



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

CLMD Tool 4

SCHOOL-BASED LEARNING AND DEVELOPMENT ACTIVITIES

Instructions: This tool shall be used by the SEPS in HRD, SDO Key Personnel and School QATAME Associates to quality assure and monitor Learning and Development activities such as accomplishing the Learning and Development Needs Assessment (LDNA) Report, preparing the Learning and Development Plan, developing the Learning and Development Intervention Design, completing the Learning and Development Learning Resource Package, and ensuring the L & D implementation in the SDO, district and school levels. The respondents are the school heads, L&D coordinators in the school and project management team of the L&D activity.

Data Privacy Act Statement: In accordance with RA No. 10173 titled Data Privacy Act of 2012, your response to this survey will be treated with utmost confidentiality.

Level: ___ Division

Division: *Put the 16 options*

School: _____ School Rater: _____

District: _____ Date: _____

L&D Activity: _____

School L & D Coordinator: _____

A. LEARNING AND DEVELOPMENT NEEDS ASSESSMENT REPORT

<i>Purpose of the Tool</i>	<i>To check the quality of the school-based L&D Needs Assessment Report</i>
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Directions: Evaluate the L&D Needs Assessment (LDNA) Report in each of the applicable standards. Click the corresponding rating according to the following standard:

- (4) Full compliance -if indicator has been completely met
- (3) Near compliance – if the indicator has few incomplete parts
- (2) Partial compliance- if indicator has only been partially complied with
- (1) Non-compliance- if indicator has not been met

Note down specific comments for items that did not fully meet the Standards. Overall comments and recommendations are also highly encouraged and should be written in the appropriate spaces found at the end of the tool.



A legacy as rich as excellence!

Misamis St., Bago Bantay, Quezon
City

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Standards and Indicators	4	3	2	1
Executive Summary				
1.Objectives, key findings, and conclusions of the LDNA are captured in the summary.				
Background and Rationale				
2.Context within which LDNA was conducted is briefly discussed (e.g., why the LDNA was conducted).				
Objectives				
3.The objectives of the LDNA are articulated as stated in the LDNA Plan.				
Methodology				
4.The processes and tools employed in gathering data on learning needs are discussed to team.				
5.Key features of assessment tools used (e.g., number of items, rating scale, etc.) are described.				
6.Efforts in ensuring validity and reliability of tools are determined.				
7.Information about respondents in data collection activities are provided.				
8.Data sources on the needs are up-to-date, credible and verifiable.				
9.Methods and sources used in validating data and findings are discussed with the team.				
10.Assessment tool/s are attached as annex/es.				
Limitations of the LDNA				
11.Factors or constraints related to the LDNA process or methodology that may have affected the results of the assessment or influenced the				

interpretation of findings are identified.				
Assessment Results				
12.Data are presented in a clear and organized manner to the team.				
13.Trends and patterns in the data are described.				
14.Competency gaps emerging from the data are highlighted.				
15. Competency gaps are prioritized using the Strategic Importance-Urgency-Magnitude-Feasibility framework.				
16. Non-competency related factors that affect the performance of the target group/ jobholders, if any, are discussed.				
17. Charts, graphs and other visual presentation of data are used appropriately.				
Conclusion				
18.Key findings of the learning needs assessment are explained.				
19.Insights or information that need to be considered in L&D planning and designing are provided (e.g., peculiar characteristics of target job holders, focus areas, proposed approaches, timing, factors that may affect workplace application, among others).				
Attachments				
20.Relevant supporting documents and information are attached to the LDNA Plan Report • templates, forms, worksheets used				

• other needs assessment data not included above • list of respondents, videos and pictures, if applicable • Others, please specify:_____				
Confidentiality				
21.Safeguards for confidentiality in gathering, recording, and disseminating data as indicated in the LDNA Plan have been implemented, consistent with DepEd policies and guidelines on data privacy, including DO No. 72, s. 2016, re: “Department of Education People’s Freedom of Information Manual and Implementing Details.”				
Inclusiveness				
22.Mechanisms to ensure an inclusive and respectful LDNA process have been implemented				
23.LDNA Report uses inclusive and bias-free language (including examples and illustrations), and adheres to DO 32, s. 2017 entitled “Gender-Responsive Basic Education Policy”; DO 44, s. 2021 entitled “Policy Guidelines on the Provision Of Educational Programs and Services for Learners With Disabilities in the K To 12 Basic Education Program”, DO 51, s. 2014, entitled “Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture”; DO 41,				

s. 2017, entitled “Policy Guidelines on Madrasah Education in the K to 12 Basic Education Program”; and DO 40, s. 2012, entitled “DepEd Child Protection Policy”.				
Deviations from LDNA Plan, if any				
24.Adjustments made to objectives, methodologies and tools, or other deviations from the LDNA plan are identified, if any.				
25.Reasons or justification for changes are provided.				

Overall Comments:	Recommendations:
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B. LEARNING AND DEVELOPMENT PLAN

<i>Purpose of the tool</i>	<i>To check the quality of the school-based L&D Plan</i>
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Directions: Evaluate the L&D) Plan in each of the applicable standards. Click the corresponding rating according to the following standard:

- (4) Full compliance -if indicator has been completely met
- (3) Near compliance – if the indicator has few incomplete parts
- (2) Partial compliance- if indicator has only been partially complied with
- (1) Non-compliance- if indicator has not been met

Note down specific comments for items that did not fully meet the Standards. Overall comments and recommendations are also highly encouraged and should be written in the appropriate spaces found at the end of the tool.

Standards and Indicators	Full Compliance	Partial Compliance	Non-Compliance	Comments
Background and Rationale				
1.Context within which the L&D was conducted and the importance of the plan is clearly presented to the team.				
Objectives				
2.Objectives are stated clearly.				

2.1 Target unit/s and/or jobs are identified.				
2.2 Performance and/or competency areas as focus of the assessment are specified.				
Data Requirements				
3.Nature of data to be gathered is relevant to the objectives.				
4.Data sources are identified.				
Methodologies and resources				
5.Methodologies and resources are appropriate given the needs of the participants.				
6.Selection of method is appropriate to the needs of the participants.				
7.An appropriate combination of methodologies is identified.				
8.Assessment for learning, if any, are described.				
9.The choice of methodologies considers the time and cost to implement them.				
Implementation Details				
10.Implementation details are specified: • activities • persons responsible • timelines • resources and budget needed				
Confidentiality				
11.Safeguards for confidentiality in gathering, recording, and disseminating data are incorporated into the L&D planning process, consistent with DepEd policies and guidelines on data privacy, including DO No. 72, s. 2016, re: "Department of Education People's Freedom of Information Manual and Implementing Details."				
Inclusiveness				
12. L&D Plan provides mechanisms for meaningful involvement of relevant stakeholders (such as				

target job holders, immediate supervisors, management, and others) to build ownership and commitment to the L&D process and results.				
13.L&D Plan uses inclusive and bias-free language (including examples and illustrations), and adheres to DO 32, s. 2017 entitled “Gender-Responsive Basic Education Policy”; DO 44, s. 2021 entitled “Policy Guidelines on the Provision Of Educational Programs and Services for Learners With Disabilities in the K To 12 Basic Education Program”; DO 51, s. 2014, entitled “Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture”; DO 41, s. 2017, entitled “Policy Guidelines on Madrasah Education in the K to 12 Basic Education Program”; and DO 40, s. 2012, entitled “DepEd Child Protection Policy.”				

LEARNING AND DEVELOPMENT INTERVENTION DESIGN

<i>Purpose of the tool</i>	<i>To check the quality and soundness of the school-based L & D intervention design</i>
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Directions: Evaluate the L&D intervention design in all applicable standards. Click the corresponding rating according to the following standard:

- (4) Full compliance -if indicator has been completely met
- (3) Near compliance – if the indicator has few incomplete parts
- (2) Partial compliance- if indicator has only been partially complied with
- (1) Non-compliance- if indicator has not been met

Indicate in **Comments** column specific comments for items that did not fully meet the Standards or why certain standards are not applicable. Overall comments and recommendations are also highly encouraged and should be written in the appropriate spaces found at the end of the tool.

Standards and Indicators	4	3	2	1
1.L&D intervention design contains the following elements:				

▪ 1.1 Title, Background and rationale				
▪ 1.2 Description (target competencies, target learners, any pre-requisites, duration, and proposed CPD credit units)				
▪ 1.3 Profile of target learners,				
▪ 1.4 including baseline data on proficiency level				
▪ 1.5 Workplace Development				
▪ 1.6 Objectives				
▪ 1.7 Terminal and enabling objectives				
▪ 1.8 Detailed intervention design				
▪ 1.9 Follow-through Job-Embedded				
▪ 1.10 Learning or Workplace				
2. Background and rationale clearly present the context of the L&D intervention.				
3. L&D design is competency-based, as follows:				
▪ 3.1 L&D design is based on result of competency-based L&D needs assessment.				
▪ 3.2 Target competencies are used as basis for formulating/identifying the design elements, particularly learning objectives, outputs, content areas, and methodologies.				
4. Statement of Workplace Development Objectives (WDO) shows alignment of the L&D intervention with DepEd's strategic objectives.				
5. All learning objectives are stated in behavioral terms and aligned with the behavioral indicators of the competencies for development.				
6. All learning objectives (terminal, enabling, and session) are stated from learners' point of view.				
7. Terminal objective is:				
▪ 7.1 directly aligned with competency identified in the Workplace Development Objectives				

7.2 specifies what learners can realistically to do by end of the intervention follows the Audience-Behavior-Condition-Degree guideline				
8.Enabling objectives are:				
8.1 relevant and sufficient to contribute towards achieving the terminal objective				
8.2 specify what learners can realistically do by end of each major learning block or module				
9. Session objectives are:				
9.1 small enough to be covered in learning unit				
9.2 relevant, and sufficient to contribute towards achieving the enabling and terminal objectives				
9.3 specify what learners can realistically do by the end of a learning unit or session				
9.4 Terminal and session outputs are relevant to the competencies for development				
9.5 Terminal objectives can be realistically produced by learners within the available time				
10.Content areas support achievement of learning objectives by ensuring that:				
10. 1 all essential and important content areas are prioritized and covered				
10.2 organized in a logical sequence, using most appropriate structure				
10.3 topics on gender and other social inclusion concerns are embedded in the design, where appropriate				
11.Delivery methodologies facilitate achievement of learning objectives through:				
11.1 appropriate combination of varied inductive and deductive methodologies				
11.2 responsive to adult learning preferences (e.g., experiential and participative)				

11.3 sensitive to learners' profile and needs (e.g., abilities and disabilities, age, gender, etc.)				
11.4 innovative and technology-supported methodologies are applied where appropriate.				
12.Schedule of activities is appropriately sequenced and timed.				
13.Nominated Program Management Team members and learning service providers for delivery are identified.				
13.1 Program Management Team members are sufficient in number.				
13.2 Program Management Team members possess needed combination of competencies to manage the activity.				
13.3 Profile of nominated resource persons, subject matter experts, coaches and/or learning facilitators indicate their qualifications to deliver assigned sessions.				
14.All needed learning resource materials, supplies, and equipment to support delivery of learning sessions are identified.				
15.Follow-through JEL or WAP shows how learners can apply newly acquired competencies.				
15.1 directly aligned with target competencies				
15.2 provide opportunities for demonstration of newly acquired competencies				
15.3 can be realistically completed within six months using available resources				
15.4 approved by learners' immediate supervisor funding support available, if needed				
16.L&D M&E Plan is relevant and comprehensive:				

▪ 16.1 anchored on WDO and learning objectives				
▪ 16.2 target levels of evaluation identified				
▪ 16.3 covers at least Level 1 (Reaction) and Level 2 (Learning) evaluation				
▪ 16.4 formative and summative methods identified				
▪ 16.5 schedule, responsibility centers, needed resources for conducting M&E identified, and users of M&E data are identified.				

Overall Comments:	Recommendations:

C. LEARNING AND DEVELOPMENT RESOURCE PACKAGE

<i>Purpose of the tool</i>	To check the quality of completed school-based learning resource materials to be used for the identified learning and development program
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Directions: Evaluate the learning resource material (LRM) in all general standards and each of the standards applicable to the LRM type. Click the corresponding rating according to the following standard:

- (4) Full compliance -if indicator has been completely met
- (3) Near compliance – if the indicator has few incomplete parts
- (2) Partial compliance- if indicator has only been partially complied with
- (1) Non-compliance- if indicator has not been met

Note down specific comments for items that did not fully meet standards. Overall comments and recommendations are also highly encouraged and should be written in the appropriate spaces found at the end of the tool.

Standards and Indicators	4	3	2	1
General				
1.Type of LRM is appropriate to the identified methodology.				

2.Content of LRM will contribute to the achievement of learning objectives.				
▪ 2.1 aligned with identified session objective and topic				
▪ 2.2 appropriate to the current proficiency level of the audience				
3.Content of LRM is accurate and authority-based:				
▪ 3.1 cites credible information sources				
▪ 3.2 supported by research, as necessary				
▪ 3.3 up to date				
▪ 3.4 incorporates best practices				
4.LRM adheres to DepEd branding guidelines contained in the DepEd Service Marks Manual.				
5.LRM follows the Bureau of Learning Resources Referencing Guide.				
6.LRM complies with DepEd’s Learning Resource Management and Development System Specification and Guidelines for Intellectual Property Management.				
7.LRM uses inclusive and bias-free language and visuals and adheres to:				
▪ 7.1 DO 32, s 2017 on “Gender-Responsive Basic Education Policy”				
▪ 7.2 DO 51, s 2014 on “Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture”				
▪ 7.3 DO 44, s. 2021 entitled “Policy Guidelines on the Provision Of Educational Programs and Services for Learners With Disabilities in the K To 12 Basic Education Program”				
▪ 7.4 D.O. 41, s. 2017 on “Policy Guidelines on Madrasah Education in the K-12 Basic Education Program”				
7.5 D.O. 40, s. 2012 on “DepEd Child Protection Policy”				
8.LRM observes correct spelling, grammar, and word usage.				
9.LRM can be customized to suit the specific learning needs of target learners, when needed.				
10.LRM uses appropriate technologies, whenever available and cost-effective.				
Printed Materials				

1.LRM is readable, organized, and well laid-out.				
1.1 font size of 12-13 for body text; font size for headings 2 points larger than body text				
1.2 font style of Garamond, Bookman Old Style, Helvetica Neue, or Arial				
1.3 No more than three font styles				
2.Illustrations, images, graphs and tables are appropriate, clear and properly labelled or captioned.				
3.Printing is of good quality (i.e., no broken letters or images, correct alignment, and even print density).				
4.LRM adheres to Bureau of Learning Resources Guidelines in Preparing Printed Learning Resource Materials				
Presentation Slides				
1.Slide templates are simple and non-distracting (office's standard template is applied if one is available).				
2.Font styles and size are easy to read.				
2.1 font size of 28 for text; at least 32 for slide heading; and at least 40 for presentation title				
2.2 Sans serif fonts used (e.g., Arial, Calibri, Helvetica, etc.)				
3.Slides are well-laid out.				
3.1 contain one idea per slide				
3.2 contain key words and phrases only				
3.3 observe 7x7 rule (maximum of 7 lines per slide,				
3.4 maximum of 7 words per line)				
3.5 use contrasting colors for text and background				
3.6 illustrations and images relevant and of good quality				
4.Slides have no distracting elements (e.g., animations, sound effects, transitions, etc.).				
Non-Print Materials				
1.LRM's audio meets the following standards:				
1.1 speech and narration clear and can be easily understood (uses correct pacing, intonation, and pronunciation); music and sound effects appropriate and suitable to the concept				
1.2 complete synchronization of audio with visuals, if any				
2.LRM's visuals meet the following standards:				
2.1 provide accurate representation of the concept discussed				
2.2 screen displays (text) uncluttered, easy to read, and aesthetically pleasing				

▪ 2.3 visual presentations (non-text) clear and easy to interpret				
• 2.4 visuals sustain interest and do not distract user's attention				
3.LRM's user support material provides adequate and clear instructions.				
4.LRM can run on all platforms using minimum system requirements.				
Session Guide				
1.Session guide is aligned with the L&D intervention design:				
▪ 1.1 covers all session objectives				
▪ 1.2 follows sequence and timing of activities				
▪ 1.3 provides adequate details of content areas				
▪ 1.4 provides adequate discussion of each methodology				
▪ 1.5 identifies learning resource materials that will support delivery and learning process				
2.Session guide uses standard template.				
3.Session guide contains clear and adequate instructions to user.				

Overall Comments:	Recommendations:

D. **LEARNING AND DEVELOPMENT PRE-IMPLEMENTATION PHASE**

<i>Purpose of the tool</i>	To check pre-implementation of an identified learning and development program
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Directions: Evaluate the L&D program/intervention in all standards applicable to the L&D modality. Click the corresponding rating according to the following standard:

- (4) Full compliance -if indicator has been completely met
- (3) Near compliance – if the indicator has few incomplete parts
- (2) Partial compliance- if indicator has only been partially complied with
- (1) Non-compliance- if indicator has not been met

Note down specific comments for items that did not fully meet standards. Overall comments and recommendations are also highly encouraged and should be written in the appropriate spaces found at the end of the tool.

Standards	4	3	2	1
Team Management				

1.Program Management Team (PMT) structure and composition are adequate in number and competency mix to perform roles.				
2.Roles and expectations from PMT members are clearly defined, documented in the Terms of Reference (TOR) and agreed upon.				
3.PMT members possess the required competencies to perform assigned roles.				
4.Learning service providers (e.g., learning facilitators, resource persons, etc.) are adequate in number and meet competency requirements for assigned roles based on NEAP's screening and accreditation process.				
5.TOR and contracts (including honorarium) of external learning service providers are approved and signed by both parties (DepEd and external service providers) before actual conduct of the program/intervention.				
1.Planned program/intervention implementation is officially communicated to concerned offices/units and learners in electronic and print media.				
2.Target learners identified in the design are the ones invited.				
3.The number of invited learners is appropriate to L&D modality.				
4.Substitution of learners is communicated to LDD Program Management Team in electronic or print media.				
5.Attendance is confirmed by learners and their supervisors in a timely manner.				
6.Registration forms are sent out to confirmed learners and accomplished forms received in a timely manner.				
7.Confirmation of attendance notices are sent out to learners containing pertinent program details and logistical arrangements (e.g., transportation, per diem, accommodation, etc.) in a timely manner.				

8. Identified guests are invited and attendance is confirmed in a timely manner.				
9. Arrangements for program documentation completed.				
10. Welfare and administrative arrangements for lodging, venues for learning sessions, meals, per diem, transportation, and technology support are made in a timely manner based on L&D program requirements.				
12. Contracting is done according to DepEd guidelines, Republic Act 9184 (Government Procurement Reform Act), and COA rules.				
13. Venue is accessible to all including individuals with special needs.				
13.1 provides reasonable accommodation to individuals with special needs o in a safe, secure, and peaceful location				
13.2 has facilities for individuals with disabilities or special needs (e.g., ramps, signposts, parking, elevator, etc.) session rooms well-lighted, well-ventilated, spacious, and appropriately set-up for learning sessions				
13.3 breakout and open spaces available for small group activities and informal interactions o has clean and accessible hygiene and sanitary facilities				
4. Accommodation is appropriate for the participants.				
4.1 clean, well-lighted, and ventilated				
4.2 spacious for maximum of four occupants to a room with at least one toilet and bathroom				
4.3 has facilities and amenities for individuals with disabilities				
5. Meals are carefully selected.				

▪ 5.1 proposed menu has a variety of healthy and nutritious food				
• 5.2 proposed menu considers dietary requirements and restrictions of learners, learning service providers, and PMT				
6.Equipment, tools, supplies, and technology are sufficient.				
▪ 6.1 arrangements for the availability of equipment and tools are completed				
▪ 6.2 arrangements for the availability of wi-fi connection and other technology support are completed				
• 6.3 all supplies and learning aids are prepared at the right quality and quantity of learners' kit assembled and ready for distribution				
7.Learning resource packages at the right quality and quantity are prepared ahead of time.				
8.Emergency plan and first-aid kits are ready.				
9.Tools and materials that will support learning management are prepared.				
10 .Team members who will monitor learning management and handle management of learning activities are clear about their roles.				

Overall Comments:	Recommendations:

E. LEARNING AND DEVELOPMENT DURING IMPLEMENTATION PHASE

Purpose of the tool	• During-implementation Monitoring and Evaluation Form is to be accomplished by External QAME Associate to validate whether the L&D intervention is implemented as planned. • Data will be used by the External QAME Associate to provide feedback to the L&D Program Management Team and learning service providers on issues that need to be addressed.
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BASIC INFORMATION	
Region	
Division	
Learning Service Provider	
Activity/Event Monitored	
Address	

Inclusive Dates	
Date Monitored	

Number of Participants				
Class	Level:		Level:	
	Participants	Trainers	Participants	Trainers
1				
2				
3				

Directions: After a careful evaluation, rate the conduct of the Learning and Development program delivery. Click the corresponding rating according to the following standard:

- (4) Full compliance -if indicator has been completely met
- (3) Near compliance – if the indicator has few incomplete parts
- (2) Partial compliance- if indicator has only been partially complied with
- (1) Non-compliance- if indicator has not been met

Activities
A. Conduct of the Program Delivery (Daily Monitoring)

Activities	4	3	2	1
Operational concerns				
•1. Activities start and end according to schedule.				
•2. Attendance is systematically monitored.				
•3. Modifications in activities and schedule are consulted with the participants and are given ahead of time.				

•4. Provision of the following consistently follows agreed standards :				
-4.1 Food				
-4.2 Training Venue				
-4.3 Accommodation				
•5. Medical personnel and medical provisions for emergencies e.g. common medicines, first aid kit, are available				
•6. Training/Learning materials are available and adequate.				
•7. Support materials and equipment are available and serviceable.				
•8. Issues and possible courses of action are identified in the briefing and debriefing sessions.				
•9. Ground rules are clear and compliance is also monitored.				

Activities	4	3	2	1
Sessions and Trainers				
•1. The trainers have utilized the approved resource package (session guide, PowerPoint presentation, video presentations, etc.)				
•2. Trainers and sessions are evaluated using standardized tools.				
•3. Participants are given competency assessment before and after the session/s, if applicable.				
•4. The expected outputs are gathered and properly accounted for.				
•5. Accomplished evaluation tools are collected from participants immediately for processing and feedback				
•6. Feedback is given to participants performance as may be needed.				
Certification of Participants				
•1. Certification is conferred upon completion of the program and upon satisfaction of requirements.				
•2. Certification is issued at the end of the program				
2. Program Evaluation				
•1. Program evaluation is administered immediately after the last session.				
•2. Results of the evaluation is used and incorporated in the End of the Program Report				
•3. The participants are assessed as to determine learning through Rapid Competency Assessment.				

Comments and Suggestions:

Name and Signature of Monitor	
Date	

CRITICAL INCIDENTS

(This STAR form will be used to document critical incidents that are not captured in the QAME Forms and may be accomplished as may be needed)

Title of Training: _____

Date	Situation/Task	Action	Result



Republic of the Philippines
Department of Education
Region V – Bicol Region
SCHOOLS DIVISION OF LIGAO CITY

F. LEARNING AND DEVELOPMENT POST-IMPLEMENTATION CHECKLIST

<i>Purpose of the tool</i>	To Check post implementation of an identified learning and development program.
Directions: Rate the post-implementation of an identified learning and development program. Click the corresponding rating according to the following standard: (4) Full compliance -if indicator has been completely met (3) Near compliance – if the indicator has few incomplete parts (2) Partial compliance- if indicator has only been partially complied with (1) Non-compliance- if indicator has not been met	

L & D Requirements	4	3	2	1
• Program/ Intervention Title				
• Program/ Intervention Objectives				
• List of Participants				
• Attendance sheets				
• Detailed L&D design				
• Learning Resource Package				
• Post-program/intervention evaluation results				
• Pre-and post-test results				
• Financial report				
• Program documentation				
• Program / intervention attachments				