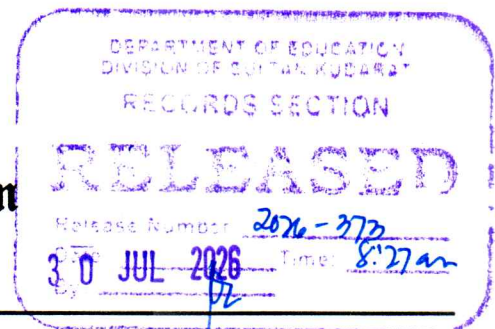




Republic of the Philippines
Department of Education
REGION XII
DIVISION OF SULTAN KUDARAT



July 29, 2026

DIVISION MEMORANDUM
SGOD HRDS No. 140 s. 2026

CONDUCT OF THE 2nd DIVISION ONLINE 'KUMUSTAHANAN' 2026

To: Assistant Schools Division Superintendent
Chiefs of the Functional Divisions
Education Program Supervisors
Public Schools District Supervisors/Principals In-Charge
Elementary and Secondary School Administrators
Concerned Employees
This Division

1. Relative to the results of the National Assessment for School Heads (NASH) and pursuant to DepEd Memorandum No. 097, s. 2025, which provides the guidelines for the implementation of the National Assessment for School Heads (NASH) Professional Development Intervention (PDI), this Office shall conduct the 2nd Division Online Kumustahanan 2026 on August 6, 2026 at 9:00 A.M. through MS Teams.
2. This initiative aims to provide technical assistance and support to the FY 2025 NASH Batch 1 takers in implementing the prescribed Professional Development Intervention (PDI). Specifically, it aims to:
 - a. orient participants on the NASH PDI guidelines and implementation process;
 - b. guide participants in accomplishing the required PDI templates for all implementation phases;
 - c. provide technical assistance on the planning, implementation, and documentation of PDI activities; and
 - d. support participants in addressing identified competency gaps through effective PDI implementation.
3. Attached is DM-OULS-2026-090, Guidelines on the Conduct of the National Assessment for School Heads (NASH) Professional Development Intervention (PDI). These guidelines shall serve as the basis for the implementation of the PDI and shall apply to aspiring school heads who have undergone the NASH, obtained the minimum overall passing rating, and have identified domain-specific developmental needs based on their assessment results.
4. Participants in the KumusTahanan Program shall include the Division Executive Key Officials, Committee Members, Education Program Supervisors, Public Schools District Supervisors (PSDSs), Principals-in-Charge (PICs) serving as

LPO/SGOD-SEPS/DM- Conduct of the 2nd Division Online 'Kumustahanan' 2026/July 29, 2026



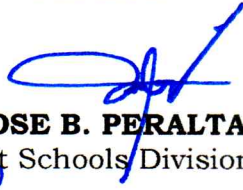
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coaches, and all FY 2025 NASH Batch 1 takers who met the PPSSH standards in three (3) domains and have identified developmental areas.

5. Enclosed is the indicative schedule of activities.
6. Widest dissemination of this Memorandum is desired.


MEILROSE B. PERALTA, EdD, CESO VI
Assistant Schools Division Superintendent

Encl: As Stated

Reference: As Stated

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

KUMUSTAHANAN

PROFESSIONAL DEVELOPMENT INTERVENTION

LPO/SGOD-SEPS/DM- Conduct of the 2nd Division Online 'Kumustahanan' 2026/July 29, 2026



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DIVISION OF SULTAN KUDARAT

Enclosure to Division Memorandum SGOD HRDS No. **140**, 2026

INDICATIVE SCHEDULE
CONDUCT OF THE 2nd DIVISION 'KUMUSTAHANAN' 2026

06 AUG 2026 9:00am

Time	Activities	In-charge
9:00a.m. – 9:30am	➤ Signing-in ➤ Opening Program • Preliminaries • Attendance Checking • Opening Remarks • Statement of Purpose/Objectives • Message	Rhea F. Soberano <i>EPS II, SGOD</i> Mohalidin M. Suaeb, PhD <i>CES, SGOD</i> Lazaro P. Oriel <i>SEPS, SGOD</i> Meilrose B. Peralta, EdD, CESO VI <i>Assistant Schools Division Supt.</i>
9:30p.m. – 11:00am	'KUMUSTAHANAN' PROPER PDI Guidelines	Lazaro P. Oriel <i>SEPS-HRDS</i> Kevin Lloyd V. Hijastro <i>EPS II-HRDS</i>
11:00am – 12:00pm	Open Forum	HRDS Team
12:00pm	Closing Program Activity and Online Evaluation	Mark Carlo D. Buyao <i>SEPS II-SMME</i>

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DIVISION OF SULTAN KUDARAT

LIST OF PARTICIPANTS

A. MEETING PPSSH STANDARDS IN 3 DOMAINS

Name of Coach	Position	Name of PDI Participant (Coachee)	Position	Target Domain (s)
ALLAN ALMIRANTE V.	P-1	ALONSABE, MARCELO DIZEN	TIC/T-III	Meeting PPSSH Standards in 3 Domains
NORON MAMALUBA, ALHADJA K.	PII	LAYES, GEMMA PANAGDATO	Head teacher IV	Meeting PPSSH Standards in 3 Domains
SHEILA ROLLORATA S.	P1	LUMINARIO, ANALYN BOTES	Head Teacher III	Meeting PPSSH Standards in 3 Domains
ESTRELLA, CHARLIE P.	PSDS	MANAGAD, AGNES AGMATA	Head Teacher II	Meeting PPSSH Standards in 3 Domains
ACIELO, DAYLENE GRACE A.	PII	MANZAN, IAN FRITZ TRAPERO	Teacher III/TIC	Meeting PPSSH Standards in 3 Domains
BECETE, LONEY D.	PI	MINO, SOLAIMAN TAHA	T-III/TIC	Meeting PPSSH Standards in 3 Domains
GENELYN MORANTE H.	P1	MUTALIB, ROHANNIE ALANGKAT	HT-II	Meeting PPSSH Standards in 3 Domains
CERYLL CELETARIA D.	P IV	PALMES, ELIBETH LABRADOR	T-III/TIC	Meeting PPSSH Standards in 3 Domains
SAMMY P. CASTRO	Principal I	PATIE, RODEL PACLIBAR	Head Teacher III	Meeting PPSSH Standards in 3 Domains
GERARD JULLAR	P1	SAURA, SHEILA ELAURIA	Head Teacher III	Meeting PPSSH Standards in 3 Domains

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B. WITH DEVELOPMENTAL AREAS

Name of Coach	Position	Name of PDI Participant (Coachee)	Position	Target Doamin (s)
BENJIE U. UNDAY	Principal II	ABDUL, KAHAR MASAGLANG	TIC/T-III	With Developmental Areas
OMMOCULSUM B. SALIK	P-1	ABDULA, SORAIDA OMAR	Head teacher IV	With Developmental Areas
BALAYANAN, ACREMAH A.	P-1	ABUBAKAR, ADTIS ALLUDEN	TIC/Teacher III	With Developmental Areas
ARNOLD A. BALADJAY	PRINCIPAL 1	ADAM, SATO DAUD	Head Teacher II	With Developmental Areas
ROSALIE C. NAVIO	P-1	ALGONES, JAYSON PAGDATO	Teacher III/TIC	With Developmental Areas
ROMIE H. BORNALES	PRINCIPAL 1	ALLADO, JEFFREY LEONO	T-III/TIC	With Developmental Areas
JERRY REMULADO	P2	ANDONG, AZMAILA AMIL	HT-II	With Developmental Areas
CHERRY B. ESCOTO	P-2	ANGKANAN, JOHARA BAYANG	T-III/TIC	With Developmental Areas
ELISAN, IAN M.	PRINCIPAL 1	ANIÑON, ROSELA CUEVAS	Head Teacher I	With Developmental Areas
MARK JOHN M. CACANANTA	PRINCIPAL 1	ARGUELLES, CHERYLL MAE DUNGOG	Head Teacher II	With Developmental Areas
ARTHUR V. LACTAOTAO	PRINCIPAL 1	ARISTOSA, ARLAN MORALIDAD	T-III/TIC	With Developmental Areas
MAGBANUA, RODOLFO L.	PRINCIPAL I	ASIS, YOLANDA HUA	Teacher III/TIC	With Developmental Areas
DATUN SAMAMA	PRINCIPAL I	ASUG, EDNA DELGADO	Teacher III/TIC	With Developmental Areas

LPO/SGOD-SEPS/DM- Conduct of the 2nd Division Online 'Kumustahanan' 2026/July 29, 2026



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JOSEVIC F. HURTADA	EPS	BALOG, MARY MARGARET VISTA	Teacher III/TIC	With Developmental Areas
RODOLFO B. BERMUDO JR	EPS	BALUYOT, EVANGELINE GUMAYAO	HT III/TIC	With Developmental Areas
ZULAIKA T. GANDEL	PRINCIPAL 1	BANTILAN, SITTIE SENENGGAYAN	Head Teacher III	With Developmental Areas
AHMID D. MADALIDAY	PRINCIPAL 1	BAODSIG, WAHAB PAGAGAO	Head Teacher-III	With Developmental Areas
DULDULAO, SAMUEL A.	PSDS	BARTOLOME, EDEN DIAZ	TIC/HT II	With Developmental Areas
ARAFAT B. MANTAWIL	PRINCIPAL 1	BAUMOL, BEDI GAMBANG	TIC/HT-1	With Developmental Areas
CORPUZ, GELITA A.	Principal II	BELMONTE, MARLYN AQUINO	TIC/HTI	With Developmental Areas
WAHID M. MOLILIS	Principal 1	BUKOL, FATIMA TOCAO	Head Teacher II	With Developmental Areas
MOMIN A. SINOLINDING	PRINCIPAL I	CABASOG, ELEARNE LABAJO	HEAD TEACHER I/TIC	With Developmental Areas
APUD, ELSIE V.	P-III	CABISON, JANETTE CASIPLE	Head Teacher III	With Developmental Areas
HAUDAR, ERLINDA G.	PRINCIPAL IV	CAMILO, AMELYN TIMBAL	Head Teacher III	With Developmental Areas
ABNER B. GALLO	PUBLIC SCHOOL DISTRICT SUPERVISOR	CANLAS, EFREN DAVID	TIC/Teacher III	With Developmental Areas
EDWIN LAGLIVA	P1	CASQUERO, AL BIADOMA	Head Teacher III	With Developmental Areas
ANGI, EMILDA E.	PRINCIPAL I	CERVANTES, EVANGELINE FELIPE	Teacher III/TIC	With Developmental Areas
ALVEN N. NORBE	PRINCIPAL III	COGOLLO,	Head Teacher II	With

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		MELVIN FANCO		Developmental Areas
RITCHEL O. BUDZAL	PRINCIPAL I	DALENGGA, GERALDEN GUTIERREZ	T-I/ TIC	With Developmental Areas
EMMA E. PANZA	PRINCIPAL I	DARADAR, MARITES CAMIADOR	Head Teacher-I	With Developmental Areas
RAFFY FANUNCIO	PRINCIPAL I	DE PEDRO, JANISSA BOTES	T-III/TIC	With Developmental Areas
LOVELY APORTADERA	P1	DIANGA, RAYMUND SAMBONG	Teacher-II/TIC	With Developmental Areas
MORSHID E. ZACARIA	Principal II	DIMALAO, ZANIL KUDALAT	Teacher-III/TIC	With Developmental Areas
JOCELYN PACETE	EPS	ENGKONG, MOSAIDEN DATANG	HEAD TEACHER III	With Developmental Areas
ARISTOTELIS S. COSTALES JR.	PRINCIPAL 1	EREGARLE, ROY RIVERA	Head Teacher I/TIC	With Developmental Areas
ARMAN N. ASTROLABIO	PRINCIPAL I	ESPAÑOLA, ARIEL NACIONAL	Head Teacher III	With Developmental Areas
MARYLOU A. ASIS	PRINCIPAL 1	ESPARAGOZA, CELINA CALAUAG	Head Teacher III	With Developmental Areas
ALLAN GEROMIANO	Principal I	ESPINOSA, ALEXANDER LAROZA	TIII	With Developmental Areas
ROMEL M. LOTILLA	PRINCIPAL 4	FALCO, ROWIE FABOT	HT-I	With Developmental Areas
KANDAW ULANGKAYA	P1	FELIPE, JESHER NOBLE	T-III/TIC	With Developmental Areas
RAQUEL Z. FAELDONIA	PRINCIPAL III	FERNANDEZ, ANTONIO JR LABOS	Teacher III/ TIC	With Developmental Areas
GABOR, FLORENCIO JR. F.	School Principal I	GANDOLA, JOCELYN ARCANGEL	TEACHER-II	With Developmental Areas

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MARIA DOLORES LILIA	PRINCIPAL I	GASPAR, ANGELINA DUPE	HT-III	With Developmental Areas
TOHAMI S. USMAN	PRINCIPAL III	GASPAR, EDWARD CAMACHO	Teacher III/TIC	With Developmental Areas
MARIFE B. LACAMENTO	Principal I	GEROLAGA, JOCELYN ORACOY	HT-I	With Developmental Areas
BASER S. MANTE	PRINCIPAL I	GETUYA, RUBEN MADERA	HT I - TIC	With Developmental Areas
MORAGAS, RACHELLE JOHN HILADO	PRINCIPAL I	GOROY, KINNETH FLORES	Head Teacher I/TIC	With Developmental Areas
NESCEL KRIS BUGLOSA	PRINCIPAL I	GUERRA, JARED SOBREVEGA	Teacher III/TIC	With Developmental Areas
ARTURO D. PANGILINAN JR.	PRINCIPAL I	GUIRA, MARY JANE MENDOZA	Head Teacher I/TIC	With Developmental Areas
MAGDALENA A. MORTERA	PRINCIPAL 1	HAMID, SAGUIRA GUIANO	Head Teacher III	With Developmental Areas
KIM E ESTRELLAN	PRINCIPAL I	HURTADA, ROWEN FANTILANAN	Head Teacher I	With Developmental Areas
MARY GRACE B. LEYSA	EPS	IBRAHIM, SANDRA MALA	Teacher III/TIC	With Developmental Areas
JOAN CHER YTURALDE	PRINCIPAL III	IMPAO, ZAIDA LILIKEN	TIC/TIII	With Developmental Areas
ANDRES, JURGIEN O.	Principal 1	INGGAO, MARIZEL JOMUAD	TIC/TIII	With Developmental Areas
ACOB, PUDJIA K.	PSDS	KUMPA, AMILLANA ZAMAN	Head Teacher-I	With Developmental Areas
BACAOCO, SALVADOR JR. D.	PRINCIPAL I	LAGRIMAS, FERNANDO JR MANCENIDO	Head Teacher III	With Developmental Areas
ARROYO, ANALYN L.	PRINCIPAL I	LALANTACON, KENNETH	HEAD TEACHER I	With Developmental

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		BRYAN DELLOMES		Areas
CHERRY S. PALLADO	PRINCIPAL 1	LALUYAN, LHEM PHILAMER VRENELLI HIBALER	Teacher III/TIC	With Developmental Areas
TITO B. LOSANES	PRINCIPAL I	LAVILLA, MARIA JEANVIL LEBAQUIN	TIC/T-III	With Developmental Areas
ANITA E. ALIPERIO	PRINCIPAL 1	LECHUGAS, JANICE LIGO	HT-I	With Developmental Areas
LAPIDEZ, RUBY V.	PRINCIPAL IV	LOZADA, JOVELYN BAYLON	TIC/TIII	With Developmental Areas
GALMAK, NORON A	PRINCIPAL 1	LUGIOMAN, RHINA CARCILLAR	T-I/ TIC	With Developmental Areas
MOHALIDEN M. BALAYANAN	PRINCIPAL 1	MAGLUYAN, JOSEPHINE CENIDO	T-III/TIC	With Developmental Areas
ARNULFO D. DINERO	EPS	MALASAN, DEBORAH ANGKANAN	Head Teacher I	With Developmental Areas
RESTITUTO L. BELENARIO	PRINCIPAL 1	MAPATAC, NOEMI TUGADO	Headt Teacher 1	With Developmental Areas
DULDULAO, EDWIN A.	PRINCIPAL IV	MARIANO, MARY MEL ALONSABE	Head Teacher II	With Developmental Areas
CALIMLIM, ROY R.	PRINCIPAL I	MASAMLOC, RONIE SALIWON	TEACHER-II	With Developmental Areas
MELLY M.SALILAMA	<u>PRINCIPAL I</u>	MATABALAO, BAINAUT MAMADRA	Teacher III/TIC	With Developmental Areas
ROSELITA E. BERICO	Principal I	MERMAL, GERTRUDES FERNANDEZ	Head Teacher III	With Developmental Areas
ABDULBASIT G. ABEDIN	PIC	MILITANTE, MA. GLENDA HERIA	HT I	With Developmental Areas
HADJIESMAEL- CAMSA, SAMBRA M.	PSDS	MOKALAM, OMAR KADASI	Teacher III/TIC	With Developmental

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				Areas
RONALD F. RAMIREZ	EPS	MORIN, MELCHOR BELGIRA	T-III/TIC	With Developmental Areas
LUGTU, IMELDA	PRINCIPAL 1	MOTALIB, TERESITA COLANCOLAN	T-III/TIC	With Developmental Areas
DOMINADOR A. PARLERO JR.	PRINCIPAL I	NAVARRO, IRIS CANILLA	T-III/ TIC	With Developmental Areas
SADAT T. SINOLINDING	EPS	NUTO, HENOVINA ABAT	HT-III/TIC	With Developmental Areas
ANALEAH M. CANAPIT	PRINCIPAL 2	OMBID, GASPAR PARREÑO	HT I	With Developmental Areas
NORBERTO D. BALOG	PRINCIPAL 1	OSMENA, ARTUS ALMIRANTE	Teacher III/ TIC	With Developmental Areas
ROEL BOGADOR	PRINCIPAL I	PABLO, EMELDA APOSAGA	Head Teacher I	With Developmental Areas
PUDJIA K. ACOB, AL-HADJA	PSDS	PACO, KUSIN SANGKALA	Head Teacher III	With Developmental Areas
JIOMIE O. ONGGAS	PRINCIPAL I	PACO, NORIA ESMAEL	Head Teacher III	With Developmental Areas
ARIEL G.FABOT	RINCIPAL I	PALMES, PETER CRUZ	TIC / T-III	With Developmental Areas
JANNETE BELGIRA	Principal I	PANES, VIVIAN VELADO	MT2	With Developmental Areas
HARON B. KARTIL	EPS	PUMARIN, NIDA DELA CRUZ	HT -III	With Developmental Areas
MARILLOU M. ROJAS	Principal I	PURAL, MA. LORIETHEL PASCUAL	HT-III	With Developmental Areas
ANGI, EMILY B.	PRINCIPAL I	PUTIS, VIVIAN GARDOSE	HT -III	With Developmental Areas
IENITH LINDA	PRINCIPAL I	REDOBLADO,	TIC/HTIII	With

LPO/SGOD-SEPS/DM- Conduct of the 2nd Division Online 'Kumustahanan' 2026/July 29, 2026



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		MYLENE GATUSLAO		Developmental Areas
RONALYN SENADOR	PRINCIPAL I	REYES, CLEOPATRA NICDAO	TIC/ HT.III	With Developmental Areas
JIORGEN A. ANDRES	PRINCIPAL I	RONAMO, JERRY FERNANDEZ	T-III	With Developmental Areas
AL ABAY	PRINCIPAL II	SANSANO, ELORNALYN MENDOZA	HT-III	With Developmental Areas
JAYSON M. MARFIL	PRINCIPAL II	SANTOS, EDISON BUGUIS	HT -III	With Developmental Areas
BONIFACIO T. MADERO III	PRINCIPAL I	SILAYAN, JOANNE MARIANO	T-1/TIC	With Developmental Areas
BANDIOLA, ALEXANDER	P1	SILONGAN, BRIAN JOHN DIAZ	TIC/ T.III	With Developmental Areas
SANDIGAN, VIVIAN G.	PRINCIPAL III	SOLINAP, ELMER CODILLA	Head Teacher III	With Developmental Areas
RITCHEL JOY L. BERONIO	PRINCIPAL I	SOLITO, JENNIFER PANOLINO	Teacher III/TIC	With Developmental Areas
ANALIZA I. MIDTIMBANG	PRINCIPAL I	SOMERA, BALTAZAR DIEGO	Head Teacher III	With Developmental Areas
EMMANUEL R. ASENAS	PRINCIPAL 1	SUGAL, RIZA ROBLEDO	Head Teacher III	With Developmental Areas
PRINCIPE O. OLINO	PRINCIPAL III	SUSANA, LUMER BALUNGAY	Head Teacher III	With Developmental Areas
BAYARAS, FRANCISO B.	Principal III	SUSTITUEDO, ELIEZER PERANA	T III/TIC	With Developmental Areas
SANDIGAN, AGABAY	PRINCIPAL 3	TAYONG, BAGENDA BUGAWAS	Head Teacher IV	With Developmental Areas
DOLORES P. GARCIA	PRINCIPAL I	TINGZON, ROSE UMayao	Teacher III/ TIC	With Developmental Areas

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MATOS, MICHAEL LYOD	Principal I	UNSA, DOREENA MAKAKUA	Teacher III/ TIC	With Developmental Areas
ASTILLERO, BIGTI	PRINCIPAL 1	UY, IRENE PIANG	Head Teacher I	With Developmental Areas
RAMILEO R. GANZON	PRINCIPAL 1	ZAMORA, ALBERTO UMAC	Head Teacher III	With Developmental Areas

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Department of Education

OFFICE OF THE UNDERSECRETARY FOR LEARNING SYSTEMS

MEMORANDUM

DM-OULS-2026- 090

TO : **Regional Directors**
HRDD Chiefs
NEAP-R Focal Persons
Schools Division Superintendents
SGOD Chiefs
All Others Concerned

FROM : *Carmela C. Oracion*
CARMELA C. ORACION
Assistant Secretary
Officer-in-Charge
Office of the Undersecretary for Learning Systems

SUBJECT : **GUIDELINES ON THE CONDUCT OF THE NATIONAL ASSESSMENT FOR SCHOOL HEADS (NASH) PROFESSIONAL DEVELOPMENT INTERVENTION (PDI)**

DATE : 06 March 2026

1. The National Educators Academy of the Philippines (NEAP), as the professional development arm of the Department of Education and by virtue of **Republic Act No. 12288 (Expanded Career Progression for Public School Teachers and School Leaders)**, is mandated to provide structured and standards-based professional development as a special support mechanism for leadership readiness and career advancement. In support of the results of the **National Assessment for School Heads (NASH)**, as stipulated under **DepEd Memorandum No. 97, s. 2025**, NEAP shall provide guidelines for the **NASH Professional Development Intervention (PDI)** to address identified competency gaps, strengthen the school heads pipeline, and operationalize NASH as a diagnostic-to-development continuum.
2. Upon completion of the program, participants will be able to:
 - a. **Demonstrate** proficiency in Philippine Professional Standards for School Heads (PPSSH) leadership domains and strands, particularly those identified as developmental areas from their NASH results—showing growth from *surface understanding to relational and extended abstract application* (SOLO).
 - b. **Apply** integrated leadership and management concepts in real school situations, especially in instructional supervision, resource optimization, data-informed decision-making, and stakeholder mobilization.
 - c. **Craft and implement** a Workplace Application Plan (WAP) that demonstrates job-embedded leadership practice, duly validated by their Schools Division Superintendents (SDS).

- d. **Exhibit** certifiable readiness for assuming school leadership roles and meeting eligibility requirements for official appointment (Principal I).
3. This guideline shall cover aspiring school heads who have undergone the NASH and are categorized as meeting the minimum overall rating, with identified domain-level developmental needs based on their assessment results. Participants shall undergo domain-based professional development, wherein they are required to complete eLearning corresponding to one or more PPSSH domains identified in their Individual Development Report (IDR).
 4. The NASH PDI shall be implemented through a **three-phase professional learning model designed** to support progressive competency development of aspiring school heads. The program shall be delivered primarily through digital and blended learning modalities to ensure scalability, consistency, and accessibility, while allowing contextualized implementation at the regional and schools division levels in accordance with prescribed standards. Full details of the program design and delivery framework are provided in **enclosure 2**.
 5. The implementation of the NASH PDI shall be carried out **without disruption to regular office operations**, and participation in program-related activities, including those conducted beyond regular office hours, shall be considered part of professional development commitments and **shall not warrant the grant of Compensatory Time-Off (CTO)**.
 6. In accordance with DepEd Memorandum No. 97, s. 2025, the Human Resource Development unit under the School Governance and Operations Division (SGOD) of the Schools Division Office (SDO) shall actively monitor and support the progress of NASH participants within their respective jurisdictions. The NEAP in the Region (NEAP-R), in collaboration with the Human Resource Development Division (HRDD) of the Regional Office, shall provide technical assistance, oversight, and quality assurance to ensure alignment with program standards. While NEAP CO shall establish the overall program framework, learning standards, and assessment requirements, the implementation of selected professional learning activities may be contextualized and undertaken by the Regional Offices and/or Schools Division Offices, subject to prescribed guidelines and validation mechanisms.
 7. To ensure common understanding and consistent implementation of these Guidelines, the NEAP Central Office (CO) shall conduct coordination meetings and orientation sessions for field implementers and concerned offices. The details of these activities, including scope, participants, and indicative timelines, are provided in Enclosure 1.
 8. For any questions or concerns, you may contact **Mr. Dustin Troy R. Joson** via email at **neap.od@deped.gov.ph**.
 9. For appropriate action and dissemination.

CT



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NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES

Enclosure 1 – Coordination Meeting and Orientation Schedule

Activity	Date and Time	Participant(s)	Link
Coordination Meeting with Subject-Matter Experts	March 13, 2026 10:00 a.m. - 11:30 a.m.	Ma. Criselda G. Ochang Assistant Schools Division Superintendent SDO Urdaneta City, Region I Filmore R. Caballero Chief Education Supervisor SDO Navotas City, NCR Marco D. Meduranda Chief Education Supervisor SDO Malabon City, NCR Joy G. Cabrera Assistant Schools Division Superintendent SDO Masbate City, Region V Samuel J. Malayo OIC-Assistant Schools Division Superintendent SDO Roxas City, Region VI Roger Z. Rochar OIC-Assistant Schools Division Superintendent SDO Victorias City, NIR	Microsoft Teams meeting https://teams.microsoft.com/join/46001246948089?p=C9hzqXEf3dBRceG8eq Meeting ID: 460 012 469 480 89 Passcode: 9H5AP2M8
Orientation of Region and Schools Division NASH Focal Person	March 16 01:30 p.m. - 03:00 p.m.	HRDD Chief/Supervisor and NEAP-R Specialist SGOD Chief/Supervisor and HRD unit Specialist	Microsoft Teams meeting https://teams.microsoft.com/join/45095945924024?p=3M8KAvIjXa2j43LzVK Meeting ID: 450 959 459 240 24 Passcode: uC3Ch978
Orientation of NASH PDI Participants	March 20 09:00 a.m. - 11:00 a.m.	NASH PDI Participants from Regions 1, 2, 4-A, 6, 10, 12, CARAGA, CAR	Microsoft Teams meeting https://teams.microsoft.com/join/485281



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			35794587?p=M635feTa13D8A9hnHM Meeting ID: 485 281 357 945 87 Passcode: BF3YK2LZ
	March 20 01:30 p.m. – 03:30 p.m.	NASH PDI Participants from Regions 3, MIMAROPA, 5, 7, 8, 9, 11, NCR, NIR	Microsoft Teams meeting https://teams.microsoft.com/join/49406177145786?p=rQ901HHWjd0OnHcfvS Meeting ID: 494 061 771 457 86 Passcode: 9fE6Aw6m
Orientation of NASH PDI Coaches	April 30 09:00 a.m. – 11:00 a.m.	NASH PDI Coaches from Regions 1, 2, 4-A, 6, 10, 12, CARAGA, CAR	Microsoft Teams meeting https://teams.microsoft.com/join/45049739586919?p=8KkjgtKVFLPrea7AaW Meeting ID: 450 497 395 869 19 Passcode: nn2BR3pp
	April 30 01:30 a.m. – 03:30 a.m.	NASH PDI Coaches from Regions 3, MIMAROPA, 5, 7, 8, 9, 11, NCR, NIR	Microsoft Teams meeting https://teams.microsoft.com/join/48473155346941?p=8j1j5v9diWK8yizeQF Meeting ID: 484 731 553 469 41 Passcode: 8rm9XL7t



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Enclosure 2 – Program Guidelines

1. BACKGROUND

The National Educators Academy of the Philippines (NEAP), as the recognized professional development arm of the Department of Education, is mandated to design, implement, and quality-assure continuing professional development programs for teachers and school leaders across the basic education system. In fulfillment of this mandate, **NEAP has been advancing a professional development ecosystem approach**—one that establishes coherent national standards, evidence-based learning pathways, and quality assurance mechanisms, while enabling flexible and context-responsive implementation at the regional and schools' division levels. This transformation ensures that professional learning interventions remain responsive to national education priorities, anchored on professional standards, and informed by data on educator and leadership development needs.

The enactment of **Republic Act No. 12288**, otherwise known as the Expanded Career Progression for Public School Teachers and School Leaders, **further reinforces NEAP's role in providing targeted, differentiated, and standards-based professional development as a special support mechanism for leadership readiness and career advancement.** Under the expanded career progression framework, structured and competency-based professional development interventions are essential to ensure that movement across leadership roles is grounded in demonstrated capability, readiness, and alignment with national professional standards.

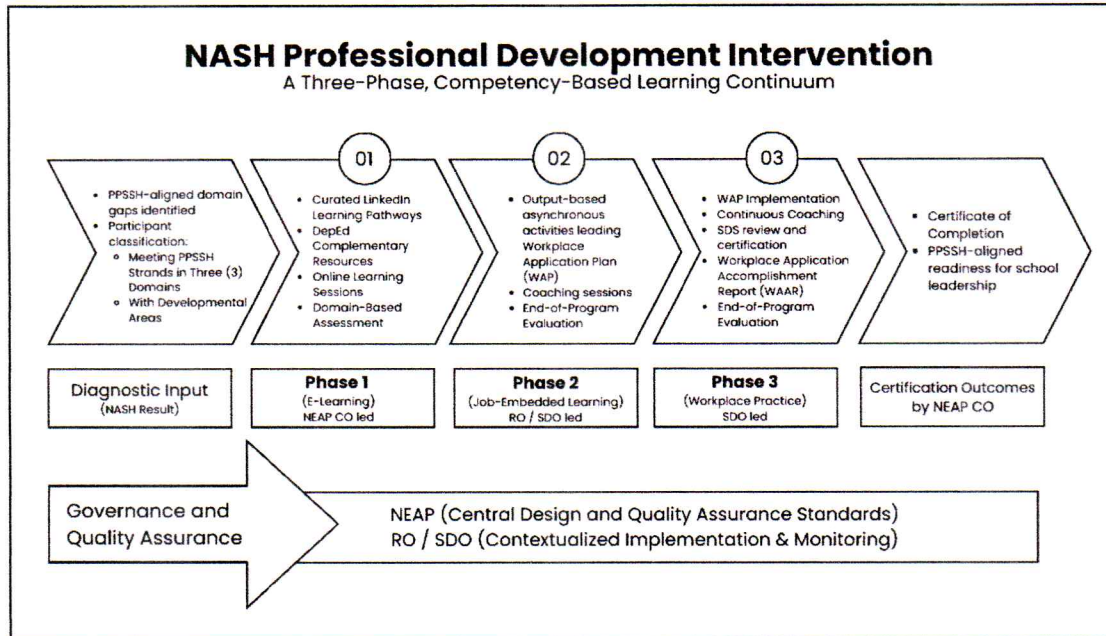
In line with this policy direction, the Department of Education implemented the National Assessment for School Heads (NASH) as a diagnostic mechanism to assess the competencies of aspiring school heads against the Philippine Professional Standards for School Heads (PPSSH). As stipulated in DepEd Memorandum No. 97, s. 2025, **the results of NASH shall serve as the basis for the provision of appropriate professional development interventions, thereby operationalizing a diagnostic-to-development continuum prior to the assumption of formal school leadership positions.**

Initial results of NASH revealed varied competency profiles among examinees, particularly at the domain level, underscoring the need for a robust, responsive, and scalable school heads' pipeline intervention. In response, **NEAP designed the NASH Professional Development Intervention (PDI) as a unified, competency-based program that applies centralized standards, learning outcomes, and quality assurance mechanisms, while allowing for differentiated learning pathways and contextualized implementation by Regional Offices (RO) and Schools Division Offices (SDO).** Through this approach, the NASH PDI strengthens governance, ensures consistency, and supports shared accountability in developing a sustainable pipeline of competent and qualified school leaders.



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2. PROGRAM DESIGN AND DELIVERY FRAMEWORK



NASH PDI Program Design and Delivery Framework

The NASH PDI is designed as a three-phase professional learning continuum that translates diagnostic assessment results into targeted leadership development and applied practice. Anchored on the PPSSH, the program adopts a blended and scalable delivery architecture that integrates self-directed digital learning, guided online learning sessions, and workplace-based application, while balancing centralized standards-setting with decentralized implementation to ensure quality, consistency, and contextual responsiveness across regions and divisions.

The **first phase focuses on strengthening foundational and domain-specific knowledge through structured E-Learning and guided online learning sessions.** Participants engage with curated LinkedIn Learning pathways aligned with their identified PPSSH domain gaps, complemented by DepEd-approved learning resources and centrally organized online learning sessions facilitated by field-based subject-matter experts. These synchronous or recorded sessions serve to contextualize theory, clarify expectations, and reinforce key leadership concepts. Learning acquisition in this phase is validated through a domain-based assessment, with satisfactory performance serving as a prerequisite for progression to the succeeding phase.



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Phase 2 emphasizes RO/SDO-facilitated **job-embedded learning and professional practice** anchored on the participant's Individual Development Report (IDR). In this phase, participants engage in output-based asynchronous activities that translate prior learning into concrete, school-based leadership actions that ultimately leads in the **development of the Workplace Application Plan (WAP)**. Structured coaching and mentoring—provided by the SDOs or ROs—shall be the primary support mechanism to guide participants in contextualizing learning and developing a coherent and responsive WAP. The conduct of formal learning sessions at the RO or SDO level **may be undertaken where feasible**; however, the absence of such sessions shall not preclude progression, provided that systematic coaching and mentoring focused on WAP development are in place. This phase reinforces reflective practice, contextual application, and continuous performance improvement.

Participants classified under the category **Meeting PPSSH Strands in Three (3) Domains** shall complete the program upon satisfactory completion of Phase 2, including the submission of required outputs, the developed WAP, and the accomplishment of the end-of-program evaluation. Suggested outputs per domain to support WAP development include, but are not limited to, the following:

- **Domain 1 – Leading Strategically:** Action plan, policy analysis, reflective video or written leadership statement
- **Domain 2 – Managing School Operations and Resources:** Basic digital tracking tool for MOOE, HR, or inventory; risk mitigation strategies; school guide or checklist on transparency and accountability
- **Domain 3 – Focusing on Teaching and Learning:** Observation or reflection and feedback tool; conducted classroom observation; coaching schedule; targeted intervention plan
- **Domain 4 – Developing Self and Others:** Professional development plan; coaching and mentoring mechanism; leadership reflection through a vlog or podcast
- **Domain 5 – Building Connections:** Stakeholder engagement roadmap or matrix; stakeholder communication plan (video, memo, or brief); advocacy campaign

Phase 3 is intended exclusively for participants identified as having **developmental areas** focuses on the **implementation of the approved Workplace Application Plan (WAP)** and the completion of the corresponding **Workplace Application Accomplishment Report (WAAR)**. This phase is designed to consolidate learning through sustained workplace application, with continuous guidance from assigned coaches. Program completion is validated through the review and certification of the implemented WAP and the WAAR by the Schools Division Superintendent (SDS), ensuring that leadership competencies are demonstrated through authentic, measurable, and context-responsive school-based outcomes.



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3. LEARNING PATHS

Phase 1 of the program shall offer five (5) domain-based learning paths through eLearning subscription.

PPSSH Domain	Learning Path Title	Description
Domain 1 – Leading Strategically	Strategic Leadership for School Direction and Policy Alignment	Equips aspiring leaders to think strategically, interpret policies, and align school direction with DepEd Vision, Mission, and Values (VMV), School Improvement Plan (SIP), and MATATAG Curriculum priorities. Focuses on planning, decision-making, policy interpretation, and instructional direction.
Domain 2 – Managing School Operations and Resources	Efficient School Systems and Resource Governance	Focuses on enabling aspiring school heads to manage people, budgets, facilities, and digital systems using ethical, transparent, and systematic approaches.
Domain 3 – Focusing on Teaching and Learning	Instructional Leadership for Improved Teaching and Learning	Strengthens the leader's ability to support teachers through curriculum guidance, instructional coaching, assessment literacy, and data-informed learning recovery strategies.
Domain 4 – Developing Self and Others	Leadership Growth, Coaching, and Professional Reflection	Supports leadership maturity, coaching capability, performance management, talent development, and reflective practice among aspiring school heads.
Domain 5 – Building Connections	Collaborative Leadership and Stakeholder Mobilization	Builds capacity to establish meaningful external partnerships, leverage school-community relationships, and engage stakeholders for school improvement.

4. PROCESS

Phase 1: E-Learning

Timeline: Up to One (1) month

(Applicable to all participants)

- a. NASH Participants will receive an E-Learning Subscription activation link in their official DepEd Email account.



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- b. Participants shall activate their e-learning accounts within one (1) week from receipt of the account credentials via email and inform their respective Schools Division Office–Human Resource Development (SDO-HRD) unit upon activation. Any technical concerns shall be promptly coordinated with the SDO-HRD unit for appropriate assistance.
- c. Based on their identified competency gaps reflected in the NASH results, participants shall be assigned to complete an appropriate domain-aligned learning pathway from the DepEd-curated LinkedIn Learning courses.
- d. Participants shall attend centrally organized online learning session(s) facilitated by subject-matter experts to contextualize learning and reinforce key leadership concepts. The schedule of these sessions shall be communicated through the designated RO and SDO focal persons. In cases where participants are unable to attend live sessions or wish to revisit the content, session recordings shall be made available for asynchronous access through the e-learning platform.
- e. Upon completion of the prescribed learning pathway and online learning session(s), participants shall download their E-Learning Certificates from LinkedIn Learning for documentation purposes.
- f. Participants shall take and pass the centrally administered domain-based assessment(s). A passing score of at least seventy percent (70%) shall be required as a prerequisite for progression to Phase 2. Participants who do not meet the passing score on their initial attempt shall be allowed one (1) reattempt. Should the participant fail to meet the required score after the second attempt, the participant shall formally coordinate with the Schools Division Office (SDO) focal, which shall endorse the case to NEAP Central Office for appropriate technical support and guidance.

Phase 2: Practice Phase (Job-Embedded Learning)

Timeline: Up to Two (2) months

(Applicable to all participants)

- a. Participants shall engage in job-embedded professional practice focused on addressing identified PPSSH strand(s) or domain gap(s), primarily through structured coaching and mentoring provided by the SDO or RO.
- b. NEAP quality-assured RO- or SDO-led learning session(s), whether in-person, online, or blended, may be conducted to support Phase 2 implementation; however, the absence of such sessions **shall not preclude** progression, provided that structured coaching and mentoring are in place.
- c. The SDO shall ensure that each participant is assigned a best-fit coach to support the analysis of PPSSH domain gap(s) and guide the development of Phase 2 outputs, including components that will directly inform the Workplace Application Plan (WAP).
- d. Coaching sessions shall focus on reflective practice, contextual application of learning, and the progressive development and refinement of outputs that collectively lead to a coherent and implementable WAP.



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- e. Participants shall develop and submit required Phase 2 outputs, duly reviewed and verified by the assigned coach, within the prescribed timeline.
- f. Submitted outputs, including the draft or consolidated WAP, shall undergo review and validation at the SDO or RO level, as applicable, to ensure quality, alignment with PPSSH, and readiness for workplace application.
- g. Participants under the category **Meeting PPSSH Strands in Three (3) Domains** shall complete the program upon satisfactory completion of Phase 2, submission of validated outputs, and accomplishment of the end-of-program evaluation, and shall thereafter be issued a **Certificate of Completion** by NEAP-CO.

Phase 3: Application Phase (Workplace Application)

Timeline: Up to six (6) Months

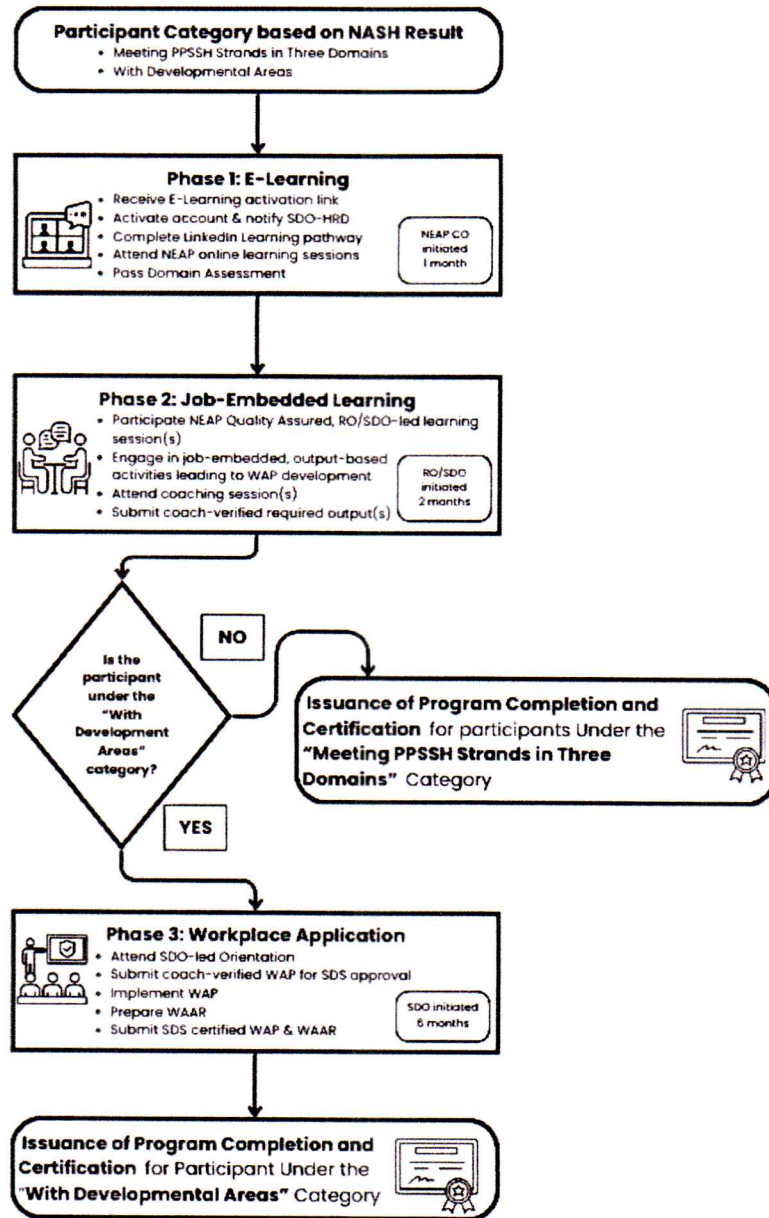
(Applicable only to participants under "With Developmental Areas")

- a. The SDO shall conduct an orientation on the implementation, monitoring, and documentation requirements of the approved Workplace Application Plan (WAP) and the Workplace Application Accomplishment Report (WAAR).
- b. Participants shall implement the WAP developed during Phase 2 in their respective workstations, aligned with their priority competency gaps and with continued guidance from the assigned coach.
- c. Coaching and mentoring support shall continue throughout implementation to assist participants in addressing challenges, refining strategies, and ensuring contextual responsiveness of interventions.
- d. Participants shall prepare a WAAR documenting the implementation process, progress, outputs, outcomes, and lessons learned.
- e. The completed WAP and WAAR shall be reviewed, validated, and certified by the Schools Division Superintendent (SDS).
- f. Participants under the category **With Developmental Areas** shall be issued a **Certificate of Completion** by NEAP-CO only upon satisfactory completion of Phases 1, 2, and 3, including all required validations, certifications, and the end-of-program evaluation.



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NASH PDI PROCESS FLOW



NASH PDI Process Flow



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5. QUALITY ASSURANCE

To ensure alignment, consistency, and adherence to professional development standards, all proposed learning session(s) under the NASH PDI shall be subject to quality assurance prior to implementation. Proposed RO initiated learning session(s) shall be quality assured by the NEAP Central Office, while proposed SDO initiated learning session(s) shall be quality assured by the concerned RO. The quality assurance process shall follow existing NEAP standards, tools, and templates as prescribed in **DepEd Memorandum No. 044, s. 2023** or the Interim Guidelines for the Quality Assurance and Monitoring of the National Educators Academy of the Philippines Core Programs. Only learning session(s) that have secured the required quality assurance clearance shall be implemented under the NASH PDI.

6. MONITORING AND EVALUATION

Program Monitoring

To ensure effective tracking of participant progress, program completion, and integrity of verification and certification processes, the **NEAP Central Office (CO)** shall oversee the monitoring of Phase 1 implementation of the NASH Professional Development Intervention (PDI). This includes tracking participants' e-learning progress and completion, attendance in centrally facilitated learning session(s), assessment results, and confirmation of Phase 1 completion. Data generated from Phase 1 shall serve as the official reference for the **Regional Offices (ROs)** and **Schools Division Offices (SDOs)** in determining participant eligibility to proceed to Phases 2 and 3.

In support of decentralized implementation and to enable program-level monitoring, validation, and certification, the **ROs and SDOs** are required to prepare, consolidate, and submit the following documents to NEAP-CO, as applicable: **Endorsed List of Coaches, RO/SDO Implementation Readiness Declaration for Phase 2, Program Monitoring and Progress Control Report, and Enclosures 13 and 14 of DepEd Memorandum No. 44, s. 2023 (Program Completion Report and Actual Participants Profile Sheet, respectively)**. These submissions shall serve as the official basis for NEAP-CO's verification of program completion and the issuance of Certificates of Completion under the NASH PDI.

Program Evaluation

Evaluation of the NASH PDI shall be conducted to determine learning effectiveness, relevance, and program outcomes, and shall include the following components:

- a. Learning Outcomes Evaluation



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- Administration of domain-based assessments to measure knowledge and skill acquisition aligned with PPSSH domains.
- Review of submitted output(s), WAP and WAAR, where applicable, to assess application of learning in authentic school contexts.
- b. Participant Feedback and End-of-Program Evaluation
 - Collection of participant feedback to assess content relevance, delivery effectiveness, coaching support, and overall learning experience.
 - Analysis of feedback to inform continuous improvement of program design and delivery.
- c. Program Effectiveness Review
 - Post-implementation review by NEAP CO, in coordination with RO and SDO, to assess the extent to which the program contributed to strengthening the school heads pipeline and addressing competency gaps identified through NASH.
 - Utilization of evaluation findings for policy refinements, future PDIs, and enhancements of the School Leadership Development Framework.

7. ROLES AND RESPONSIBILITIES

NEAP Central Office (CO)

- a. Provide overall policy direction, program oversight, and quality assurance for the implementation of the NASH PDI, consistent with NEAP standards and approved program design;
- b. Coordinate with RO- NEAP/HRDD, and other concerned DepEd units to address implementation issues, provide technical assistance, and ensure the timely resolution of policy and operational concerns;
- c. Quality-assure RO-led learning session(s), including design, content alignment with PPSSH, and assessment integrity;
- d. Receive, review, and validate consolidated progress, completion, and implementation reports submitted by the RO;
- e. Receive and validate the official list of program completers endorsed by the RO, which shall serve as the basis for the issuance of Certificates of Completion;
- f. Lead post-implementation review and analysis to assess program effectiveness, identify good practices and lessons learned, and recommend program enhancements or policy refinements; and
- g. Prepare and submit required reports, briefers, and recommendations to DepEd leadership and relevant oversight bodies to support evidence-based decision-making and continuous improvement of school leadership development programs.

Regional Director

- a. Organize a Regional Technical Working Group (TWG) to support the effective and coordinated implementation of the program;



2nd Floor Mabini Building, DepEd Complex, Meralco Ave., Pasig City 1600
Telefax No.: (+632) 8638-8638
Email Address: neap.od@deped.gov.ph

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- b. Establish localized mechanisms to ensure the participation, monitoring, and completion of NASH takers under the categories ***Meeting PPSSH Strands in Three (3) Domains and With Developmental Areas***, consistent with the approved program design;
- c. Issue relevant regional issuances to support and institutionalize the implementation of the program;
- d. Approve the use of regional funds for learning session(s) and enrichment activities, as feasible and subject to existing rules and regulations; and
- e. Ensure that learning session(s) conducted at the Regional and Division levels are coordinated and complementary, and that duplication of activities is avoided.
- f. Endorse reports to NEAP CO as required.

Regional Office - NEAP/HRDD

- a. Serve as the regional-level program focal and secretariat for the NASH PDI;
- b. Propose and implement RO-led learning session(s) aligned with PPSSH and the NASH PDI, subject to quality assurance by NEAP Central Office;
- c. Provide quality assurance to proposed SDO-led learning session(s) to ensure alignment with program standards and intended learning outcomes;
- d. Consolidate regional program progress, completion, and implementation reports and submit the same to NEAP Central Office as required, or within two (2) weeks after program completion;
- e. Provide technical assistance and implementation support to Schools Division Offices to ensure effective and efficient program delivery;
- f. Coordinate with NEAP Central Office on concerns requiring immediate policy or operational action;
- g. Ensure coordination with other regional functional divisions in supporting participating schools and personnel;
- h. Support the credibility of the certification process, including verification of the completeness, authenticity, and quality of submitted outputs and supporting documents;
- i. Conduct monitoring visits, as necessary, to assess the progress and quality of program implementation;
- j. Convene regular coordination meetings, as needed, with respective SDOs;
- k. Organize and conduct enrichment activities, such as school visits and collaborative expertise sessions, to enhance the PDI experience, as feasible; and
- l. Conduct regional-level program implementation review and submit findings to NEAP Central Office.

Schools Division Superintendent

- a. Organize a division-level Technical Working Group (TWG) to support the implementation of the program;

2nd Floor Mabini Building, DepEd Complex, Meralco Ave., Pasig City 1600
Telefax No.: (+632) 8638-8638
Email Address: neap.od@deped.gov.ph



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- b. Recommend and approve best-fit coaches for participants, where feasible, observing a one-to-one (1:1) coach-to-participant ratio if applicable;
- c. Review, approve, and certify participants' WAP and WAAR, as applicable;
- d. Issue local issuances to support and institutionalize the implementation of the program at the division level;
- e. Coordinate with RO on the conduct and scheduling of SDO-led learning session(s); and
- f. Approve the use of division funds for learning session(s) and enrichment activities, as feasible and subject to existing rules and regulations.

SDO SGOD HRD Unit

- a. Serve as the division-level program focal unit and secretariat for the NASH PDI;
- b. Propose and implement SDO-led learning session(s) upon receipt of NEAP quality assurance clearance from the RO;
- c. Monitor and document the start and end dates of each phase of the participants' PDI;
- d. Provide technical assistance and respond to participant inquiries related to program implementation, requirements, and timelines;
- e. Ensure coordination with the Curriculum Implementation Division (CID) and Office of the SDS (OSDS) in supporting participants;
- f. Coordinate with the RO and NEAP CO on concerns requiring immediate attention;
- g. Ensure that each participant is assigned a best-fit coach aligned with the targeted PPSSH domain(s) for intervention; a one-to-one (1:1) ratio is strongly encouraged;
- h. Maintain and manage digital copies of all NASH PDI forms, templates, and monitoring tools;
- i. Monitor participant progress based on coaching reports and submitted outputs;
- j. Disseminate official information, advisories, and updates to participants through authorized communication platforms; and
- k. Propose and organize enrichment activities, such as school visits and collaborative expertise sessions, when feasible.

SDO-Assigned Coach

- a. Provide professional guidance and structured coaching support to the participant in accordance with the objectives, timelines, and outputs of the NASH PDI;
- b. Review, provide feedback on, and recommend improvements to draft and final outputs submitted by the participant;
- c. Support the participant in strengthening competencies aligned with the identified PPSSH domain(s) for intervention;



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- d. Conduct coaching sessions, virtually or in-person, when necessary, without compromising official duties;
- e. Monitor the participant's progress using prescribed monitoring tools, including the Modified Performance Monitoring and Coaching Form (PMCF), and submit required reports to the designated SDO focal person;
- f. Certify the quality and completeness of outputs prior to their submission for higher-level review and approval.

NASH PDI Participant

- a. Fulfill all requirements of the NASH PDI under the guidance and supervision of the assigned Coach;
- b. Comply with the expectations, timelines, and work schedule agreed upon with the Coach, as reflected in the approved plan of activities;
- c. Engage regularly with the Coach and provide timely and accurate updates on the progress of assigned outputs, workplace application activities, and related professional learning tasks;
- d. Observe ethical standards, quality assurance measures, and professional conduct in the completion and submission of all required outputs; and
- e. Maintain open, honest, and professional communication with the Coach and other concerned program implementers to support the successful implementation of the professional development intervention and the resolution of any issues that may arise.

8. CERTIFICATION

Participants who satisfactorily complete the requirements of each phase of the NASH PDI shall be issued a corresponding **Certificate** subject to validation of submitted requirements.

- a. **Phase 1: Certificate of Participation** shall be issued by the **NEAP CO** upon completion of the prescribed LinkedIn Learning pathway(s), attendance to NEAP organized learning sessions and passing of the domain-based assessment.
- b. **Phase 2 and Phase 3: Certificate of Participation** shall be issued by the **Regional Office or Schools Division Office** upon validation of required outputs.
- c. **Certificate of Completion** shall be issued by the **NEAP CO** upon receipt of the endorsed list of completers from the Regional Office. Participants under the category *Meeting PPSSH Strands in Three (3) Domains* shall earn the Certificate of Completion upon satisfactory completion of **Phases 1 and 2**, while participants under the category *With Developmental Areas* shall earn the Certificate of Completion only upon satisfactory completion of **Phases 1, 2, and 3**.



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Enclosure 3 – Qualification Standards for SDO Assigned Coaches

Pending the formal certification of coaches across all governance levels, the following individuals are designated to serve as concurrent coaches. These personnel meet the established Qualification Standards (QS) and will provide interim technical assistance to ensure the continuity of the coaching and mentoring process:

Eligible Position

- Public Schools District Supervisor (PSDS)
- Education Program Supervisor (EPS)
- Principal II-IV (P II- IV)

A coach **must**:

1. Be a concurrent School Principal II-IV or have previously served as a full-fledged school head for at least five (5) years;
2. Have attended and completed NEAP CO organized Training of Coaches and Mentors, either for School Heads Onboarding Program (SHOP) or School Heads Development Program (SHDP) or any equivalent training programs conducted by the RO/SDO/CSC;
3. Have been recognized for exemplary performance as a school head, with demonstrated contributions to instructional leadership and school management;
4. Have a proven track record in mentoring or coaching at the school or district level; and
5. Participate in the Training of Coaches and Mentors and serve, when necessary, as part of the coaching pool.

All coaches and mentors **shall**:

1. Demonstrate strong communication, facilitation, coaching, and mentoring competencies appropriate for adult and professional learning;
2. Exhibit a strong commitment to supporting the professional growth and leadership readiness of aspiring and incumbent school heads;
3. Undergo orientation, training, calibration, and continuous quality assurance activities required under the NASH PDI; and
4. Be officially endorsed by the Regional Director or authorized representative, using the prescribed endorsement template (see Enclosure 5).

To support coaches in effectively guiding NASH PDI participants, a Coaching Toolkit is provided and may be utilized as a reference to facilitate coaching sessions, monitoring, and documentation of participant progress. The toolkit shall be made available to the coaches through their respective RO and SDO NASH focal person.



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Enclosure 4 – NASH PDI Coach Endorsement and Acceptance Form

Date: _____

Name of Coach: _____

Position: _____

Dear Mr./Ms./Mrs./Mx./Dr. _____:

In support of the National Assessment for School Heads Professional Development Intervention (NASH PDI) and pursuant to the mandate of the National Educators Academy of the Philippines (NEAP) to ensure standards-based professional development for school leaders, you are hereby **endorsed and requested to serve as Coach** for **<Name of NASH PDI Participant>**, **<Position>**, from **<School>**.

The above-mentioned participant is classified under the NASH result category **<indicate: “Meeting PPSSH Strands in Three (3) Domains” or “With Developmental Areas”>** and requires guided professional support in the following **PPSSH domain(s): <Indicate PPSSH Domain(s) for intervention>**.

In view of your qualifications, experience, and demonstrated competence in school leadership and instructional management, your guidance and supervision are deemed essential in supporting the participant's professional development journey and in ensuring the quality of required outputs under the NASH PDI.

Kindly signify your acceptance by signing below.

Thank you for your commitment to strengthening the school leadership pipeline.

Very truly yours,

Name of Schools Division Superintendent
Schools Division Superintendent



2nd Floor Mabini Building, DepEd Complex, Meralco Ave., Pasig City 1600
Telefax No.: (+632) 8638-8638
Email Address: neap.od@deped.gov.ph

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ACCEPTANCE

I hereby confirm my acceptance to serve as **Coach** and to provide professional guidance and supervision to the above-mentioned participant in accordance with the design and requirements of the NASH Professional Development Intervention.

Name and Signature of Coach
Date: _____



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Enclosure 5 – Coaching Contract

KNOW ALL MEN BY THESE PRESENTS:

This agreement is made and entered into this ____ day of _____, 20____,
in the Schools Division Office of _____ by and between:

<Name of Coach>, <Position>, hereinafter referred to as the “Coach”

- and -

<Name of NASH PDI Participant>, <Position>, <School>, hereinafter
referred to as the “Participant”

WITNESSETH:

WHEREAS, the Coach is a qualified Schools Division Office personnel who has met the coaching and mentoring standards prescribed by the National Educators Academy of the Philippines (NEAP) and has demonstrated competence in school leadership and instructional management aligned with the Philippine Professional Standards for School Heads (PPSSH);

WHEREAS, the Participant is an aspiring school head who has undertaken the National Assessment for School Heads (NASH) and has been identified under the NASH result category <indicate category>, requiring professional development intervention under the NASH Professional Development Intervention (PDI);

NOW, THEREFORE, for and in consideration of the foregoing premises, the parties hereby agree to enter into this Coaching Contract under the following terms and conditions:

The Coach shall:

1. Provide professional guidance and structured coaching support to the Participant in accordance with the objectives, timelines, and outputs of the NASH PDI;
2. Review, provide feedback on, and recommend improvements to draft and final outputs submitted by the Participant;
3. Support the Participant in strengthening competencies aligned with the identified PPSSH domain(s) for intervention;
4. Conduct coaching sessions, including virtual or onsite visits, when necessary, without compromising official duties;
5. Monitor the Participant's progress using prescribed monitoring tools, including the Modified Performance Monitoring and Coaching Form (PMCF), and submit required reports to the designated SDO focal person;



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6. Certify the quality and completeness of outputs prior to their submission for higher-level review and approval.

The Participant shall:

1. Fulfill all the requirements of the NASH PDI under the guidance and supervision of the assigned Coach;
2. Comply with the expectations, timelines, and work schedule agreed upon with the Coach, as reflected in the approved plan of activities;
3. Meet regularly with the Coach and provide timely and accurate updates on the progress of assigned outputs, workplace application activities, and related professional learning tasks;
4. Observe ethical standards, quality assurance measures, and professional conduct in the completion and submission of all required outputs; and
5. Maintain open, honest, and professional communication with the Coach and other concerned program implementers to support the successful implementation of the professional development intervention and the resolution of any issues that may arise.

Termination of the Coaching Contract

In the event that either the **Coach or the Participant** finds it necessary to terminate this Coaching Contract for justifiable reasons, the concerned party shall submit a **formal written request** addressed to the **Schools Division Superintendent**, through the **Program Focal**, clearly stating the grounds for termination.

The Schools Division Superintendent, in coordination with the Program Focal, shall **carefully evaluate the request** and may approve the termination and grant a **No-Fault Termination of the Contract**, as deemed appropriate.

Both parties agree to **abide by the decision of the Schools Division Superintendent**. In cases where termination is approved, the Program Focal shall facilitate the **assignment of another qualified Coach** to ensure continuity of the Participant's professional development under the NASH PDI.

In WITNESS WHEREOF, the parties have hereunto set their hands on the date and place above-written.

Participant

Coach



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Witnesses:

Program Focal

Program Secretariat



2nd Floor Mabini Building, DepEd Complex, Meralco Ave., Pasig City 1600
Telefax No.: (+632) 8638-8638
Email Address: neap.od@deped.gov.ph

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Enclosure 6 – Endorsed List of Coaches for NASH PDI

[Date]

CARMELA C. ORACION

Assistant Secretary
Officer-in-Charge
Office of the Undersecretary for Learning Systems

Attention:

MICHAEL JOSEPH P. CABAUTAN

Director III
National Educators Academy of the Philippines

Sir:

Respectfully submitting the list of qualified coaches assigned to NASH PDI participants.

Meeting PPSSH standards in 3 domains

Name of Coach	Position	Name of Participant	Position	Target Domain(s)

*Add rows as necessary

With Developmental Areas

Name of Coach	Position	Name of Participant	Position	Target Domain(s)

*Add rows as necessary

Very Truly Yours,

REGIONAL DIRECTOR



2nd Floor Mabini Building, DepEd Complex, Meralco Ave., Pasig City 1600
Telefax No.: (+632) 8638-8638
Email Address: neap.od@deped.gov.ph

Doc. Ref. Code	PAWM-F-026	Rev	00
Effectivity	09.20.21	Page	1 of 1





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Enclosure 7 – RO/SDO Implementation Readiness Declaration for Phase 2

Region: _____

Implementer (RO/SDO)	PD Program Title/Learning Session Title	PPSSH Domain(s) Covered	Target Participants (Meeting PPSSH Standards in Three Domains, With Developmental Areas)	Total No. of Participants	Participants Gender (Male Female)	Participants Current Position (HT, MT, OIC, TIC)	Duration of PD Program/ Learning Session	Indicative Implementation Period (Start Date – End Date)	Modality (F2F, Online, Blended)	Venue/ Platform	Reference QA Approval No./Date

Add rows as needed

Disclosure: All Phase 2 learning sessions reflected in this matrix have undergone quality assurance in accordance with existing NEAP policies, standards, and templates. Detailed program design, learning outcomes, session plans, and output requirements are documented in the corresponding quality-assured Learning Session Proposals and may be accessed by NEAP-CO as needed.

Prepared by: _____

Name and Signature

Date: _____





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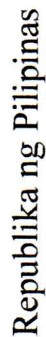
Enclosure 8 - Program Monitoring and Progress Control

Region: _____

Category: Meeting PPSSH Strands in Three (3) Domains

[illegible]

Add rows as needed



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Category: With Developmental Areas

[illegible]

Add rows as needed

This form will be used as reference for the Regional Endorsement for the issuance of Certificates of Completion.

Prepared by:

Name and Signature
Date:



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Enclosure 9 – Consolidated Progress and Implementation Report

Region: _____

Category: Meeting PPSSH Strands in Three (3) Domains

School Division Office	Total No. of Participants	Completion Rate	Issues/ Concerns/ Challenges	Support Provided

Add rows as needed

Category: With Developmental Areas

School Division Office	Total No. of Participants	Completion Rate	Issues/ Concerns/ Challenges	Support Provided



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Add rows as needed

The same data in this form is reflected in: <insert link here>

Prepared by:

Name and Signature

Date: _____



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Enclosure 10 – List of Participants for NEAP Issuance of Certificate of Completion

[Date]

CARMELA C. ORACION

Assistant Secretary
Officer-in-Charge
Office of the Undersecretary for Learning Systems

Attention:

MICHAEL JOSEPH P. CABAUTAN

Director III
National Educators Academy of the Philippines

Sir:

This Office hereby endorses the herein listed participants for the issuance of the Certificate of Completion for the National Assessment for School Heads (NASH) Professional Development Intervention (PDI). Following thorough review and validation of submitted requirements and outputs, and upon certification by the concerned Schools Division Offices, the Regional Office confirms that the listed participants have satisfactorily completed all applicable phases of the program in accordance with approved guidelines.

Meeting PPSSH standards in 3 domains

Name of Participant	Gender	Current Plantilla Position	Station (SDO-School)

*Add rows as necessary

With Developmental Areas

Name of Participant	Gender	Current Plantilla Position	Station (SDO-School)

*Add rows as necessary



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Department of Education
NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES

Very Truly Yours,

REGIONAL DIRECTOR



2nd Floor Mabini Building, DepEd Complex, Meralco Ave., Pasig City 1600
Telefax No.: (+632) 8638-8638
Email Address: neap.od@deped.gov.ph

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