



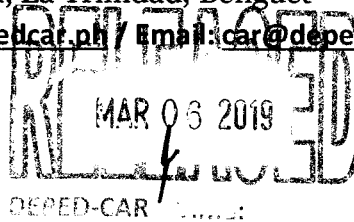
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**CORDILLERA ADMINISTRATIVE REGION**  
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February 26, 2019

**REGIONAL MEMORANDUM**

No. ~~081~~.2019



**2019 FIRST QUARTER TECHNICAL ASSISTANCE PLAN**

**To: Regional Office Chiefs and Unit Heads  
Schools Division Superintendents  
All Others Concerned**

1. The Department of Education-Cordillera Administrative Region, through the Field Technical Assistance Division, disseminates the 2019 First Quarter Technical Assistance Plan to provide guidance to all Regional Functional Divisions and Schools Division Offices as they prepare their respective TA Plans.
2. Part of Project MAIDEN is the implementation of this TA Plan, submission of accomplishment reports relative to actual technical assistance provided, and an analysis of the TA provided.
3. Attached in Enclosure 1 is the Regional TA Plan for the guidance of Offices or Units concerned. Please submit accomplishment reports relative to the TA provided, through the Field Technical Assistance Division before the RMEA/ROME A in April 2019.
4. Immediate dissemination of this Memorandum is desired.

  
**MAX B. ECLAR, PhD., CESO V**  
Regional Director

FTAD/cfm/TA Plan

TN: 1551189166

ISSUES/CONCERNS/HINDERING FACTORS	CATEGORIES/AREAS OF INDICATORS	TA INTERVENTION/POSSIBLE SOLUTION		TA PROVIDER (LEVEL OF GOVERNANCE)	TIMELINE
Low turn out of Quality Assured LRs	Learning Resources	Cap B on QA	RO-CLMD		First Quarter (January to March)
Low submission of developed localized curriculum materials on critical content and/or least learned competencies (3 per subject area/grade level submitted to RO for quality assurance (e.g. 390 LRs but submitted only 270 LRs)	Learning Resources	QA team to prioritize-make monthly schedule of evaluation	RO/SDO		
Low submission of Locally developed LMs from the secondary – Grade 8 onwards, especially from SHS	Learning Resources	Identify critical contents of different subject areas and priority foci of LAC sessions as well as development of Learning Resources (LRs)	RO-CLMD		
Non-synchronized Regional memo 211, S. 2018 asking for only 10 LRs as compared to OPCRF target  The target of having at least 3 LRs per grade level was not emphasized so EPS did not check compliance per grade level but only encouraged preparation per subject	Learning Resources	Conduct TNA of teachers on LMs development in the identified subject areas, and intensify monitoring, coaching and mentoring	SDO		
		RO to check Memo and targets of OPCRF vis-à-vis targets of functional divisions	RO-CLMD		

ISSUES/CONCERNS/HINDERING FACTORS	CATEGORIES/AREAS OF INDICATORS	TA INTERVENTION/POSSIBLE SOLUTION	TA PROVIDER (LEVEL OF GOVERNANCE)	TIMELINE
Not all subjects are taught in a day as required since some teachers are teaching subjects not their major/expertise	Curriculum implementation	Departmentalization in grades 4 to 6	SDO	First Quarter
Irregular conduct of ALS classes; Lack of school visits to CLCs and Senior High Schools	Curriculum implementation	Scheduled visits to CLCs and Senior High Schools; Intensify M and E and provision of mentoring and coaching	SDO	
Application of differentiated instruction and differentiated assessment in all classes	Teaching Strategies	Conduct Cap B; intensify monitoring and evaluation, mentoring and coaching	SDO	
Heavy requirements on lesson planning in Multigrade teaching	Multigrade	Cap B on making LP requirements not too many; intensify M and E and provision of mentoring and coaching	SDO	
There was no consolidated CID TA results and TA Plan for the Provision of TA in the delivery of K-12 curriculum (public & private)	Technical Assistance	Coaching from the Quality Management Committee Chairman; FTAD to include in TAP	SDO	
Not all schools were included in the Monitoring and Evaluation of the K-12 curriculum (public & private)	Monitoring and Evaluation	The ISO process clearly defines the monitoring, measuring, analysis, evaluation, planning and implementation of Instructional Supervision and Technical Assistance. It would be good for the CID to follow	SDO	

ISSUES/CONCERNS/HINDERING FACTORS	CATEGORIES/AREAS OF INDICATORS	TA INTERVENTION/POSSIBLE SOLUTION	TA PROVIDER (LEVEL OF GOVERNANCE)	TIMELINE
No Advance SBM level of Practice; difficulty in complying with criteria and in documentation	SBM	and put specific timeline – quarterly/bi-monthly or monthly  Cap B; intensify monitoring of SBM level of practice with organized SBM task force; Tool revisit	RO/SDO  *FTAD	First Quarter
Low turn out of schools recommended for SBM level of practice		Involvement of all functional divisions in the improvement of the SBM level of practice		
Failure to improve APCPI rating	APCPI	Intensify prospective bidders  Conference with or Training for BAC members regarding these matters; intensify more public bidding procurement process	RO/SDO  *ADMIN/BAC	First Quarter
Non-submission of completed Enhanced SIP	SIP	Orientation on ESIP updates by the RO ASAP through invitation	RO  *FTAD	
5% of activities reflected in the HRD plan were not implemented	HRD Plan	HRD plan on implementation of activities on time; Prioritization of activities	SDO	

ISSUES/CONCERNS/HINDERING FACTORS	CATEGORIES/AREAS OF INDICATORS	TA INTERVENTION/POSSIBLE SOLUTION	TA PROVIDER (LEVEL OF GOVERNANCE)	TIMELINE
Low number of Research submitted; most teachers do not prioritize preparation of researches	Research	Cap B on Research made-easy, M&E	RO/SDO *PPRD	First Quarter
School Canteens which are not school managed	School Canteen	Intensify orientation on school canteen management	RO/SDO *ESSD	
Non-compliance to program of work re building construction and repair	School Plant	Constant progress monitoring & Coaching	SDO	
Buildings are built on school grounds not following the site development plan of the school	School Plant	Constant progress monitoring & Coaching	RO/SDO *ESSD	
Schools with school site problem on encroaching	School Site	TA from legal	RO/SDO *ORD-Legal Unit	
Unfilled positions	Hiring	Reiteration to follow DepEd QS for Unique Positions(e.g. for SPED-QS submitted to CSC is not consistent with DepEd Order No. 7, s. 2015)	RO/SDO	