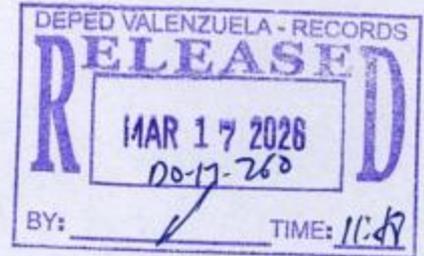


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Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF CITY OF VALENZUELA



**Office of the Schools Division
Superintendent**

DIVISION MEMORANDUM
No. 0259 s. 2026

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

To: OIC – Assistant Schools Division Superintendent
Chief Education Supervisors - CID and SGOD
Education Program Supervisors and Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. For the information and guidance of all concerned, attached is **Memorandum DM-OUHROD-2026-090** dated March 6, 2026 from Carmela C. Oracion, Assistant Secretary, Officer-in-Charge, Office of the Undersecretary for Learning, regarding the aforementioned subject, content of which is self-explanatory.
2. Particular attention is invited to paragraph nos. 1-7, for reference.
3. Immediate dissemination of this Memorandum is desired.

NOEL D. BAGANO
Schools Division Superintendent

Encl.: as stated
References: DM-OUHROD-2026-090
To be indicated in the Perpetual Index
under the following subjects:
ASSESSMENT

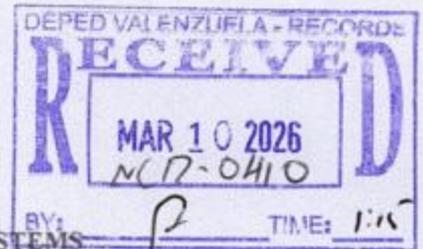
Issued on:
16/March 16, 2026



Republic of the Philippines

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 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. COT



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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/meet/46001246948089?p=C9hzaqXEf3dBRceG8eq 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/meet/45095945924024?p=3M8KAVJjXa2j43LzVK 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/meet/485281



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			35794587?p=M635feT a13D8A9hnHM 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/494061 77145786?p=rQ901H HWjdOOnHcfvS 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/450497 39586919?p=8KkJgtK VFLPrea7AaW 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/484731 55346941?p=8jlj5v9d iWK8yizeQF 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.

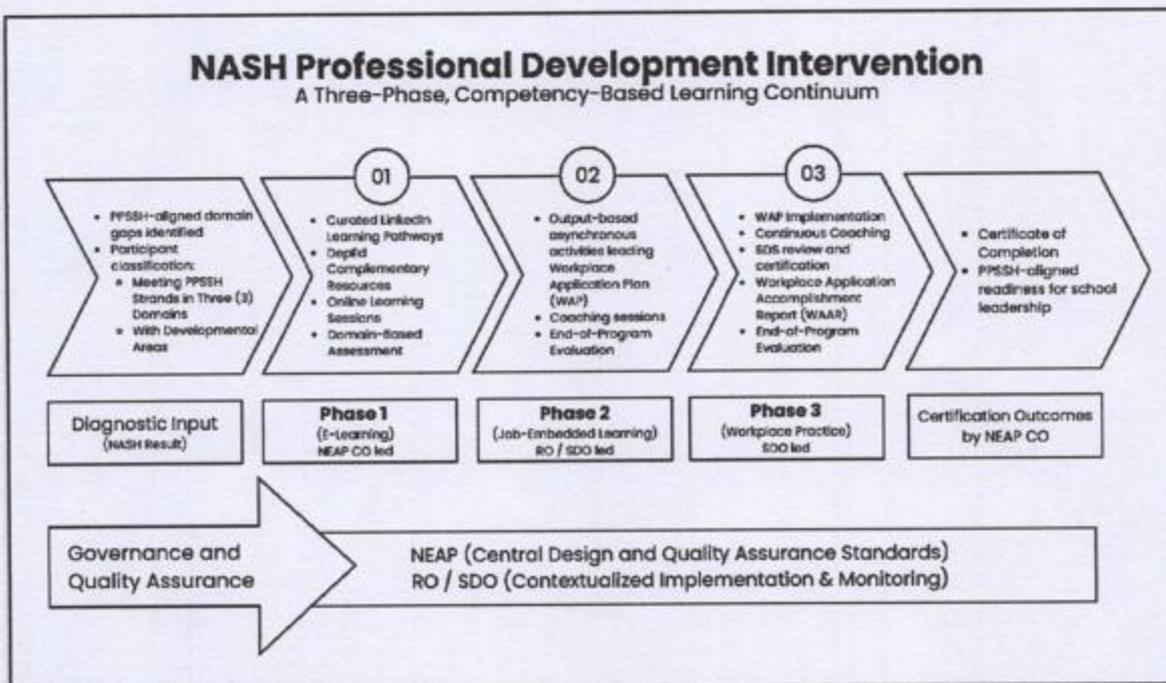
In line with this policy direction, the Department of Education implemented the National Assessment for School Heads (NASH) as a diagnostic mechanism to assess the competencies of aspiring school heads against the Philippine Professional Standards for School Heads (PPSSH). As stipulated in DepEd Memorandum 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)

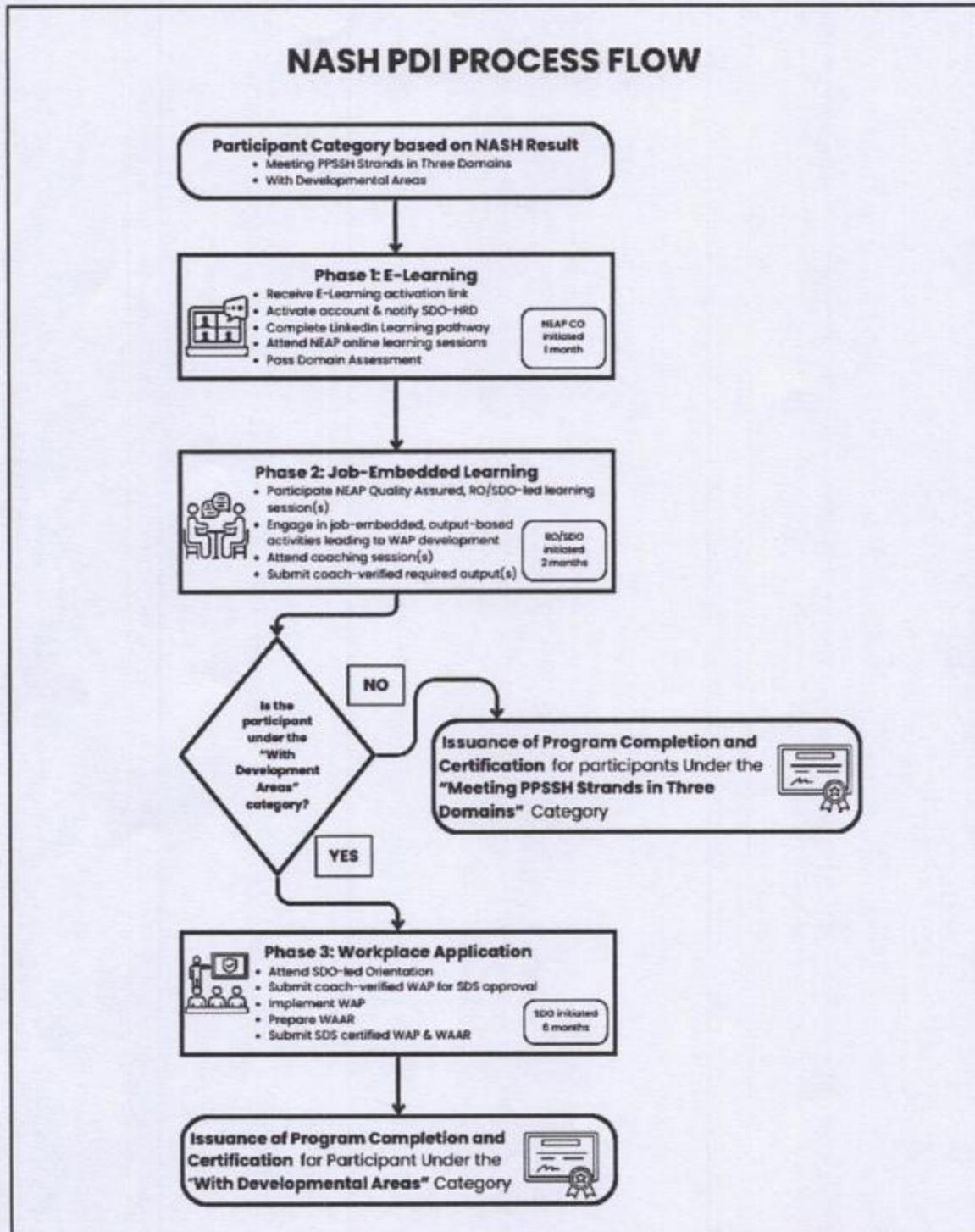
Timeline: Up to six (6) Months

(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



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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;



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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;



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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



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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



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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



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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 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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Very Truly Yours,

REGIONAL DIRECTOR