January 20, 2026

REGIONAL MEMORANDUM
No. **9 1**   s. 2026

ORIENTATION ON THE PROFESSIONAL DEVELOPMENT (PD) NEEDS ASSESSMENT FOR NEAP REGION VIII

To: Schools Division Superintendents
        All Others Concerned

1.   Pursuant to DepEd Order No. 42, s. 2017 (PPST), DepEd Order No. 24, s. 2020 (PPSSH), and DepEd Order No. 11, s. 2019 (NEAP Transformation), all professional development (PD) programs shall be standards-based, needs-driven, and evidence-informed.

2.   To ensure consistency, quality, and policy alignment in identifying professional development priorities, this Office, through the NEAP R-8, hereby informs all concerned that there will be an Online Orientation on the conduct of PD Needs Assessment to discuss segregated procedures for the conduct of Professional Development Needs Assessment (PDNA) for:

        2.1 Teachers (based on PPST and RPMS), and
        2.2 School Leaders (based on PPSSH and OPCRF)

3.   The National Educators Academy of the Philippines, Region VIII (NEAP R-8) ensures the relevance of its professional development opportunities by centering its planning process on accurate and evidence-based needs assessments. Hence, the conduct of this Orientation on the Professional Development (PD) Needs Assessment is on **January 26, 2026**, via **Microsoft Teams** at **8:00AM – 12:00 NN**.

4.   The orientation aims to:

        4.1 Institutionalize a systematic, evidence-based PDNA process at the school, district, and division levels;
        4.2 Ensure that all PD programs are aligned with PPST, PPSSH, RPMS, SIP/AIP, and NEAP standards; and
        4.3 Provide clear delineation of roles and responsibilities in the conduct, validation, and consolidation of PDNA results.

5.   The participants for this activity are the following:

PER SDO	POSITION	No. of Pax
SGOD	SGOD Chief	1
	SEPS HRD	1
	EPS II HRD	1

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	SEPS M & E	1
	Planning Officer	1
CID	CID Chief	1
	Education Program Supervisor	All
	PSDS	All
OSDS	Budget Officer	1

6.   The virtual link for the orientation will be disseminated through the official email addresses of the HRDS units and via the established NEAP RVIII for SDOs Group Chat (GC) at least two days before the scheduled date. To facilitate a productive session, participants are requested to ensure a stable internet connection and have digital copies of their current Division PD Plans ready for reference during the workshop component.

7.   The following are enclosures to this Memorandum:

Enclosure No.	Description
1	Step-by-Step Procedures, Responsibilities and Guidelines in Conducting PDNA
2	Activity Matrix on the Online Orientation on the Conduct of PDNA
3	PDNA Self-Assessment Form for Teachers
4	PDNA Self-Assessment Form for School Heads
5	Guide in the School, District, and Division Consolidation of Teachers & Schools Heads PDNA Results
6	Consolidation Form (e-copy)

8.   This Memorandum shall apply to all public elementary and secondary schools in the Region and shall guide the preparation of School, Division, and Regional Professional Development Plans.

9.   For inquiries, contact **Mr. Israel Gilvani D. Malaca**, **EPS II**, **NEAP R-8** through **neap.region8@deped.gov.ph**.

6.   Immediate dissemination of and strict compliance with this Memorandum are desired.

RONELO AL K. FIRMO, CESO IV
Assistant Regional Director
Officer-in-Charge
Office of the Regional Director

Enclosures: As stated
References: DepEd Order No. 42, s. 2017 (PPST)
                     DepEd Order No. 24, s. 2020 (PPSSH)
                     DepEd Order No. 11, s. 2019 (NEAP Transformation)

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

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ORIENTATION
PROFESSIONAL DEVELOPMENT
NEEDS ASSESSMENT

HRDD-NEAPRVIII-IGDM

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STEP-BY-STEP PROCEDURES, RESPONSIBILITIES AND GUIDELINES IN CONDUCTING PDNA

GOVERNANCE LEVEL	PROCEDURE/STEP-BY-STEP PROCESS	PERSON TO DO THE TASK	TOOLS TO BE USED/DATA SOURCES	KEY ACTIVITIES	OUTPUT
School Level	Step 1: Orientation and Preparation	- School Head - School PD Coordinator / LAC Leader		1. Orient teachers on: • Purpose of PDNA (developmental, not punitive) • PPST domains and indicators • Data privacy and ethical use of results • Distribute PDNA tools and timeline	- Oriented teaching staff - PDNA tools disseminated
	Step 2: Teacher Self-Assessment	Individual Teachers	• PPST-based Self-Assessment Tool (e.g., TSAT or Division-adapted tool) • Reflection guide aligned with PPST indicators	• Teachers rate themselves against PPST indicators • Identify priority areas for professional growth	Accomplished teacher self-assessment forms
	Step 3: Performance Data Review	-School Head -Department Heads / Master Teachers	• RPMS/IPCRF results • Classroom observation records • Learner performance	• Validate self-assessment results against actual performance data • Identify recurring competency gaps	Validated list of teacher competency needs per department/grade level

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			data (e.g., assessment results, school M&E reports)		
	Step 4: School-Level Consolidation	-School Head -School PD Coordinator -LAC Leaders	Individual Teacher Self-Assessment Result Validation and Review Results	• Aggregate individual teacher needs • Identify: -High-frequency needs -Cross-cutting school-wide PD priorities -Ensure alignment with SIP/AIP priorities	School PDNA Summary for Teachers
	Step 5: School Validation	-School Head -Teachers (during INSET / LAC / faculty meeting)	School PDNA Summary for Teachers	• Present consolidated needs • Validate accuracy and relevance • Finalize priority PD needs	Validated School PDNA Report which will be the source or basis of the School Professional Development Plan (Teachers)
Schools Division Level	Step 6: Submission and Division Consolidation	-Education Program Supervisors (EPS) - Public Schools District Supervisors (PSDS)		• Collect PDNA reports from schools • Consolidate data at district and division level • Identify division-wide priority PD needs	Division PDNA Consolidated Matrix for Teachers

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		- HRD/ M&E Unit (SGOD)			
	Step 7: Division Validation and Prioritization	SDO Technical Working Group (TWG) composed of: - EPS - PSDS - HRD - Planning Unit	Division PDNA Consolidated Matrix for Teachers	Validate consolidated needs against: • PPST • RPMS trends • Division performance data • Prioritize high-impact needs	Final Division PD Priority List which can be the basis in coming up with the Division Professional Development Plan (for Teachers and can be integrated with the school leaders)
	Step 8: Submission to the Regional Office	HRD Unit	Final Division PD Priority List	• Submit to the Regional Office c/o the NEAP R-8 the Final Division PD Priority List	
				• Come up with a Division Professional Development Plan (for Teachers integrated with the school leaders)	• Come up with a Division Professional Development Plan integrating priorities of teachers and school leaders

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Enclosure No. 2 to Regional Memorandum No._____ s. 2026

ACTIVITY MATRIX ON THE ONLINE ORIENTATION ON THE CONDUCT OF PDNA

TIME	TOPIC/ACTIVITY	RESOURCE/RESPONSIBLE PERSON
8:00 - 8:30 AM	Participants' Registration through the link	Marcelito Aranas/Israel Gilvani D. Malaca
8:30 – 9:00	Preliminaries	
	National Anthem	Multi-media
	Prayer	Rasheil Noveda, Dorm Manager I
	RO Hymn	Multi-media
	Quality Policy	Israel Gilvani D. Malaca, EPS II
	Checking of Attendance	Israel Gilvani D. Malaca, EPS II
	Statement of Purpose	Dr. Elena S. de Luna, ASDS, NEAP R-8 Head
	Opening Remarks & Inspirational Message	Dr. Ronelo Al K. Firmo, Regional Director
9:00 – 9:30	Policy Framework and Purpose of PD Needs Assessment	Israel Gilvani D. Malaca, EPS II
9:30 – 10:00	Conducting PD Needs Assessment for Teachers	Dr. Elena S. de Luna, ASDS, NEAP R-8 Head
10:00 – 10:30	Conducting Needs Assessment for School Heads	Israel Gilvani D. Malaca, EPS II
10:30-11:00	From PDNA to Action: Planning, Implementation and Monitoring	Dr. Elena S. de Luna, ASDS, NEAP R-8 Head
11:00 – 12:00	OPEN FORUM	Moderator - Israel Gilvani D. Malaca, EPS II
EMCEE – RASHEIL L. NOVEDA		

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Enclosure No. 3 to Regional Memorandum No._____ s. 2026

PROFESSIONAL DEVELOPMENT NEEDS SELF-ASSESSMENT FORM

(For Teachers)

Name of Teacher: _____   Date: _____

School: _____   SDO: _____

Position: _____

Subject/Grade Level Taught: _____

I – LEVEL OF COMPETENCE

Direction: This tool identifies priority professional development needs based on observable teaching practices aligned with the Philippines Professional Standards for Teachers (PPST). Assess the level of competence to which you demonstrate these competencies into classroom practice using the rubrics below for each of the competency under each domain:

4	-	Highly Competent (Strength)
3	-	Competent (Satisfactory)
2	-	Partially Competent (Needs Improvement)
1	-	Not Competent (Priority for Development)

Interpretation in Determining Priority Level:

4	-	Not a Priority
3	-	Not a Priority
2	-	Priority
1	-	High Priority

INDICATORS/COMPETENCE	4	3	2	1	Level of Competence	Priority Level
1. CONTENT KNOWLEDGE AND PEDAGOGY						
1.1 Demonstrates accurate and updated subject-matter knowledge						
1.2 Explains concepts clearly and logically						
1.3 Uses teaching strategies						

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	appropriate to the subject area						
1.4	Connects lessons to real-life contexts and prior knowledge						
1.5	Applies strategies suited to learners' developmental level						
2.	**LEARNING ENVIRONMENT**						
2.1	Maintains a safe, respectful, and orderly classroom						
2.2	Establishes clear rules and routines						
2.3	Uses positive behavior management strategies						
2.4	Encourages active learner participation						
2.5	Organizes classroom for effective learning						
3.	**DIVERSITY OF LEARNERS**						
3.1	Adapts lessons for learners with varying abilities						
3.2	Uses differentiated instructional strategies						
3.3	Applies inclusive practices for learners at risk / with special needs						
3.4	Provides additional support to struggling learners						
4.	**CURRICULUM AND PLANNING**						
4.1	Plans lessons aligned with MELCs / curriculum standards						

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4.2 Sets clear and measurable learning objectives					
4.3 Sequences lessons logically					
4.4 Integrates cross-curricular themes when appropriate					
4.5 Uses instructional time efficiently					
5. ASSESSMENT AND REPORTING					
5.1 Uses formative assessment during instruction					
5.2 Designs appropriate tests, rubrics, and performance tasks					
5.3 Provides timely and constructive feedback					
5.4 Uses assessment results to adjust instruction					
5.5 Maintains accurate learner records					
6. COMMUNITY LINKAGES AND PROFESSIONAL ENGAGEMENT					
6.1 Communicates effectively with parents and guardians					
6.2 Participates actively in LACs, INSET, and school activities					
6.3 Collaborates with colleagues in planning and problem-solving					
6.4 Observes professional ethics and responsibilities					
7. PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT					

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7.1 Reflects on teaching to improve practice						
7.2 Applies learning from trainings to classroom instruction.						
7.3 Sets professional development goals						
7.4 Seeks feedback and coaching for improvement						

II – PRIORITIZATION OF PD NEEDS

Direction: List down your Top 3 Priority Areas for Professional Development based on the result of your Self-Assessment.

1. _____

_____

2. _____

_____

3. _____

_____

III - PREFERRED PD MODALITY:

Direction: Check from the list below your preferred PD modality.

_____ LAC Session/Coaching

_____ INSET

_____ Mentoring

_____ Online Course

_____ Seminar-Workshop

Self-Rated by:

_____
Name of Teacher

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Validated by:

_____

NAME OF SCHOOL HEAD/MT/DEPT. HEAD/RATER

POSITION: _____

SIGNATURE: _____

DATE: _____

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Enclosure No. 4 to Regional Memorandum No._____ s. 2026

PROFESSIONAL DEVELOPMENT NEEDS SELF-ASSESSMENT FORM

(For School Heads)

Name of School Head: _____   **Date:** _____

School: _____   **SDO:** _____

Position: _____

Education Level: _____

I – LEVEL OF COMPETENCE

Direction: This tool identifies priority professional development needs based on observable leadership practices aligned with the Philippines Professional Standards for School Heads (PPSSH). Assess the level of competence to which you demonstrate these competencies along leadership practice using the rubrics below for each of the competency under each domain:

4	-	Highly Competent (Strength)
3	-	Competent (Satisfactory)
2	-	Partially Competent (Needs Improvement)
1	-	Not Competent (Priority for Development)

COMPETENCIES	4	3	2	1	Remarks (Level of Competence)
1. LEADING STRATEGICALLY					
1.2 Sets a clear school vision aligned with DepEd priorities					
1.3 Aligns SIP goals with learner performance data					
1.4 Uses school data to guide strategic decisions					
1.6 Communicates direction and priorities clearly to stakeholders					
1.7 Monitors progress toward strategic goals					
2 MANAGING SCHOOL OPERATIONS AND RESOURCES					
2.1 Manages school resources					

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		efficiently (MOOE, facilities, manpower)					
	2.2	Implements policies and DepEd issuances consistently					
	2.3	Establishes systems for records, reporting, and accountability					
	2.4	Ensures a safe, orderly, and well-maintained school environment					
	2.5	Uses technology and systems to improve school operations					
3		**FOCUSING ON TEACHING AND LEARNING**					
	3.1	Conducts instructional supervision and classroom observation					
	3.2	Provides feedback to improve teaching practice					
	3.3	Uses learner performance data to improve instruction					
	3.4	Supports implementation of curriculum and assessment reforms					
	3.5	Promotes a culture of continuous instructional improvement					
4		**DEVELOPING SELF AND OTHERS**					
	4.1	Identifies professional development needs of teachers and staff					
	4.2	Supports LACs, coaching, and mentoring programs					
	4.3	Delegates tasks and develops leadership among staff					
	4.4	Engages in own professional growth and learning					

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4.5	Builds a culture of trust, collaboration, and professionalism						
5	**BUILDING CONNECTIONS**						
5.1	Communicates effectively with parents and community stakeholders						
5.2	Establishes partnerships to support school programs						
5.3	Engages stakeholders in school planning and decision-making						
5.4	Represents the school professionally in external engagements						
5.5	Mobilizes community support for learner programs						

II – PRIORITIZATION OF PD NEEDS

Direction: List down your Top 3 Priority Areas for Professional Development based on the result of your self-assessment. The lower the level of competence, the higher is the priority need.

1. _____

    _____

2. _____

    _____

3. _____

    _____

III - PREFERRED PD MODALITY:

Direction: Check from the list below your preferred PD modality.

_____   LAC Session/Coaching

_____   INSET

_____   Mentoring

_____   Online Course

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_____ Seminar-Workshop

Self-Rated by:

_____

Name of School Head

Validated by:

_____

NAME OF ASDS/PSDS/RATER

POSITION: _____

SIGNATURE: _____

DATE: _____

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Enclosure No. 5 to Regional Memorandum No._____ s. 2026

GUIDE IN THE SCHOOL, DISTRICT AND DIVISION CONSOLIDATION OF TEACHERS PDNA SELF-ASSESSMENT RESULT

A. At the School Level (for Teachers' PDNA only)

1. Using the School Consolidation Matrix for Teachers' PDNA (with auto summary and prioritization, in Sheet 1, encode the individual teacher PDNA results under each specified column:

Column 1	-	Teacher's name
Column 2	-	Position
Column 3	-	Subject/Grade level taught
Column 4 to 10	-	Domain 1- 7 (1 domain per column)

2. For every domain, enter the average ratings per teacher in every domain. (Remain teachers to compute their average score per domain so that it would be easy to work on the school consolidation)

3. For Sheet 2, this sheet automatically consolidates and analyzes results:
   - School average rating per domain, which shows overall competence levels
   - Count of ratings ≤ 2, which shows frequency of need
   - Priority index, which ranks domain from highest to lowest need

4. Interpretation of Results or Priority Guide:

Priority Rank	Interpretation	Action
1-2	Critical Priority	Immediate School PD intervention
3-4	High Priority	Include in next PD cycle
5-6	Moderate Priority	Address via LAC/coaching
7	Low Priority	Sustain and monitor

B. At the District Level (for Teachers and School heads)

1.   For Sheet 1 of District Consolidation Matrix
   1.1   Encode school level data into the District PDNA Consolidation Matrix using School Name or school ID No as its code.
   1.2   Use domain averages per school data.
   1.3   Ensure completeness and accuracy

2.   For Sheet 2- Automatic Computation of Priorities
   2.1   Using the District Consolidation Matrix, the following are generated automatically:

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- District Average rating per domain, which shows District overall competence level
- Count of ratings ≤ 2, which shows frequency of need
- Priority index, which ranks domains from highest to lowest need

3. For interpretation of results, follow the priority guide below:

Priority Rank	Interpretation	Action
1-2	Critical Priority	Immediate District PD need
3-4	High Priority	Include in next PD cycle
5-6	Moderate Priority	Address via LAC/coaching
7	Low Priority	Sustain and monitor

C. At the Division Level (for teachers and school heads)

1. Encoding of the district-level data
    1.1   Encode the district-level averages per domain.
2. Automatic generation of division-level PDNA data:
    2.1   Average per domain (across districts), which shows overall division competence level
    2.2   Count of districts with low ratings (≤ 2.2 or ≤ 2), which shows breadth of the problem
    2.3   Priority Index, which ranks domain from the highest priority to the lowest priority at the division level.
3. Interpretation of results or prioritization guide:

Priority Rank	Interpretation	Action
1-2	Critical Priority	Immediate Division PD intervention
3-4	High Priority	Include in next PD cycle
5-6	Moderate Priority	Address via LAC/coaching
7	Low Priority	Sustain and monitor

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