



Republic of the Philippines
Department of Education
National Educators Academy of the Philippines

Program Delivery Quality Standards Checklist
PROFESSIONAL DEVELOPMENT (PD) COMPLIANCE MONITORING TOOL

PARTICIPANTS (Input the number of participants per day)					
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	AVERAGE

Instructions:

1. This checklist will be used by the assigned monitoring officer/focal during the MATATAG Training and will be used as an attachment to the PD Compliance Monitoring Tool.
2. Put a check (/) in the box if a standard is evident.

Session Number and Title: _____

Name of Resource Person: _____

RESOURCE PERSON/SUBJECT MATTER EXPERT

(/)	Program Delivery Quality Standards	Comments/Remarks
	a. The session objectives are explained at the beginning of the session.	
	b. The resource speakers/subject-matter experts use recognized best learning practices such as motivational/mood-setting activities, etc.	
	c. Sessions are delivered based on the quality-assured PD program design to ensure that session objectives are met, and any planned outputs are produced.	
	d. Appropriate and timely adjustments to content, methodology, and schedule are done to address the emerging needs of learners.	
	e. Participants are recognized as active learners and sources of learning and are engaged in meaningful discussions and activities. Assistance is given to them if necessary.	
	f. The resource speakers/subject-matter experts perform the following tasks: 1.0 Exhibit expertise of the subject matter. 1.1 Deliver accurate content 1.2 Transition topics in a logical manner 1.3 Present concepts, information, and ideas with clarity and congruence to the training /session objectives and the type of participants	

	2.0 Manage learning time. 2.1 Deliver sessions consistent with the time allotted. 2.2 Inform participants of the time required for every activity or assessment.	
	3.0 Establish rapport with participants and encourage participation from them with consideration to their diversity and adult learning theory. 3.1 Encourage participants to be actively engaged in the session 3.2 Apply clean and appropriate humor in keeping the session lively 3.3 Observe gender, equality, disability, and social inclusion (GEDSI) in engaging with the participants 3.4 Sense and address the needs, potentials, strengths, and weaknesses of the participants that may affect the learning processes 3.5 Monitor the energy level of the participants during sessions 3.6 Make the learning relevant to the participant's experiences by using "real-life" examples and activities 3.7 Utilize a combination of different and engaging methods/activities appropriately 3.8 Give clear instructions in employing various strategies	
	4.0 Check for the understanding of participants and process their responses. 4.1 Ask questions that are clear and focused 4.2 Ask follow-up questions to clarify participants' responses 4.3 Paraphrase questions for clarity 4.4 Ask higher-order thinking skills questions to elicit participants' ideas 4.5 Respond in a fair and timely manner with respect to participants' questions and answers 4.6 Listen to the participants' ideas or responses 4.7 Paraphrase participants' ideas or responses to confirm what has been said 4.8 Conduct formative assessments to check the understanding of the participants	
	5.0 Establish and maintain a positive/non-threatening and comfortable learning environment.	
	6.0 Demonstrate good communication skills (verbal and non-verbal). 6.1 Use clear and appropriate language for learners 6.2 Express ideas with clarity, logic, and correct grammar 6.3 Use a non-verbal form of communication to reinforce the verbal message 6.4 Use a well-modulated voice in facilitating the session	
	7.0 Use appropriate technology with ease and confidence.	
	8.0 Synthesize the responses of the participants and the activities of the session. 8.1 Guide the group to a consensus or conclusion. 8.2 Highlight important results of the activity 8.3 Generate ideas and concepts from the sharing of participants during the learning session/s 8.4 Identify the relationships between activities	
	9.0 Exhibits flexibility and adaptability in the delivery of the session to ensure an appropriate response to unforeseen situations.	
	10.0 Present him/herself in a professional manner.	



	10.1 Accept feedback without being defensive and offensive and reflects on the feedback for self-improvement	
	10.2 Always observe proper decorum and warm and respectful behavior	
	10.3 Relate to others with sensitivity and a caring attitude	

Doc. Ref. Code	Rev	01
Effectivity	Page	3 of 4

PROGRAM MANAGEMENT

(/)	Program Delivery Quality Standards	Comments/Remarks
	a. The details of the planned program implementation (e.g., program objectives, date, accommodation, etc.) are officially communicated to concerned offices/units and target participants.	
	b. Special needs of the participants are noted.	
	c. Sessions with mainly information diffusion objectives may be engaged in.	
	d. Adequate session breaks (15-30 minutes mid-morning and mid-afternoon for snacks and stretching, and one hour for lunch) are provided promptly.	
	e. To the extent possible, “working breaks” are to be avoided, unless limited session time necessitates these.	
	f. The PMT promotes good solid waste management in the venue by adopting the “clean as you go” practice.	
	g. Socially-inclusive, gender-sensitive, non- discriminatory, and non-stereotypical language is used at all times during the program.	
	h. Zero-tolerance on the commission of sexual harassment, bullying, and intimidation is observed; incidents are handled by PMT within 24 hours from receipt of the report or information.	
	i. Emerging welfare needs of participants, resource speakers/subject-matter experts, and PMT are immediately addressed.	
	j. Planned activities are carried out as scheduled unless modifications are necessary due to emerging needs (results of pre-assessment, expectations, etc.).	
	k. Daily attendance checks are done by the PMT.	
	l. The PMT introduces the resource speakers/ subject-matter experts.	
	m. The evaluation tool for Level 1 is administered at the end of the day.	
	n. Distribute certificates of recognition to invited resource speakers/subject-matter experts.	

LEARNING ENVIRONMENT: FACE-TO-FACE PD PROGRAM

	a. Is in an accessible, safe, secure, and peaceful location.	
	b. Is clean, well-lit, and well-ventilated.	
	c. Free from interruptions or unnecessary noise.	
	d. Has facilities for individuals with disabilities or special needs (e.g., ramps, signposts, toilets, reception, parking, elevator, etc.).	
	e. Has a sufficient number of clean and accessible toilets and washrooms.	
	f. The equipment/tools/supplies are adequate and readily available.	
	g. There is a provision for a fast and reliable internet connection.	
	h. Session rooms are spacious enough and can accommodate 30-50 participants.	
	i. Session rooms are arranged according to the session objectives and methodologies.	
	j. Session rooms have designated areas for the members of the PMT.	
	k. Session rooms are provided for breakout sessions as indicated in the Program design.	

