

Evaluation of Professional Development Plan: Basis for School Development Program

Julie Ann T. Lauro¹, Genefer A. Yaneza², Celeste F. De Ungria³, Angelito S. Manalastas, Ph.D.⁴

^{1,2,3}Department of Education-Schools Division of Rizal,

⁴Adviser, Graduate Studies, Institute of Education, Bulacan Agricultural State College

Publication history: Received: April 12, 2026; Revised: April 16, 2026; Accepted: April 27, 2026

Email of Corresponding Author: julieann.lauro@deped.gov.ph

Abstract

This study evaluated the implementation of the Professional Development Plan (PDP) at Lagundi-CCL National High School as a basis for enhancing the School Development Program (SDP). Anchored on the policies of the Department of Education, particularly DepEd Order No. 42, s. 2017, the research emphasized the role of continuous professional development in improving teacher quality and student outcomes. Using a mixed-methods approach, the study combined descriptive-quantitative analysis and thematic qualitative techniques to gather comprehensive insights from thirty-one (31) teacher-participants. Data were collected through a researcher-made survey questionnaire and in-depth interviews. Findings revealed that while the PDP was generally assessed as “Agree” in terms of goal setting, relevance, and engagement, several critical gaps remain. Teachers reported a lack of alignment between PDP goals and actual classroom responsibilities, limited opportunities for application and reflection, and insufficient feedback mechanisms. Thematic analysis further identified key challenges, including unclear goal alignment, low motivation due to non-contextualized training, and inadequate structural support such as mentoring and coaching. Issues on customization and practical application also emerged, highlighting the need for more responsive and teacher-driven PDP designs. Based on these findings, the study proposed an action plan focused on needs-based training, increased teacher participation, strengthened mentoring systems, and integration of PDP initiatives into the SDP and School Improvement Plan (SIP). The study concludes that while PDP implementation demonstrates foundational strengths, its effectiveness can be significantly enhanced through contextualization, collaboration, and sustained support mechanisms. Ultimately, a responsive and data-driven PDP can serve as a strategic tool in advancing both teacher development and overall school performance.

Keywords: Professional Development Plan, teacher development, school development program, PDP evaluation, DepEd, educational improvement

Introduction

In the field of education, teachers are the primary actors responsible for imparting knowledge, skills, and values to their students. They play a crucial role in shaping the future of society, and as such, they need to continuously update their knowledge and skills to keep pace with the changing times. Professional development is the process through which teachers acquire new knowledge, skills, and expertise that enable them to enhance their effectiveness in the classroom.

With the continuous adversities in the landscape of education, professional development is more than a policy requirement. It is a cornerstone for enhancing teaching quality and improving student outcomes. Teachers are expected to continuously update their knowledge, skills, and strategies to meet the demands of 21st-century learners. At the heart of this growth is the Professional Development Plan (PDP), which provides a structured, school-based framework aimed at strengthening teacher capacity, promoting reflective practice, and aligning instructional efforts with institutional goals.

It is stipulated in DepEd Order no. 42, series of 2017 titled National Adoption and Implementation of the Philippine Professional Standard for Teachers that DepEd recognizes the importance of professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning. It is committed to supporting teachers, and taking cognizance of unequivocal evidence that good teachers are vital to raising student achievement. Quality learning is contingent upon quality teaching. Hence, enhancing teacher quality becomes of utmost importance for long term and sustainable nation building.

This highlights the Department of Education’s (DepEd) commitment to improving teacher quality as a foundation for student success and national development. Since quality learning depends on quality teaching, enhancing teacher competence and professionalism is a top priority—key to long-term, sustainable nation-building.

At Lagundi-CCL National High School, the need to evaluate the effectiveness of the existing PDP was highlighted by the recent Electronic Self-Assessment Tool (e-SAT) results, which identified five key areas of concern. The lowest-rated

competencies were: (1) participation in professional networks to share knowledge and enhance practice (7.3.2), (2) utilization of assessment data to inform modifications in teaching (5.5.2), (3) engagement with parents and the broader community (6.2.2), (4) use of strategies that promote critical and creative thinking (1.4.2), and (5) enhancement of literacy and numeracy skills through effective strategies. These results underscore the need for more responsive and targeted professional development programs.

Numerous studies support the idea that a well-designed and properly implemented PDP directly influences teaching effectiveness and school success. Domingo (2022) found that teacher professional development aligned with classroom realities leads to improved student engagement and better classroom management. Similarly, Soriano (2022) emphasized the importance of aligning PDPs with actual teacher needs and school improvement goals to foster greater ownership and relevance. In a related study, Delos Santos (2023) found that schools with more collaborative and contextualized PDPs observed higher teacher satisfaction and student performance.

On the international front, Anderson (2021) asserted that professional development must go beyond training and be embedded in school culture, promoting continuous, collaborative learning among educators. Kumar and Lee (2022) highlighted the value of data-driven PDPs that respond to specific learning gaps identified through tools such as the ESAT. Meanwhile, Robertson et al. (2023) argued that effective professional development requires sustained support, teacher participation in planning, and regular assessment to ensure alignment with both teacher competencies and school targets.

Despite the apparent strengths of PDPs, many researchers point out persistent gaps in their implementation. Garcia (2021) and Estrella (2024) both reported that teachers often feel disengaged from top-down PDPs that lack clear follow-through or individualized content. Furthermore, Crossley and Watson (2020) urged education leaders to design PD programs that are not only systematic but also flexible enough to respond to emerging challenges in diverse learning environments.

This study aimed to address those gaps by capturing the perspectives of teachers and school leaders on how the PDP is being implemented, what challenges they face, and how it can better align with the broader School Development Program (SDP). Grounded in both local and international research, and guided by current assessment results, the findings of this study hope to inform a more responsive, inclusive, and sustainable development framework for Lagundi-CCL National High School.

Material and methods

2.1 Research Design

Mixed-method of research was used in this study utilizing descriptive-quantitative and thematic approach.

2.2 Locale of the Study

The study was conducted at from Lagundi-CCL National High School under the Department of Education, Schools Division Office of Rizal.

2.3 Respondents of the Study

The respondents of this study were thirty-one (31) teachers from Lagundi-CCL National High School under the Department of Education, Schools Division Office of Rizal. These teacher-participants were selected as they are the primary implementers and beneficiaries of the Professional Development Plan (PDP) within the school. Their inclusion provided relevant and firsthand insights into the actual implementation, effectiveness, and challenges of the PDP. The group consisted of teachers with varying years of service, subject specializations, and professional ranks, allowing for a comprehensive understanding of how the PDP is experienced across different teaching contexts. Their perspectives were essential in identifying gaps and formulating recommendations aligned with the School Development Program (SDP).

2.4 Sample and Sampling Procedure

This study employed a purposive sampling technique to select participants who are directly involved in and knowledgeable about the implementation of the Professional Development Plan. Specifically, all 31 teachers in Lagundi-CCL National High School were included, making the sampling comprehensive within the context of the institution. Purposive sampling was deemed appropriate as it allowed the researchers to intentionally choose respondents who could provide rich, relevant, and reliable data regarding the PDP. Prior to data collection, permission was secured from the school head, and participants were informed of the purpose of the study. Data were then gathered through a structured survey questionnaire and follow-up interviews to ensure both quantitative and qualitative data were adequately captured.

2.5 Research Instrument

The study utilized a researcher-made survey questionnaire as the primary instrument to assess the implementation of the Professional Development Plan (PDP) among teachers of Lagundi-CCL National High School under the Department of

Education. The instrument consisted of two parts: the first included fifteen (15) structured items grouped into three domains—goal setting, relevance and application, and engagement and effectiveness—rated using a four-point Likert scale (4–Strongly Agree to 1–Strongly Disagree), while the second part comprised open-ended questions that gathered participants’ insights on challenges encountered and suggestions for improving PDP implementation. The questionnaire was subjected to content validation by experts and pilot testing to ensure clarity, reliability, and alignment with the study objectives before its administration to the respondents.

2.6 Data Gathering Procedure

The data gathering procedure for this study was conducted systematically to ensure the accuracy and reliability of the information collected. Prior to the administration of the research instrument, the researchers sought permission from the school head of Lagundi-CCL National High School under the Department of Education and informed the participants about the purpose and significance of the study. Upon approval, the researcher-made survey questionnaire was distributed to the thirty-one (31) teacher-respondents, who were given sufficient time to answer the items honestly and completely. After retrieving the accomplished questionnaires, follow-up in-depth interviews were conducted with selected participants to further explore their responses, particularly regarding the challenges and suggestions related to the implementation of the Professional Development Plan (PDP). All responses were properly recorded, organized, and treated with confidentiality. The collected data were then prepared for analysis, interpretation, and presentation in accordance with the research objectives.

2.7 Data Analysis Techniques

The data gathered in this study were analyzed using both quantitative and qualitative techniques to provide a comprehensive understanding of the implementation of the Professional Development Plan (PDP) at Lagundi-CCL National High School under the Department of Education. For the quantitative data obtained from the survey questionnaire, descriptive statistical tools such as frequency, percentage, and weighted mean were used to determine the level of assessment of the respondents across the domains of goal setting, relevance and application, and engagement and effectiveness. The computed means were interpreted using a four-point Likert scale to describe the extent of PDP implementation. For the qualitative data derived from open-ended responses and interviews, thematic analysis was employed to identify recurring patterns, themes, and insights related to the challenges encountered and suggestions for improvement. This combined approach enabled the researchers to validate numerical findings with participants’ experiences, resulting in a more in-depth and reliable interpretation of the data.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

Results and Discussion

3.1 Assessment of the Implementation of Professional Development Plan (PDP)

The composite mean of 2.61, verbally interpreted as “Agree,” indicates that the implementation of the Professional Development Plan (PDP) at Lagundi-CCL National High School under the Department of Education is generally effective across the domains of goal setting (2.67), relevance and application (2.63), and engagement and effectiveness (2.52). This suggests that while teachers perceive the PDP as structured and aligned with their professional needs, there are still areas that require enhancement, particularly in terms of feedback mechanisms, practical application of learning, and sustained support systems. The relatively lower mean in engagement and effectiveness highlights the need for stronger mentoring, coaching, and follow-up activities to ensure continuous professional growth. These findings support the study of Beusaert (2021), which emphasized that PDPs become more effective when supported by structured feedback and active involvement of supervisors, as well as Desimone (2019), who stressed that opportunities for active learning and reflection significantly improve the impact of professional development on teaching practices

Table 1

Assessment of the Implementation of Professional Development Plan (PDP)

Domain	Weighted Mean	Verbal Interpretation
Goal Setting	2.67	Agree
Relevance and Application	2.63	Agree
Engagement and Effectiveness	2.52	Agree
Composite Mean	2.61	Agree

3.2 Challenges experienced by the Teacher-Participants relative to the Implementation of PDP

The challenges experienced by the teacher-participants reveal critical implementation gaps in the Professional Development Plan (PDP) at Lagundi-CCL National High School under the Department of Education. In terms of goal setting, issues on clarity, alignment, motivation, and support indicate that although PDPs exist as structured documents, they are not always effectively communicated or internalized by teachers. This finding aligns with Darling-Hammond et al. (2017), who emphasized that professional development is most effective when goals are clear, teacher-driven, and directly linked to classroom practice. The respondents' narratives show that vague objectives and weak alignment reduce teachers' focus and limit meaningful engagement in professional growth activities.

For relevance and application, the data highlight a persistent gap between training content and actual classroom realities. Teachers expressed difficulty applying strategies due to lack of resources, mismatch with curriculum needs, and limited opportunities for practice. This supports Desimone (2019), who argued that effective professional development must include active learning, classroom application, and reflection to ensure transfer of learning into instructional practice. Without these components, PDPs risk becoming theoretical exercises rather than transformative professional tools.

Meanwhile, challenges in structure and support reflect insufficient mentoring, coaching, and follow-through mechanisms. Teachers reported feeling unsupported after training sessions, which weakens sustained implementation of learned competencies. This finding is consistent with Beausaert (2021), who found that professional development plans are significantly more effective when accompanied by continuous feedback and supervisory support. The absence of structured follow-up in the current PDP implementation limits accountability and reduces long-term impact.

Overall, the themes of clarity, relevance, application, and support consistently point to the need for a more responsive, teacher-centered, and context-based PDP design. When analyzed collectively, the findings suggest that improving communication of goals, strengthening mentoring systems, ensuring contextualized training, and allowing flexible customization are essential to enhancing the effectiveness of professional development initiatives. Without these improvements, PDPs risk remaining compliance-based rather than becoming a genuine driver of teacher growth and instructional improvement.

Table 2

Challenges experienced by the Teacher-Participants relative to the Implementation of PDP

Domain	Theme	Description of Challenges	Sample Responses	Implication
Goal Setting	Clarity and Alignment	Goals are unclear, poorly communicated, and not aligned with teachers' roles.	"The objectives... were not clearly communicated..." (T6); "Confusion about alignment..." (T13); "Plan felt outdated..." (T21)	Lack of clear direction limits teachers' ability to focus on professional growth.
	Motivation and Commitment	Low engagement due to irrelevant and repetitive training; heavy workload affects participation.	"Hard to stay motivated..." (T15); "We're already stretched thin..." (T2); "Training doesn't seem relevant..." (T17)	Misaligned content reduces teacher motivation and commitment.
	Structure and Support	Limited mentoring, coaching, and follow-up support; lack of clear structure and timeline.	"Little to no follow-up..." (T35); "Lack of access to mentors..." (T1); "No clear timeline..." (T10)	Insufficient support hinders application of learning and sustained development.
Relevance and Application	Alignment with Job Roles	Training content is generic and not aligned with actual classroom needs or resources.	"No equipment to use tools..." (T4); "Didn't reflect curriculum changes..." (T19); "Didn't address real challenges..." (T15)	PDP must be contextualized to teachers' roles and school realities.

	Practical Application	Difficulty applying learned strategies in real classroom settings.	“Not sure how to adapt strategies...” (T29); “PDP feels like a formality...” (T11); “No tools provided...” (T23)	Weak integration of PDP into teaching practice limits its effectiveness.
	Customization	PDP lacks flexibility and individualization based on teachers’ needs.	“Don’t know how to assess needs...” (T14); “Goals cannot be changed...” (T8); “Template feels rigid...” (T22)	Lack of customization reduces ownership and relevance of professional development.

3.3 Suggestions from the Participants to further improve the Implementation of PDP

Based on the challenges identified by the teacher-respondents, the following suggestions were provided by the teachers:

- Conduct regular needs assessments to ensure content meets actual professional challenges.
- Involve teachers and staff in planning and selecting development activities to boost ownership and motivation.
- Establish mentoring, coaching, or peer support systems to guide application of new skills.
- Integrate professional development into work schedules to reduce conflicts with other responsibilities.
- Incorporate hands-on activities, real-world projects, and opportunities to practice new skills.

3.4 Proposed Action Plan

Title: Enhancement of the Professional Development Plan (PDP) at Lagundi-CCL National High School

Introduction

This action plan is crafted to improve the Professional Development Plan (PDP) of Lagundi-CCL National High School so it can better support the School Development Program (SDP). Recent feedback from teachers and school heads shows that while the PDP has some strengths—such as its alignment with the RPMS and school goals—it also has important weaknesses. Some training sessions are not helpful or relevant to teachers’ actual needs, and there is little to no follow-up after the training. Teachers also feel they are not fully involved in the planning and evaluation of the PDP.

To address these issues, this action plan aims to make the PDP more responsive, inclusive, and results based. It will focus on selecting more meaningful training topics, increasing teacher involvement, and enhancing post-training support and monitoring. By doing so, the school hopes to create a stronger connection between the PDP and the SDP, ensuring that professional development truly contributes to improved teaching practices and student learning outcomes.

Furthermore, it is highly recommended that this proposed action plan be incorporated into the School Improvement Plan (SIP) to ensure that appropriate budget allocations are made. Including it in the SIP will support the effective and sustainable implementation of the activities outlined in this proposal.

Objectives:

- To choose training topics that match what teachers really need.
- To involve teachers more in planning and checking the PDP.
- To connect the PDP better with the School Development Plan by giving follow-up support and including it in the SIP.

Action Plan			
Activities	Persons Involved	Date	Success Indicators
Writing of Project proposal	Team Leader	June 2025	- Project Proposal (Integrate Targeted PDP Projects into SDP)
Presentation of Project	School Head Team Leader Teachers	July 2025	- School Memorandum - Narrative Report - Approved Project Concept Paper
Establish Regular Learning Action Cells (LACs). (see targeted areas for enhancement of PDP)	Project Team Tool Subject Teachers	July 2025	- Individual Monitoring Plan

Orientation of Teachers and stakeholders	<i>School Head</i> <i>Team Leader</i> Teachers Parents Learners Partners	August 2025	- School Memorandum - Narrative Report - Attendance
Implementation of the Project	<i>School Head</i> <i>Team Leader</i> Teachers Parents stakeholders	August 2025- March 2026	- School Memorandum - Schedule of CBT - Narrative Report - Progress Report
Monitoring of the Project	<i>School Head</i> <i>Team Leader</i> Teachers	Quarterly starting September	- Monitoring Tool
Presentation of the Result to School	<i>School Head</i> <i>Team Leader</i>	April 2025	- School Memorandum - Minutes of Meeting - Accomplishment Report

Conclusions & Recommendations

The evaluation of the Professional Development Plan (PDP) at Lagundi-CCL National High School effectively achieved its two main objectives: assessing the implementation of the current PDP in relation to teacher development and school goals, and identifying areas for improvement to strengthen the School Development Program (SDP). The findings revealed that while the PDP provides a structured framework for continuous teacher learning, it is constrained by issues such as limited contextualization, insufficient resources, and minimal teacher involvement in planning. These challenges indicate the need for a more responsive, collaborative, and needs-based approach. However, the study also highlights that when grounded in data such as ESAT results and aligned with teacher competencies, the PDP has strong potential to enhance instructional quality and support sustainable school improvement.

Overall, the study emphasizes the importance of shifting toward a more teacher-driven and well-supported professional development system to improve both teaching effectiveness and student learning outcomes. To address the identified gaps, it is recommended that long-term and sustainable projects be integrated into the SDP, focusing on competencies identified through ESAT results and involving teachers, parents, and the community. The PDP should be customized based on individual teacher needs, supported by strengthened monitoring, coaching, and feedback mechanisms. Additionally, more time and resources should be allocated for Learning Action Cells (LACs) and Professional Learning Communities (PLCs) to promote collaboration. Teacher participation in planning and evaluation should also be enhanced to build ownership and commitment, while ensuring strong alignment between PDP outcomes and SDP goals for more effective school-wide development.

Compliance with ethical standards

The author declares no conflict of interest. This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. This study was self-funded. The authors thank the participating respondents for their contributions

REFERENCES

- Anderson, L. K. (2021, April). Global Practices in Teacher Development: Toward Sustainable Education. *International Educator*, 18(2), 12–17. Retrieved 2025-05-10, from <https://intledjournal.org/issues/anderson2021>.
- Aquino, J. M., Abuzo, C. A., & Montemayor, C. A. (2023, May). Factors Behind Teachers' Resistance to Participate in Professional Development in the Philippines. *Thai Journal of East Asian Studies*. Retrieved 2025-05-10, from <https://so02.tci-thaijo.org/index.php/easttu/article/view/258340>.
- Beausaert, S., Segers, M., & Gijssels, W. (2011). The personal development plan: Conditions for successful use in the workplace. *Journal of Workplace Learning*, 23(3), 145–158. <https://doi.org/10.1108/13665621111117211>.
- Braun, V., Clarke, V., Hayfield, N., & Terry, G. (2021). Thematic analysis. In J. A. Smith & K. R. McGannon (Eds.), *The SAGE Handbook of Qualitative Research in Psychology* (2nd ed.). SAGE Publications.
- Crossley, M., & Watson, K. (2020, October). Educational Development in Practice: Lessons from Global South. *Springer International Education*, 166(4), 101–109. Retrieved 2025-05-10, from <https://link.springer.com/book/10.1007/978-3-030-52954-1>.

- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute. <https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>.
- Delos Santos, R. B. (2023, April). Professional Growth in Local Schools: The Role of PDPs in Public Education. *PNU Research Digest*, 15(2), 14–20. Retrieved 2025-05-10, from <https://www.pnuresearch.edu.ph/digest/article/view/472>.
- Desimone, L. (2019). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181–199. <https://doi.org/10.3102/0013189X08331140>.
- Domingo, H. L. (2022, March). Challenges in Implementing RPMS in Public Schools. *The Philippine Teacher*, 58(1), 48–53. Retrieved 2025-05-10, from <https://philteacherjournal.edu.ph/issues/2022/march/domingo>.
- Estrella, D. C. (2024, January). Aligning PDP with Learning Outcomes in Secondary Schools. *Luzon Journal of Education*, 21(1), 22–29. Retrieved 2025-05-10, from <https://luzonedjournal.org/issues/2024-january/estrella>.
- Frianeza, E. D., Manuel, D. A., Villanueva, M. R., & Sandoval, J. R. (2023, January). Challenges in the Philippine Educational System and its Impact Towards Teachers' Instruction Strategies and Professional Growth. *Journal of Pedagogy and Education Science*, 3(1). Retrieved 2025-05-10, from <https://doi.org/10.56741/jpes.v3i01.414>.
- Garcia, M. T. (2021, July). Teacher Development Programs: A Case Study on Filipino Educators' Experiences. *Educator's Voice*, 12(2), 77–82. Retrieved 2025-05-10, from <https://educatorsvoiceph.org/garcia2021>.
- Kumar, R., & Lee, H. J. (2022, June). Reimagining Professional Development: Equity and Impact in Asia. *Asian Education Studies*, 24(3), 91–97. Retrieved 2025-05-10, from <https://asianedstudies.org/issues/kumarlee2022>.
- Montero-Mesa, L., Hernández-Amor, E., & García-Martínez, I. (2023, October). Digital Technology and Teacher Professional Development: Challenges and Contradictions in Compulsory Education. *Education Sciences*, 13(10), 1029. Retrieved 2025-05-10, from <https://doi.org/10.3390/educsci13101029>.
- Ramirez, L. C. (2021, November). Enhancing Teacher Skills through PDP Implementation. *DepEd Rizal Publications*, 9(3), 34–38. Retrieved 2025-05-10, from <https://depedrizaral.gov.ph/publications/pdp-implementation-2021>.
- Robertson, P., Shaw, T., & Jenkins, L. (2023, May). Teacher-Led Growth Models in Developing Nations. *Journal of Global Education*, 27(1), 44–50. Retrieved 2025-05-10, from <https://jgeducation.org/issues/robertson2023>.
- Soriano, J. D. (2022, September). Impact of CPD on Public School Educators' Professionalism. *Educator's Journal*, 60(4), 55–60. Retrieved 2025-05-10, from <https://educatorsjournalph.com/soriano2022>.
- Techo Tañiza, F. N. (2023, February). Challenges and Experiences of School Heads and Teachers in Educational Leadership. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRIS)*, 5(1). Retrieved 2025-05-10, from <https://risejournals.org/index.php/imjrise/article/view/352>.
- Tingabngab, M. F. V., & Binayao, B. S. (2023, January). Challenges Faced by the Public Elementary School Teachers in Conducting Action Research. *Teacher Education and Curriculum Studies*, 8(1), 14–22. Retrieved 2025-05-10, from <https://doi.org/10.11648/j.tecs.20230801.13>.