal, fixed-term Authorization by NEAP to provide professional development to teachers and/or school leaders within DepEd.
- c. **NEAP-recognized professional development programs and/or courses** are programs and courses offered by DSPs and LSPs that have undergone the quality assurance process intended to uphold the learning and development standards in the development and delivery of professional development programs and courses provided to DepEd teachers and school leaders through an evaluation mechanism under DO No. 001, s. 2020.
- d. **Professional Development (PD) Credit Units** are the credit units earned by teachers and school leaders after successfully completing a NEAP-recognized professional development program or course.
- e. **School Leaders** are Head Teachers, Department Heads, Principals and Assistant Principals, School District Supervisors, Education Program Supervisors, Chief Education Supervisors at the Schools Division and Regional Offices, Schools Division Superintendents, Assistant Schools Division Superintendents, Regional Directors and Assistant Regional Directors. These officials perform managerial and supervisory roles in their respective levels of governance (See DO No. 001, s. 2020).
- f. **Teachers** are regular or permanent personnel in schools and learning centers who are “engaged in the classroom teaching of any subject, including practical / vocational arts, at the elementary and secondary levels of instruction” (See Section 2, Paragraph A, RA No. 7784).

IV. POLICY STATEMENT

11. The Department of Education is committed to the professional development of its teachers and school leaders, pursuant to Article XIV, Section 5, Paragraph 4 of the 1987 Philippine Constitution providing that the state shall enhance the right of teachers to professional advancement, and as a key program towards decisively addressing the challenge of quality of basic education in the country. Hence, the participation of the public school teachers and school leaders in NEAP-recognized professional development programs must be adequately supported and prioritized.

12. It shall be the policy of these Guidelines to:

- a. Ensure that the public school teachers and school leaders are afforded with a wide range of programs and courses that are NEAP-recognized, aligned to the PPST, and consistent with the NEAP Professional Development Framework;
- b. Guarantee that the programs and courses are provided with the appropriate PD credit units; and,
- c. Provide a mechanism that shall capture and register the progress of each public school teacher and school leader in the professional development programs and courses that they have taken, in order to document their proficiencies as well as identify gaps, and in view of the career progression policy that shall be formally adopted later on by the Bureau of Human Resource and Organizational Development (BHROD).

V. PROCEDURE

13. Eligibility

- a. As a general eligibility for registration in NEAP-recognized professional development programs and courses, Public school teachers and school leaders must:
 - i. be holding a permanent item;
 - ii. have no pending administrative, civil or criminal case;
 - iii. have not been found guilty of any violation involving moral turpitude, corruption or fraud;
 - iv. be willing to sign and commit to the provisions of the NEAP-Recognized Professional Development Contract; and,
 - v. be willing to prepare and undertake the conduct of a NEAP-PDP Action Plan (AP).
- b. Specific eligibilities shall be provided in the recognized programs or courses, which may include appropriate teaching position or career stage, grade level assignments, subject specialization, and completed prerequisites.

14. Classification of Offered Programs or Courses

- a. For purposes of registration, NEAP-recognized professional development programs and courses are classified as follows:
 - i. By Service Provider

NEAP-recognized professional development programs and courses may be offered by **DepEd Service Providers (DSP)** which may be bureaus, services or units in the DepEd Central Office or by the DepEd Regional Offices, the Schools Division Offices, or any office unit therein.

Programs and courses may likewise be offered by **Learning Service Providers (LSP)** which are non-DepEd entities that are authorized providers with recognized programs and courses in accordance with the provisions of DO No. 001, s. 2020.

ii. Free or With Registration or Enrolment Fee

A program or course may be offered for free, or may charge reasonable registration or enrollment fees as approved by NEAP.

For programs or courses that charge reasonable registration or enrollment fees, the NEAP shall indicate whether it will pay for the said fees on behalf of and as direct benefit to the teachers or school leaders, or are optionally available for registration at the personal expense of the teacher or school leader.

iii. As to Number of Available Slots

NEAP-recognized professional development programs and courses will indicate how many slots are available for registration.

iv. As to Duration of the Program or Course

NEAP-recognized professional development programs and courses are categorized as Short-Term program or course, which would run for less than three (3) months, or as a Long Term program or course, which would run for more than three months.

15. Application

- a. The public school teacher or school leader shall review the list of NEAP-recognized professional development programs and courses and selects which course best to register or enroll in considering his/her career stage, key stage and learning area taught, the identified professional development needs, and eligibility for any specific qualifications based on the nature, design, and target of the program or course being offered (Enclosure A).
- b. The public school teachers and school leaders shall submit their intent to register for a NEAP-recognized professional development program or course to the Schools Division Office (SDO).
- c. The Letter of Intent (Enclosure B) should indicate the qualifications of the teacher or school leader in relation to the criteria set by the program or course, the teacher or school leader's willingness to maintain the academic standards, and adhere to the program or course requirements set by the Service Provider (DSP or LSP), and

the teacher or school leader's commitment to observe and follow the terms and conditions, including the implementation of an Action Plan, through the signing of the NEAP-PDP Contract.

16. Approval of Application

- a. The SDO shall review and approve the application of the public school teacher or school leader to register to a NEAP-recognized professional development program or course based on the qualifications, program requirement, or course criteria specifically indicated in the list (Enclosure A), unless a different selection process is provided.
- b. Where there are more applicants than the number of slots given to the Division/Region, the SDOs or RO may implement a selection process of candidates taking into consideration the requirements set in the program/ course and their local professional development priorities.
- c. The SDO shall inform the selected public school teachers and school leaders to register to the Online NEAP-PDP Registration Form. The SDO shall submit the list of registered public school teachers and school leaders to the DepEd Regional Office (RO) for proper endorsement (Enclosure C).

17. Endorsement by the Regional Office

- a. The RO shall review the list of registered public school teachers and school leaders submitted by SDO and shall endorse the same to NEAP.

18. Confirmation of Registration

- a. The DepEd CO, through NEAP, shall approve the list forwards the approved list of registered public school teachers and school leaders to the implementing DepEd unit or implementing Learning Service Provider (LSP).
- b. Upon acceptance and confirmation by the LSP of the registration (Enclosure D), NEAP shall inform the ROs of the acceptance of the public school teachers and school leaders to the programs and courses (Enclosure E), and issue the confirmation of the registration of the public school teachers and school leaders (Enclosure F).

19. Implementation

- a. NEAP CO will coordinate with the Regional Offices and the DSP or LSP the appropriate scheduling for the conduct of the program or course.
- b. Upon completion of the program or course, the DSP or LSP shall submit the final rating of all public school teachers and school leaders who attended their program or course (Enclosure G).

20. Updating of the Professional Development (PD) Record

- a. NEAP-CO shall enter into the individual professional development record of teachers and school leaders the credit units earned and

shall ensure that the said records are maintained and updated. The professional development record of teachers shall serve as the basis for validation and issuance of certification when requested by appropriate parties.

- b. There shall be created a Registrar's Office within NEAP to serve as the official recorder and keeper of the in-service professional development records of all teachers and school leaders. Its functions include the verification and certification of enrollment and records of completed NEAP-recognized professional development programs and courses of teachers and school leaders.

VI. DUTIES AND RESPONSIBILITIES

21. To ensure the proper implementation of these Guidelines, the following DepEd offices are expected to fulfill the following roles and responsibilities:

- a. DepEd Central Office, through the National Educators Academy of the Philippines:
 - i. Provide a complete list of NEAP-Recognized Professional Development Programs and Courses (Enclosure H) indicating the target date of implementation
 - ii. Approve the list of registered public school teachers and school leaders submitted by the ROs
 - iii. Provide the DSPs and LSPs with a list of teachers and school leaders who will be attending a specific program or course
 - iv. Provide a confirmation of registration to the teachers and school leaders
 - v. Facilitate the payment of the LSPs for the paid registration or enrollment of teachers and school leaders shouldered by NEAP as a direct professional development benefit to the teachers and school leaders
 - vi. Utilize all quality-assured and promising NEAP-PDP Action Plans in crafting future PD programs and courses
 - vii. Establish and maintain a system that will record and monitor the progress of public school teachers in view of the career progression policy
- b. DepEd Regional Offices:
 - i. Approve and submit to NEAP, the list of teachers and school leaders submitted by the SDOs
 - ii. Conduct a selection process as needed of applicant teachers or school leaders to the programs or courses currently offered by NEAP and open for registration or enrollment
 - iii. Inform the teachers and school leaders of their acceptance to the program or course

- iv. Monitor the implementation of the NEAP-PDP Action Plan and share promising practices with the different schools and SDOs
- c. DepEd Schools Division Offices:
 - i. Prepare a list of teachers and school leaders who will attend the NEAP-recognized professional development programs or courses following the allocation per SDO (Enclosure I)
 - ii. Ensure that the teachers and school leaders are able to attend the program or course
 - iii. Provide technical assistance to the teachers and school leaders in the implementation of their Action Plans
- d. Public School Teachers and School Leaders:
 - i. Enroll in their chosen program or course
 - ii. Sign the NEAP-PDP Contract (Enclosure J)
 - iii. Attend the program or course
 - iv. Submit all program or course requirements
 - v. Receive a passing grade or satisfactory rating in the course/program enrolled in
 - vi. Prepare, submit and implement a NEAP-PDP Action Plan (Enclosure K)
- e. DepEd Service Providers and Learning Service Providers:
 - i. Confirm the list of registered public school teachers and school leaders
 - ii. Conduct the programs and/or courses assigned to them
 - iii. Provide a complete list of program and course recipients with their corresponding final ratings
 - iv. Submit all documents as may be required for the processing of the payment

VII. CERTIFICATES

22. NEAP shall be releasing the Certificates of Attendance to the public school teachers and school leaders who attended the NEAP-recognized professional development programs and courses.

23. Each Certificate shall indicate the number of hours and the total PD credit units earned by the public school teacher or school leader for the program or course.

24. NEAP shall maintain the PD records of public school teachers or school leaders registered to NEAP-recognized professional development programs and courses.

VIII. FINANCIAL ARRANGEMENT FOR PROGRAMS WITH APPROVED REGISTRATION FEES OR ENROLMENT FEES

25. For those to be shouldered by NEAP as a direct benefit to teachers and school leaders, NEAP shall facilitate payment.

26. For those to be paid from personal expense, they shall be paid directly by the teachers to the DSP and LSP.

27. For recognized programs and courses that will be implemented by DepEd Service Providers for which there is budget allocation from HRD Funds, a Certification of Fund Allocation under HRD Fund shall be issued along with the Recognition Certificate. The Certification of Fund Allocation shall be enclosed by the DSP in the payment of their financial obligations such as board and lodging, incurred travel expenses and others.

IX. MONITORING AND EVALUATION

28. The implementation of these policy guidelines shall be monitored and evaluated in accordance with the following results indicators:

- a. Intermediate Outcome: Number of teachers and school leaders who have met the career stage professional development credit unit requirements for purposes of meeting the qualification standards
- b. Output: Number of teachers and school leaders who have registered in NEAP-recognized PD programs and courses

29. All NEAP-PDP Action Plan implementation shall also be monitored and evaluated by appropriate offices. In the case of teachers, the Action Plan shall be monitored by their respective school heads in the exercise of their school leadership function. For school heads, their Action Plan shall be monitored and evaluated by the schools division offices through the Public Schools District Supervisors in the exercise of their instructional leadership function, while the Action Plan of Supervisors, whether Public Schools District Supervisors or Education Program Supervisors will be monitored by the Schools Division Superintendent as their immediate supervisor.

X. REFERENCES

30. Republic Act No. 7784, titled, *“An Act to Strengthen Teacher Education in the Philippines by Establishing Centers of Excellence, Creating a Teacher Education Council for the Purpose, Appropriating Funds Therefor, and for Other Purposes”*

31. Republic Act No. 11465, titled, *“General Appropriations Act Volume I-A of Fiscal Year 2020”*

32. DepEd Order No. 20, s. 2020, titled, *“Adoption and Implementation of NEAP Professional Development Credit Unit Banking Mechanism for Participation of Teachers and School Leaders in NEAP-Recognized Professional Development Programs and Courses”*

33. DepEd Order No. 4, s. 2020, titled, *“Amendment to DepEd Order No. 17, s. 2019 (Guidelines on the Provision and Use of Official Mobile Phones, Postpaid Lines and Prepaid Loads)”*

34. DepEd Order No. 1, s. 2020, titled, *“Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders”*

35. DepEd Order No. 17, s. 2009, titled, *“Guidelines on the Provision and Use of Official Mobile Phones, Postpaid Lines and Prepaid Loads”*

36. DepEd Order No. 11, s. 2019, titled, *“Implementation of the NEAP Transformation”*



Republic of the Philippines
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Enclosure A

LIST OF AUTHORIZED SERVICE PROVIDERS

Service Provider (Name of DSP or LSP)	Title of the Course	Brief Description	Beneficiaries		Professional Standards Covered			Qualifications and Course Criteria
			Target	Career Stage	PPST	PPSSH	PPSS	
Research Triangle Institute (RTI) International/ABC+: Advancing Basic Education in the Philippines	Training on the Use of Supplementary Reading Materials (Regional Trainers)	The five (5) day online training course for Regional Trainers focuses on the use of supplementary reading materials and the different instructional strategies in supporting literacy domain skills development through the use of supplementary reading materials. The participants shall be able to define and model different instructional strategies for effective use of supplementary reading materials, and ensure application of these through developing a	Master Trainers and Regional Trainers				Strand 3.1 (3.1.2) Strand 3.2 (3.2.2) Strand 3.6 (3.6.2) Strand 4.2 (4.2.2) Strand 4.3 (4.3.2) Strand 4.4 (4.4.2) Strand 5.4 (5.4.2) Strand 5.5 (5.5.2)	



	<p>Training on the Use of Supplementary Reading Materials (K-3 Trainers)</p>	<p>plan to improve lesson preparation and delivery.</p>	<p>K-3 Teachers from Region 5 and Region 6</p>	<p>Proficient and Highly Proficient</p>	<p>Strand 1.4 (1.4.2, 1.4.3) Strand 1.6 (1.6.2, 1.6.3) Strand 1.7 (1.7.2, 1.7.3) Strand 2.3 (2.3.2, 2.3.3) Strand 2.4 (2.4.2, 2.4.3) Strand 3.1 (3.1.2, 3.1.3) Strand 3.2 (3.2.2, 3.2.3) Strand 4.1 (4.1.2, 4.1.3) Strand 4.4 (4.4.2, 4.4.3) Strand 4.5 (4.5.2, 4.5.3) Strand 6.2 (6.2.2, 6.2.3) Strand 7.3 (7.3.2, 7.3.3) Strand 7.4 (7.4.2, 7.4.3)</p>			
	<p>Improving Early Grade Literacy in School and at Home (Regional Trainers)</p>	<p>The five (5) day Online Training Course for Regional Trainers and Teachers focuses on the domains of literacy and the instructional strategies that can be used in bridging languages, facilitating oral language discussion, and practicing students in language domains to improve their literacy skills. The participants shall be able to recognize the importance of various learning modalities and how they can implement the K-3 literacy strategies to ensure learning continuity and transition from school to at home learning.</p>	<p>Master Trainers and Regional Trainers</p>	<p>(Proficient)</p>			<p>Strand 3.1 (3.1.2) Strand 3.2 (3.2.2) Strand 3.6 (3.6.2) Strand 4.2 (4.2.2) Strand 4.3 (4.3.2) Strand 4.4 (4.4.2) Strand 5.4 (5.4.2) Strand 5.5 (5.5.2)</p>	
	<p>Improving Early Grade Literacy in School and at Home (K-3 Teachers)</p>		<p>K-3 Teachers from Region 5 and Region 6</p>	<p>Proficient and Highly Proficient</p>	<p>Strand 1.4 (1.4.2, 1.4.3) Strand 1.6 (1.6.2, 1.6.3) Strand 1.7</p>			

					(1.7.2, 1.7.3) Strand 2.3 (2.3.2, 2.3.3) Strand 2.4 (2.4.2, 2.4.3) Strand 3.1 (3.1.2, 3.1.3) Strand 3.2 (3.2.2, 3.2.3) Strand 4.1 (4.1.2, 4.1.3) Strand 4.4 (4.4.2, 4.4.3) Strand 4.5 (4.5.2, 4.5.3) Strand 6.2 (6.2.2, 6.2.3) Strand 7.3 (7.3.2, 7.3.3) Strand 7.4 (7.4.2, 7.4.3)			
	Training of School Heads and Public Schools District Supervisors on Instructional Supervision and Early Literacy Instructional Strategies, School Climate/Culture, SEL, and Wellbeing - Batch 1	By the end of this training, participants will be able to implement a project initiative using instructional supervision practices grounded on the idea of the school as a learning organization to improve student performance with particular focus on literacy in the early grades. <ul style="list-style-type: none"> Make a shared vision of a school fostering a culture of continuous learning and growth that will be used as a guide in developing LACS and supervisory plans 	School Heads (SHDs) and Public Schools District Supervisors (PSDS)			Domain 1 (1.1 1.2 1.7) Domain 4 (4.1 4.2 4.5 4.6) Domain 5 (5.3)	Domain 1 (1.1 1.2 1.3) Domain 3 (3.1) Domain 4 (4.1 4.3 4.4)	
	Training of School Heads and Public Schools District Supervisors on Instructional Supervision and Early Literacy Instructional Strategies, School Climate/Culture, SEL, and Wellbeing - Batch 2	<ul style="list-style-type: none"> Design supervisory plan for school heads/teachers to engage in a dialogue that covers the following topics: (1) constructs of learning climate (school, classroom, home or 	School Heads (SHDs) and Public Schools District Supervisors (PSDS)			Domain 1 (1.1 1.2 1.7) Domain 4 (4.1 4.2 4.5 4.6) Domain 5 (5.3)	Domain 1 (1.1 1.2 1.3) Domain 3 (3.1) Domain 4 (4.1 4.3 4.4)	

		<p>different learning settings), learning conditions and instructional strategies that support their own social and emotional competencies and that of their students; (2) the interdependencies between learning climate, SEL and literacy learning; (3) positive discipline through collaborative problem solving and the Positive Discipline for Everyday Teaching (PDET)</p> <ul style="list-style-type: none"> Implement a LAC that improves literacy for Kindergarten to Grade 3 levels 							
SEAMEO Innotech	GURO21 Course 1: Facilitating the Development of 21st Century Skills	<p>Excellence in School Leadership for Southeast Asia (eXCELS) is a suite of courses for school heads to develop their competencies in areas of instructional leadership, instructional supervision, disaster and risk management, peace and culture advocacy and health programs management.</p>	Teachers	Proficient	<p>Domain 1: 1.1,1.4, and 1.5 Domain 3: 3.1, 3.3, 3.4, and 3.5 Domain 7: 7.2, 7.3,7.5</p>				
	GURO21 Course 2: Higher Order Thinking Skills		Teachers	Highly Proficient	<p>Domain 1: 1.1,1.4, and 1.5 Domain 3: 3.1, 3.3, 3.4, and 3.5 Domain 7: 7.2, 7.3,7.5</p>				
	TEACHeXCELS		School Heads	Proficient		<p>Domain 3: 3.1,3.2,3.4,3.5,3.8 Domain 4: 4.4</p>			
	SUPEReXCELS			Highly Proficient		<p>Domain 3: 3.1,3.2,3.4,3.5,3.8 Domain 4: 4.4</p>			
	PEACeXCELS			Distinguished: School Heads or individually as courses		<p>Domain 1: 1.1,1.2,1.7 Domain 2: 2.1,2.2,2.3,2.4,2.5,2.6</p>			

				applicable for all SH regardless of their career stage (1 or 2 or 3 or 4)		Domain 4:4.4 Domain 5:5.1		
	LEADeXCELS					Domain 1: 1.1,1.2,1.7 Domain 2: 2.1,2.2,2.3,2.4,2.5,2.6 Domain 4:4.4 Domain 5:5.1		
	HEALTHeXCELS					Domain 1: 1.1,1.2,1.7 Domain 2: 2.1,2.2,2.3,2.4,2.5,2.6 Domain 4:4.4 Domain 5:5.1		
Southeast Asian Institute of Educational Training, Inc. (SEAIETI)	Safeguarding Education: Education Continuity Planning and the Whole- School Approach Innovation in Education	This online training program is proposed to equip participants with useful and relevant teaching and learning strategies that they can apply in their classroom. Twenty first century teaching requires approaches that actively meets the demands of digital natives (students that are familiar with computers and other advanced technologies at an early age) (Scott, 2015), thus, this training is designed to update teachers of the current trends and technologies available that may revolutionize the way education is delivered in the classroom. They will also be able to acquire information about up-to-date applications that are useful for teachers and may simplify their day to day tasks. Since the world is in 'New Normal,' this training will be delivered through an online modality using advanced technological tools. Even so, participants of this training will experience activities on different educational applications and software. They will also emerge in the endless possibilities of various technologies and will be equipped with new ideas to	Teacher	Proficient	Domain 1: 1.2, 1.2.2, 1.3, 1.3.2, 1.4, 1.4.2, Domain 4: 4.1, 4.1.2, 4.2, 4.2.2, 4.3, 4.3.2, 4.4, 4.4.2, 4.5, 4.5.2			
	Innovation in Education				Domain 1: 1.2, , 1.2.2, 1.3, 1.3.2, 1.4, 1.4.2 Domain 2: 2.4, 2.4.2 Domain 4: 4.3, 4.3.2, 4.5, 4.5.2 Domain 7: 7.3, 7.3.2, 7.4, 7.4.2, 7.5 7.5.2			
	Education in the Virtual Environment				Domain 1: 1:1.2, 1.2.2, 1.3.2, 1.4, 1.4.2 Domain 2: 2.4, 2.4.2 Domain 4: 4.1, 4.1.2, 4.2, 4.2.2, 4.3, 4.3.2,			

		integrate in the classroom. It will be very useful for teachers' development and will help them adapt to the 'New Normal.'			4.4, 4.4.2, 4.5, 4.5.2			
	Classroom Management: Uncovering Deeper Layers of Learning and Supporting Students with Learning Disabilities				Domain 2: 2.3, 2.3.2, 2.4, 2.4.2 Domain 3: 3.1, 3.1.2, 3.1, 3.3.2 Domain 4: 4.1, 4.1.2, 4.2, 4.2.2			
	Demofest on Educational Innovations, Technology and Classroom Management Global Filipino Teachers				Domain 1: 1.2, 1.2.2, 1.3, 1.3.2, 1.4.2 Domain 2: 2.4, 2.4.2 Domain 4: 4.2, 4.2.2, 4.3, 4.3.2, 4.4, 4.4.2, 4.5, 4.5.2			
Philippine Normal University	Customized Diploma Program for Non-Specialists Phase 1	<p>This program combines academic courses and training done in PNU and JEL. The program has 8 academic courses that lead to a diploma (certificate).</p> <p>Each 3-unit course is delivered in a 54-hour combined academic classes and training in PNU and Job Embedded Learning. Each course supports development of 2-3 NEAP priority indicators from PPST. JEL is supported by a portfolio, RPMS outputs and IPCRF ratings are samples of job-embedded learning outputs. Each course (combined academic with training and JEL) has an embedded assessment to signify attainment of the NEAP priority indicators. A gateway assessment will be given at the end of the program.</p>	Teachers (Non-specialists are teachers who have been teaching subjects not aligned with their training for the last five years.)	Career Stage 1-4	Total of 20 indicators in the PPST for Phase 1 - All priority strands for 2020-2023 Phase 1 one-year training (Gateway Assessment to receive Diploma)			

The following are the PNU customized programs for Non-Specialists:

Master's

1. Master ng Sining sa Edukasyon Pangwika sa Filipino
2. Master of Arts in English Language Education
3. Master of Arts in Reading Education
4. Master of Arts in Mathematics Education (Streams: with Specialization in Elementary School Teaching, with Specialization in Secondary School Teaching, with Specialization in College Teaching)
5. Master of Arts in Science (Streams: with Specialization in Chemistry, with Specialization in Physics, with Specialization in Integrated Science, with Specialization in Biology)
6. Master of Arts in Counseling
7. Master of Arts in Values Education
8. Master of Arts in Social Science Education
9. Master of Arts in Early Childhood Education
10. Master of Arts in Educational Assessment and Evaluation
11. Master of Arts in Educational Leadership and Management

		<p>12. Master of Arts in Education with Specialization in Curriculum and Instruction</p> <p>Doctorate</p> <ol style="list-style-type: none"> 1. Doctor of Philosophy in English Language Education 2. Doctor of Philosophy in Reading Education 3. Doktor ng Pilosopiya sa Edukasyong Pangwika sa Filipino 4. Doctor of Philosophy in Mathematics Education 5. Doctor of Philosophy in Science Education 6. Doctor of Philosophy in Counseling 7. Doctor of Philosophy in Curriculum and Instruction 8. Doctor of Philosophy in Educational Leadership and Management 						
	<p>Customized Program for Specialists Phase 1</p>	<p>This program combines academic courses and training done in PNU. The program has 8 academic courses that lead to a diploma (certificate). Each 3-unit course is delivered in a 54-hour combined academic classes and training in PNU.</p> <p>The following are the PNU customized programs for Specialists:</p> <p>Master's</p> <ol style="list-style-type: none"> 1. Master ng Sining sa Edukasyon Pangwika sa Filipino 2. Master of Arts in English Language Education 	<p>Teachers</p> <p>(Specialists are teachers who have BSEd/BEED/Certificates in teaching degrees aligned with the subjects they are teaching.)</p>	<p>Career Stage 1-4</p>	<p>Total of 20 indicators in the PPST for Phase 1 - All priority strands for 2020-2023 Phase 1 one-year training (Gateway Assessment to receive Diploma)</p>			

- | | | | | | | | | |
|--|--|---|--|--|--|--|--|--|
| | | <ol style="list-style-type: none"> 3. Master of Arts in Reading Education 4. Master of Arts in Mathematics Education (Streams: with Specialization in Elementary School Teaching, with Specialization in Secondary School Teaching, with Specialization in College Teaching) 5. Master of Arts in Science (Streams: with Specialization in Chemistry, with Specialization in Physics, with Specialization in Integrated Science, with Specialization in Biology) 6. Master of Arts in Counseling 7. Master of Arts in Values Education 8. Master of Arts in Social Science Education 9. Master of Arts in Early Childhood Education 10. Master of Arts in Educational Assessment and Evaluation 11. Master of Arts in Educational Leadership and Management 12. Master of Arts in Education with Specialization in Curriculum and Instruction | | | | | | |
|--|--|---|--|--|--|--|--|--|

Doctorate

1. Doctor of Philosophy in English Language Education

		<ol style="list-style-type: none"> 2. Doctor of Philosophy in Reading Education 3. Doktor ng Pilosopiya sa Edukasyong Pangwika sa Filipino 4. Doctor of Philosophy in Mathematics Education 5. Doctor of Philosophy in Science Education 6. Doctor of Philosophy in Counseling 7. Doctor of Philosophy in Curriculum and Instruction 8. Doctor of Philosophy in Educational Leadership and Management 						
	Executive Program for Career Stage 2 and 3 of School Heads Phase 1	<p>This program is 432 hour program for School heads to support their:</p> <ul style="list-style-type: none"> ▪ Consolidation of practice from career stage 2 (possibly P1 and P2) ▪ Provision for progression to career stage 3 (possibly P3) 	Schools Heads	Career Stage 2 and 3			Total of 20 indicators in the PPSSH for Phase 1 - All priority indicators of PPSSH	
	Executive Program for Career Stage 2 and 3 of Supervisors Phase 1	<p>This program is 432 hour program for School heads to support their:</p> <ul style="list-style-type: none"> ▪ Consolidation of practice from career stage 2 (possibly EPS 2 and EPS2) ▪ Provision for progression to career stage 3 (possibly Chiefs of division) 	Supervisors	Proficient and Highly Proficient			Total of 10 indicators in the PPSS for Phase 1 - All priority indicators of PPSS	

6 November 2020

<Name of Schools Division Superintendent>
Schools Division Superintendent
DepEd SDO of _____
<Address Line 1>
<Address Line 2>

**NEAP-RECOGNIZED PROFESSIONAL DEVELOPMENT PROGRAMS AND COURSES
LETTER OF INTENT**

Superintendent <Name>:

Greetings!

This is _____ (NAME), _____ (POSITION) in
_____ (NAME OF SCHOOL).

I am writing to you to signify my intent to register for the _____ (PROGRAM OR COURSE TITLE) offered by _____ (NAME OF SERVICE PROVIDER) under the NEAP-Recognized Professional Development Programs and Courses.

If accepted, please be rest assured that I intend to:

- Maintain the academic standards and other course requirements set under the program
- Fulfill the required service obligation required under Sections 17 and 19 Rule VIII of the Omnibus Rules Implementing Book V of Executive Order No. 292
- Submit and implement my Re-Entry Action Plan
- Sign the NEAP-Recognized Professional Development Program Contract
- Refund in full to the Department of Education such sums of money as may have been defrayed by the Philippine government for expenses incidental for having attended the program or course, for failure to comply with any of the foregoing conditions through my fault or willful neglect, resignation from the service, transfer to other agencies, voluntary retirement or other causes within my control

Thank you.

Regards,

<Name of Teacher or School Leader>
<Position>
<School>



Republic of the Philippines
Department of Education

Enclosure C

NEAP-RECOGNIZED PROFESSIONAL DEVELOPMENT PROGRAMS AND COURSES
List of Registered Public School Teachers and School Leaders

Region	Schools Division Office							NEAP-RECOGNIZED PROGRAM/ COURSE	
Name	Birthday	Age	Mobile Number	Email Address	Position	Subject Area	School	Service Provider	Title of Program / Course
<i>Public School Teachers and School Leaders Willing to Attend at their Own Expense</i>									

Prepared By:

<Name>
<Designation>

Approved By:

<Name>
Schools Division Superintendent
Schools Division Office of _____



6 November 2020

JOHN ARNOLD S. SIENA
Director IV
National Educators Academy of the Philippines
2nd Floor, Mabini Building
DepEd Complex, Meralco Avenue
Pasig City

Director Siena:

Greetings!

This is to confirm the enrolment of <total number of accepted participants> public school teachers and school leaders to the <title of the program or course>.

The program is slated to be conducted on <date of implementation>. In order to facilitate the enrolment of the public school teachers and school leaders to our program, we will be providing the participants with our admission procedure and other program details and course requirements that they need to know and accomplish prior to attending the course.

Attached is the complete list of the accepted public school teachers and school leaders to the <title of the program or course>.

For queries and other concerns, please do not hesitate to contact the <name of focal person and contact details>.

Thank you.

Regards,

<Name of focal person>
<Designation>



Republic of the Philippines
Department of Education

Enclosure E

6 November 2020

<Name of Regional Director>
Regional Director
DepEd Region
<Address Line 1>
<Address Line 2>

**NEAP-RECOGNIZED PROFESSIONAL DEVELOPMENT PROGRAMS AND COURSES
ACCEPTANCE LETTER**

Director <Name>:

Greetings!

The National Educators Academy of the Philippines is pleased to inform you of the acceptance of the <total number of accepted participants> public school teachers and school leaders from your region to the DepEd Professional Development Program (DepEd PDP).

To formally register the < total number of accepted participants >, we are requesting that the following enrollment procedures be undertaken:

1. Registration online via _____
2. Dissemination of this Acceptance Letter including the list accepted participants

We shall be issuing a Confirmation of Enrollment to the teachers and school leaders as soon as they have completed the steps enumerated above.

The DepEd PDP shall undertake all the financial expenses pertaining to the registration fees and course costs of all the participants. We trust that these accepted participants will be afforded with the utmost support by their respective schools while they are attending their chosen courses.

For queries and other concerns, please do not hesitate to contact the National Educators Academy of the Philippines - Professional Development Division (NEAP - PDD) at (02) 8633 - 9455 or via email at neap.pdd@deped.gov.ph.

We thank you for your continued support to all of the programs of NEAP.

Thank you.

Regards,

JOHN ARNOLD S. SIENA
Director IV
National Educators Academy of the Philippines





Republic of the Philippines
Department of Education

Enclosure F

6 November 2020

<Name of Regional Director>
Regional Director
DepEd Region
<Address Line 1>
<Address Line 2>

**NEAP-RECOGNIZED PROFESSIONAL DEVELOPMENT PROGRAMS AND COURSES
CONFIRMATION OF ENROLMENT**

Director <Name>:

Greetings!

This is to confirm the enrolment of <total number of accepted participants> public school teachers and school leaders from your region to the DepEd Professional Development Program (DepEd PDP). Enclosed is the complete list of enrollees.

For the duration of the courses, we trust that the teachers and school leaders will be afforded with the utmost support and consideration.

For queries and other concerns, please do not hesitate to contact the National Educators Academy of the Philippines - Professional Development Division (NEAP - PDD) at (02) 8633 - 9455 or via email at neap.pdd@deped.gov.ph.

We thank you for your continued support to all of the programs of NEAP.

Thank you.

Regards,

JOHN ARNOLD S. SIENA
Director IV
National Educators Academy of the Philippines





Republic of the Philippines
Department of Education

Enclosure H

LIST OF RECOGNIZED PROFESSIONAL DEVELOPMENT PROGRAMS AND COURSES

Name of Provider (DSP/LSP)	Title of Program or Course	Description of the Program or Course	Dates / Duration of the Course	Number of Expected Enrollees	Classification
Research Triangle Institute (RTI) International/ABC+: Advancing Basic Education in the Philippines	Training on the Use of Supplementary Reading Materials (Regional Trainers)	The five (5) day online training course for Regional Trainers focuses on the use of supplementary reading materials and the different instructional strategies in supporting literacy domain skills development through the use of supplementary reading materials. The participants shall be able to define and model different instructional strategies for effective use of supplementary reading materials, and ensure application of these through developing a plan to improve lesson preparation and delivery.	March 2021 to February 2022	1,000	Free
	Training on the Use of Supplementary Reading Materials (K-3 Trainers)		March 2021 to February 2022	1,000	Free





Republic of the Philippines
Department of Education

	Improving Early Grade Literacy in School and at Home (Regional Trainers)	The five (5) day Online Training Course for Regional Trainers and Teachers focuses on the domains of literacy and the instructional strategies that can be used in bridging languages, facilitating oral language discussion, and practicing students in language domains to improve their literacy skills. The participants shall be able to recognize the importance of various learning modalities and how they can implement the K-3 literacy strategies to ensure learning continuity and transition from school to at home learning.	March 2021 to February 2022	1,000	Free
	Improving Early Grade Literacy in School and at Home (K-3 Teachers)		March 2021 to February 2022	1,000	Free





Republic of the Philippines
Department of Education

	Training of School Heads and Public Schools District Supervisors on Instructional Supervision and Early Literacy Instructional Strategies, School Climate/Culture, SEL, and Wellbeing - Batch 1	<p>By the end of this training, participants will be able to implement a project initiative using instructional supervision practices grounded on the idea of the school as a learning organization to improve student performance with particular focus on literacy in the early grades.</p> <ul style="list-style-type: none">▪ Make a shared vision of a school fostering a culture of continuous learning and growth that will be used as a guide in developing LACS and supervisory plans▪ Design supervisory plan for school heads/teachers to engage in a	March to August 2021	6,818	Free
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Republic of the Philippines
Department of Education

	Training of School Heads and Public Schools District Supervisors on Instructional Supervision and Early Literacy Instructional Strategies, School Climate/Culture, SEL, and Wellbeing – Batch 2	<p>dialogue that covers the following topics: (1) constructs of learning climate (school, classroom, home or different learning settings), learning conditions and instructional strategies that support their own social and emotional competencies and that of their students; (2) the interdependencies between learning climate, SEL and literacy learning; (3) positive discipline through collaborative problem solving and the Positive Discipline for Everyday Teaching (PDET)</p> <ul style="list-style-type: none"> Implement a LAC that improves literacy for Kindergarten to Grade 3 levels 	May to October 2021	6,818	Free
SEAMEO Innotech	GURO21 Course 1: Facilitating the Development of 21st Century Skills	Excellence in School Leadership for Southeast Asia (eXCELS) is a suite of courses for school heads to develop their competencies in areas of instructional leadership, instructional supervision, disaster and risk management, peace and culture advocacy and health programs management.	From 1 August 2020 to 30 June 2021	1,000	With Registration Fee Shouldered by NEAP
	GURO21 Course 2: Higher Order Thinking Skills		From 1 August 2020 to 30 June 2021	1,000	With Registration Fee Shouldered by NEAP
	TEACHeXCELS		Aug. 1 2020 to June 30, 2021	605	With Registration





Republic of the Philippines
Department of Education

	SUPEReXCELS		Aug. 1 2020 to June 30, 2021	605	<i>Fee Shouldered by NEAP With Registration Fee Shouldered by NEAP</i>
	PEACeXCELS		Aug. 1 2020 to June 30, 2021	605	<i>With Registration Fee Shouldered by NEAP</i>
	LEADeXCELS		Aug. 1 2020 to June 30, 2021	605	<i>With Registration Fee Shouldered by NEAP</i>
	HEALTHeXCELS		Aug. 1 2020 to June 30, 2021	605	<i>With Registration Fee Shouldered by NEAP</i>
Southeast Asian Institute of Educational Training, Inc. (SEAIETI)	Safeguarding Education: Education Continuity Planning and the Whole- School Approach Innovation in Education	This online training program is proposed to equip participants with useful and relevant teaching and learning strategies that they can apply in their classroom. Twenty first century teaching requires approaches that actively meets the demands of digital natives (students that are familiar with computers and other advanced technologies at an early age) (Scott, 2015), thus, this	March to October 2021	5,990	<i>With Registration Fee Shouldered by NEAP</i>
	Innovation in Education		March to October 2021	4,996	<i>With Registration Fee Shouldered by NEAP</i>





Republic of the Philippines
Department of Education

	Education in the Virtual Environment	training is designed to update teachers of the current trends and technologies available that may revolutionize the way education is delivered in the classroom. They will also be able to acquire information about up-to-date applications that are useful for teachers and may simplify their day to day tasks. Since the world is in 'New Normal,' this training will be delivered through an online modality using advanced technological tools. Even so, participants of this training will experience activities on different educational applications and software. They will also emerge in the endless possibilities of various technologies and will be equipped with new ideas to integrate in the classroom. It will be very useful for teachers' development and will help them adapt to the 'New Normal.'	March to October 2021	6,990	With Registration Fee Shouldered by NEAP
	Classroom Management: Uncovering Deeper Layers of Learning and Supporting Students with Learning Disabilities		March to October 2021	4,996	With Registration Fee Shouldered by NEAP
	Demofest on Educational Innovations, Technology and Classroom Management Global Filipino Teachers		March to October 2021	5,990	With Registration Fee Shouldered by NEAP
Philippine Normal University	Customized Diploma Program for Non-Specialists Phase 1	This program combines academic courses and training done in PNU and JEL. The program has 8 academic courses that lead to a diploma (certificate). Each 3-unit course is delivered in a 54-hour combined academic classes and training in	March 2021 to March 2022	1,000	With Registration Fee Shouldered by NEAP

2nd Floor, Mabini Building, DepEd Complex, Meralco Avenue, Pasig City 1600 ☎Telefax No. 8638-8638 ✉email add: neapdo.depedco@gmail.com

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Department of Education

		PNU and Job Embedded Learning. Each course supports development of 2-3 NEAP priority indicators from PPST. JEL is supported by a portfolio, RPMS outputs and IPCRF ratings are samples of job-embedded learning outputs. Each course (combined academic with training and JEL) has an embedded assessment to signify attainment of the NEAP priority indicators. A gateway assessment will be given at the end of the program.			
	Customized Program for Specialists Phase 1	This program combines academic courses and training done in PNU. The program has 8 academic courses that lead to a diploma (certificate). Each 3-unit course is delivered in a 54-hour combined academic classes and training in PNU.	March 2021 to March 2022	1,000	<i>With Registration Fee Shouldered by NEAP</i>
	Executive Program for Career Stage 2 and 3 of School Heads Phase 1	This program is 432 hour program for School heads to support their: <ul style="list-style-type: none"> ▪ Consolidation of practice from career stage 2 (possibly P1 and P2) ▪ Provision for progression to career stage 3 (possibly P3) 	March 2021 to March 2022	410	<i>With Registration Fee Shouldered by NEAP</i>





Republic of the Philippines
Department of Education

	Executive Program for Career Stage 2 and 3 of Supervisors Phase 1	This program is 432 hour program for School heads to support their: <ul style="list-style-type: none">▪ Consolidation of practice from career stage 2 (possibly EPS 2 and EPS2)▪ Provision for progression to career stage 3 (possibly Chiefs of division)	March 2021 to March 2022	410	<i>With Registration Fee Shouldered by NEAP</i>
TOTAL				54,443	





Republic of the Philippines
Department of Education

Enclosure I

**NEAP-RECOGNIZED PROFESSIONAL DEVELOPMENT PROGRAMS AND COURSES
ALLOCATION OF SLOTS PER SCHOOLS DIVISION OFFICE**

Service Provider (DSP/LSP)	Title of the Course	Classification of SDOs				TOTAL
		SMALL (40 SDOs)	MEDIUM (152 SDOs)	LARGE (27 SDOs)	VERY LARGE (4 SDOs)	
Research Triangle Institute (RTI) International/ABC+: Advancing Basic Education in the Philippines	Training on the Use of Supplementary Reading Materials (Regional Trainers)	3	4	8	14	1,000
	Training on the Use of Supplementary Reading Materials (K-3 Trainers)	3	4	8	14	1,000
	Improving Early Grade Literacy in School and at Home (Regional Trainers)	3	4	8	14	1,000
	Improving Early Grade Literacy in School and at Home (K-3 Teachers)	3	4	8	14	1,000
	Training of School Heads and Public Schools District Supervisors on Instructional Supervision and Early Literacy Instructional Strategies, School Climate/Culture, SEL, and Wellbeing – Batch 1	Regions V and VI ▪ School Heads: 100 ▪ Supervisor: 6	Regions V and VI ▪ School Heads: 180 Supervisor: 8	Regions V and VI ▪ School Heads: 300 Supervisor: 14	Regions V and VI ▪ School Heads: 450 Supervisor: 20	6,818
	Training of School Heads and Public Schools District Supervisors on Instructional Supervision and Early Literacy	Regions V and VI ▪ School Heads: 100 ▪ Supervisor: 6	Regions V and VI ▪ School Heads: 180 Supervisor: 8	Regions V and VI ▪ School Heads: 300 Supervisor: 14	Regions V and VI ▪ School Heads: 450 Supervisor: 20	6,818

Second Floor, Mabini Building, DepEd Complex, Meralco Avenue, Pasig City 1600 ☎Telefax No. 8638-8638 ✉email add: neapdo.depedco@gmail.com

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	Instructional Strategies, School Climate/Culture, SEL, and Wellbeing – Batch 2					
SEAMEO Innotech	GURO21 Course 1: Facilitating the Development of 21st Century Skills	3	4	8	14	1,000
	GURO21 Course 2: Higher Order Thinking Skills	3	4	8	14	1,000
	TEACHeXCELS	2	2	7	8	605
	SUPEReXCELS	2	2	7	8	605
	PEACeXCELS	2	2	7	8	605
	LEADeXCELS	2	2	7	8	605
	HEALTHeXCELS	2	2	7	8	605
Southeast Asian Institute of Educational Training, Inc. (SEAIETI)	Safeguarding Education: Education Continuity Planning and the Whole- School Approach Innovation in Education	15	25	50	60	5,990
	Innovation in Education	10	20	48	65	4,996
	Education in the Virtual Environment	20	30	50	70	6,990
	Classroom Management: Uncovering Deeper Layers of Learning and Supporting Students with Learning Disabilities	10	20	48	65	4,996
	Demofest on Educational Innovations, Technology and Classroom Management Global Filipino Teachers	15	25	50	60	5,990
Philippine Normal University	Customized Diploma Program for Non-Specialists Phase 1	SMALL ROs	MEDIUM ROs	LARGE ROs		
	The following are the PNU customized programs for Non-Specialists:					
	▪ Master’s					
	1. Master ng Sining sa Edukasyon Pangwika sa Filipino	2	3	4 6 for NCR		50
	2. Master of Arts in English Language Education	3	5	7		80
3. Master of Arts in Reading Education	3	5	7		80	

4.	Master of Arts in Mathematics Education (Streams: with Specialization in Elementary School Teaching, with Specialization in Secondary School Teaching, with Specialization in College Teaching)	3	5	7		80
5.	Master of Arts in Science (Streams: with Specialization in Chemistry, with Specialization in Physics, with Specialization in Integrated Science, with Specialization in Biology)	3	5	7		80
6.	Master of Arts in Counseling	2	3	4 6 for NCR		50
7.	Master of Arts in Values Education	2	3	4 6 for NCR		50
8.	Master of Arts in Social Science Education	2	3	4 6 for NCR		50
9.	Master of Arts in Early Childhood Education	2	3	4 6 for NCR		50
10.	Master of Arts in Educational Assessment and Evaluation	2	3	4 6 for NCR		50
11.	Master of Arts in Educational Leadership and Management	2	3	4 6 for NCR		50
12.	Master of Arts in Education with Specialization in Curriculum and Instruction	2	3	4 6 for NCR		50
		SMALL ROs	MEDIUM ROs	LARGE ROs		
▪ Doctorate						
1.	Doctor of Philosophy in English Language Education	1	2	4 7 for NCR		40
2.	Doctor of Philosophy in Reading Education	1	2	4 7 for NCR		40
3.	Doktor ng Pilosopiya sa Edukasyong Pangwika sa Filipino	1	2	2 slots for Regions 3 and 4a 3 slots for Regions 6, 7 and NCR		30
4.	Doctor of Philosophy in Mathematics Education	1	2	4 7 for NCR		40
5.	Doctor of Philosophy in Science Education	1	2	4 7 for NCR		40

	6. Doctor of Philosophy in Counseling	1	2	2 slots for Regions 3 and 4a 3 slots for Regions 6, 7 and NCR	30
	7. Doctor of Philosophy in Curriculum and Instruction	1	2	2 slots for Regions 3 and 4a 3 slots for Regions 6, 7 and NCR	30
	8. Doctor of Philosophy in Educational Leadership and Management	1	2	2 slots for Regions 3 and 4a 3 slots for Regions 6, 7 and NCR	30
	Customized Program for Specialists Phase 1	SMALL ROs	MEDIUM ROs	LARGE ROs	
	The following are the PNU customized programs for Specialists:				
	▪ Master's				
	1. Master ng Sining sa Edukasyon Pangwika sa Filipino	2	3	4 6 for NCR	50
	2. Master of Arts in English Language Education	3	5	7	80
	3. Master of Arts in Reading Education1	3	5	7	80
	4. Master of Arts in Mathematics Education (Streams: with Specialization in Elementary School Teaching, with Specialization in Secondary School Teaching, with Specialization in College Teaching)	3	5	7	80
	5. Master of Arts in Science (Streams: with Specialization in Chemistry, with Specialization in Physics, with Specialization in Integrated Science, with Specialization in Biology)	3	5	7	80
	6. Master of Arts in Counseling	2	3	4	50

	7. Master of Arts in Values Education	2	3	4 6 for NCR		50
	8. Master of Arts in Social Science Education	2	3	4 6 for NCR		50
	9. Master of Arts in Early Childhood Education	2	3	4 6 for NCR		50
	10. Master of Arts in Educational Assessment and Evaluation	2	3	4 6 for NCR		50
	11. Master of Arts in Educational Leadership and Management	2	3	4 6 for NCR		50
	12. Master of Arts in Education with Specialization in Curriculum and Instruction	2	3	4 6 for NCR		50
	▪ Doctorate	SMALL ROs	MEDIUM ROs	LARGE ROs		
	1. Doctor of Philosophy in English Language Education					
	2. Doctor of Philosophy in Reading Education	1	2	4 7 for NCR		40
	3. Doktor ng Pilosopiya sa Edukasyong Pangwika sa Filipino	1	2	4 7 for NCR		40
	4. Doctor of Philosophy in Mathematics Education	1	2	2 slots for Regions 3 and 4a 3 slots for Regions 6, 7 and NCR		30
	5. Doctor of Philosophy in Science Education	1	2	4 7 for NCR		40
	6. Doctor of Philosophy in Counseling	1	2	4 7 for NCR		40
	7. Doctor of Philosophy in Curriculum and Instruction	1	2	2 slots for Regions 3 and 4a 3 slots for Regions 6, 7 and NCR		30

	8. Doctor of Philosophy in Educational Leadership and Management	1	2	2 slots for Regions 3 and 4a 3 slots for Regions 6, 7 and NCR		30
		1	2	2 slots for Regions 3 and 4a 3 slots for Regions 6, 7 and NCR		30
	Executive Program for Career Stage 2 and 3 of School Heads Phase 1	SMALL SDOs 1	MEDIUM SDOs 2	LARGE SDOs 2	VERY LARGE SDOs 3	410
	Executive Program for Career Stage 2 and 3 of Supervisors Phase 1	SMALL SDOs 1	MEDIUM SDOs 2	LARGE SDOs 2	VERY LARGE SDOs 3	410
	TOTAL					54,443



Republic of the Philippines
Department of Education

Enclosure J

NEAP-RECOGNIZED PROFESSIONAL DEVELOPMENT PROGRAM
CONTRACT

I, _____ (NAME), Filipino, of legal age and with residence at _____ (HOME ADDRESS), _____ (POSITION) of _____ (SCHOOL / OFFICE /STATION) for and in consideration of the NEAP-RECOGNIZED PROFESSIONAL DEVELOPMENT PROGRAM (NEAP - PDP) entitled _____ (TITLE OF THE PROGRAM OR COURSE) facilitated by _____ (NAME OF THE LEARNING SERVICE PROVIDER OR NEAP PARTNER INSTITUTION) for the period _____ (INCLUSIVE DATES OF THE COURSE) do hereby agree to observe the following terms and conditions:

DepEd shall:

- a. designate mentor/supervisor who shall support and help the teacher-participant / school leader-participant implement the NEAP-PDP Action Plan of the scholar;
- b. ensure that the NEAP-PDP Action Plan shall benefit first and foremost the students and the school community during its implementation;
- c. see to it that his/her work is an genuine product of his/her learning and enhanced skills and capabilities;
- d. ensure that system, procedures and mechanisms are in place to help the scholar implement his/her NEAP-PDP Action Plan;
- e. provide various support to ensure implementation of the teacher-participant's / school leader-participant's NEAP-PDP Action Plan;
- f. monitor the implementation of the NEAP-PDP Action Plan; and
- g. get a final report of the effects of the NEAP-PDP Action Plan's implementation after three to five years.

DepEd Participant shall:

- a. maintain the academic standards and other course requirements set for by the program of the institution and Department of Education (DepEd) and that failure to do so would be sufficient grounds for disqualification and termination the participation to the program;



- b. conduct himself/herself in such manner that will uphold the moral integrity and professionalism of DepEd public servant;
- c. submit to the head of office and the Department of Education (DepEd) through the National Educators Academy of the Philippines (NEAP) a copy of the NEAP-PDP Action Plan containing lessons for the conduct of echo seminars to share new learnings, teaching innovations, and strategies to their co-workers and administrators, various trainings, program highlights and general impressions constituting a general evaluation of the program at the end of the program or course;
- d. implement the echo seminars / LAC Sessions and submit reports to the **QUALITY ASSURANCE DIVISION**, National Educators Academy of the Philippines at Second Floor, Mabini Building, DepEd Complex, Meralco Avenue, Pasig City;
- e. teach the subject / conduct echo seminars / LAC Sessions on the course in which they participation in continue to serve their school / division / region for **at least three years** which is the service obligation equivalent for a year of scholarship or a fraction thereof;
- f. fulfill the service obligation as required under Sections 17 and 19 Rule VIII of the Omnibus Rules Implementing Book V of Executive Order No. 292;
- g. **refund in full** to DepEd such sums of money as may have been defrayed by the Philippine government for expenses incidental for having attended the program or course, for failure to comply with any of the foregoing conditions through my fault or willful neglect, resignation from the service, transfer to other agencies, voluntary retirement or other causes within my control. For reasons beyond the control of the teacher-participant, the conditions do not apply, provided that all documentary requirements including doctor's certification are met and are acceptable to DepEd.

IN WITNESS WHEREOF, I set my hand this ____ day of _____ at _____.

 NEAP-PDP Participant
(signature over printed name)

 Direct Supervisor of NEAP-PDP Participant
(signature over printed name)

Witness:

 Regional HRDD Chief
(signature over printed name)

 Regional Director*
(signature over printed name)

JOHN ARNOLD S. SIENA
 Director IV, NEAP
(signature over printed name)

REPUBLIC OF THE PHILIPPINES
CITY OF

)
) S.S.

BEFORE ME, a Notary Public, for and in the above jurisdiction, personally appeared the following:

Name	ID	Date/Place Issued
_____	_____	_____
_____	_____	_____

are known to me as the same persons who executed the foregoing instrument and acknowledged to me that the same are their own free and voluntary act and deed.

This instrument consists of three (3) pages including the page wherein this acknowledgement is written and is signed by parties and their instrumental witnesses on each and every page hereof.

WITNESS MY HAND AND SEAL, this ____ day of _____, at Pasig City, Philippines.

Notary Public

Doc No. : _____
Page No. : _____
Book No. : _____
Series of : _____



Republic of the Philippines
Department of Education

Enclosure K

NEAP-RECOGNIZED PROFESSIONAL DEVELOPMENT PROGRAMS AND COURSES
ACTION PLAN

PLEASE PRINT ALL INFORMATION REQUESTED

NAME	POSITION TITLE / DESIGNATION	
WORK STATION (School / Office Unit)	SCHOOLS DIVISION OFFICE	REGION
SERVICE PROVIDER (Name of DSP/LSP)	PROGRAM / COURSE TITLE	COURSE DATE

Workplace Development Objective	Situationer <i>Describe current situation problem or opportunity in your workplace that you need to address through your REAP.</i>	Date Implementation	Expected Output	Expected Beneficiaries	Success Indicators: <i>What will serve as evidence of success of the REAP?</i>	Remarks

Prepared By:

Approved By:

Signature of Scholar / Date

Name and Signature of Immediate Supervisor of Scholar / Date

