



Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V - BICOL

TANGGAPANG PANSANGAY NG CATANDUANES

OFFICE MEMORANDUM

TO : Assistant Schools Division Superintendent
Chief Education Supervisors – CID & SGOD
CID and SGOD Personnel
OSDS Unit Heads and Personnel
All Others Concerned

FROM : By Authority by the OIC – Schools Division Superintendent

Norlito
ATTY. NORLITO JR. P. AGUNDAY
Attorney III – Legal Office
Officer-in-Charge

DATE : October 16, 2024

SUBJECT : **PARTICIPATION TO THE WRITESHOP ON THE ALIGNMENT OF
DIVISION EDUCATION DEVELOPMENT PLAN (DEDP) TO
MATATAG AGENDA**

1. In line with the Division Memorandum No. 472, s. 2024, re: Writeshop on the Alignment of Division Education Development Plan (DEDP) to Matatag Agenda and Item 1a of an Unnumbered Memorandum dated October 9, 2024, the program owners of the Programs, Projects, and Activities (PPAs) in the DEDP shall be at the Queen Maricel Inn, San Isidro Village, Virac, Catanduanes on October 18, 2024, at 8:00 AM to 5:00 PM to participate in the harmonization and adjustments of the PPAs to the aligned DEDP and provide data needed in the background of the aligned DEDP.

2. The following Units/ Sections/ Program Owners should bring the following data for School Years (SY) 2019 – 2020, 2020 – 2021, 2021-2022 needed for the writeshop activity, to wit:

Units/ Sections/ Program Owners	Data Needed
EPS in Math	Enclosure 1: Tables 1 to 4
EPS in English	Enclosure 1: Tables 5 to 8
EPS in Filipino	Enclosure 1: Tables 9 to 12
Health and Nutrition Section	Enclosure 2: Table 1 Enclosure 3: Table 13
Youth Formation and Development	Enclosure 2: Table 2
DRRM and Educational Facilities	Enclosure 2: Table 3



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Personnel Section	Enclosure 3: Table 3
HRD	Enclosure 3: Tables 1, 2, 4, 9, 10, 11, 12, 14
SocMobNet	Enclosure 3: Table 5
SMME	Enclosure 3: Table 6
Legal Office	Enclosure 3: Table 7
PRU	Enclosure 3: Table 8
EPS - ALIVE	Enclosure 4: Pertinent Information Needed for the ALIVE Program of DepEd
CID - SPED	Enclosure 4: Monitoring Tool in Special Education (SPED) Program on Enrolment and other Data for Inclusive Education Implementation

3. Lunch and snacks (AM and PM) will be provided to the participants.
4. For information, guidance, and compliance.



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Enclosure 1: **Quality**

Table 1

Five (5) Elementary Schools that Excel in Numeracy Level for the last 3 school years

Name of School	Numeracy Level (Figure)	District

Table 2

Five (5) Elementary Schools that Need Priority in Numeracy Level for the last 3 school years

Name of School	Numeracy Level (Figure)	District

Table 3

Five (5) Secondary Schools that Excel in Numeracy Level for the last 3 school years

Name of School	Numeracy Level (Figure)	District

Table 4

Five (5) Secondary Schools that Need Priority in Numeracy Level for the last 3 school years

Name of School	Numeracy Level (Figure)	District



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Table 5

Five (5) Elementary Schools with High Reading/ Literacy Level for the last 3 school years

Name of School	Numeracy Level (Figure)	District

Table 6

Five (5) Elementary Schools that Need Priority in Reading/ Literacy Level for the last 3 school years

Name of School	Numeracy Level (Figure)	District

Table 7

Five (5) Secondary Schools with High Reading/ Literacy Level for the last 3 school years

Name of School	Numeracy Level (Figure)	District

Table 8

Five (5) Secondary Schools that Need Priority in Reading/ Literacy Level for the last 3 school years

Name of School	Numeracy Level (Figure)	District



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Table 9

Five (5) Elementary Schools with High Reading/ Literacy Level for the last 3 school years

Name of School	Numeracy Level (Figure)	District

Table 10

Five (5) Elementary Schools that Need Priority in Reading/ Literacy Level for the last 3 school years

Name of School	Numeracy Level (Figure)	District

Table 11

Five (5) Secondary Schools with High Reading/ Literacy Level for the last 3 school years

Name of School	Numeracy Level (Figure)	District

Table 12

Five (5) Secondary Schools that Need Priority in Reading/ Literacy Level for the last 3 school years

Name of School	Numeracy Level (Figure)	District



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Enclosure 2: Resiliency and Well-Being

Table 1: Health Section

PPAs	Needed Data	Status Of Implementation	Sustainable Plan
a. School-Based Feeding Programs	<ul style="list-style-type: none">Actual number of recipients by school and by status for S.Y. 2020-2021 to 2021-2022		
b. Adolescent Reproductive Health Program	<ul style="list-style-type: none">Reports on teenage pregnancy (if available)Programs, interventions, activities provided to reported cases.Report on Awareness/Information drive implemented		
c. National Drug Education Program	<ul style="list-style-type: none">No. of cases (if available)Programs, interventions, activities provided to reported casesReport on Awareness/Information drive implemented		
d. Expanded Universal Medical and Dental Check-Ups	<ul style="list-style-type: none">Actual number of beneficiariesPrograms provided to increase the access with the programs.		
e. Wash in Schools	<ul style="list-style-type: none">Reports on WiNS		
f. Mental Health and Psychosocial Support Program	<ul style="list-style-type: none">No. of cases (if available)Programs, interventions, activities provided to reported cases		
g. School-Based Immunization	<ul style="list-style-type: none">No. of learners vaccinated per vaccineNo. of learners did not avail vaccination per vaccine		
h. School Canteen Operation Program	<ul style="list-style-type: none">No. of school Canteen operated by TEA, School and Others		
i. Advocacy and Awareness Programs (Rabies, Dengue, HIV/AIDS, Tobacco Awareness)	<ul style="list-style-type: none">Program, projects and activitiesScope of implementationPartnershipNo. of cases (if available)		



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Table 2: Youth Formation and Development

PPAs	Needed Data	Status Of Implementation	Sustainable Plan
Youth formation programs, projects, activities	<ul style="list-style-type: none">• Name of programs• Implementing units• Partnership		

Table 3: DRRM and Education Facilities

PPAs	Needed Data	Status Of Implementation	Sustainable Plan
	School Needs major repairs		
School mapping	<ul style="list-style-type: none">• School Hazzard Mapping and mitigation plan		
Disaster drills	<ul style="list-style-type: none">• Participation rates• Implementation		



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Enclosure 3: **SDO Programs for School Governance**

1. **Project CARE (Competency Advancement Review for Examination) for Employees**

Is geared towards preparing aspiring school heads who will take the NQESH. Through this time, the division expects to raise the numbers of NQESH passers from 75% to at least 87% after the 6 years' implementation.

Problem			Root cause	Solution
Unfilled Position	School	Principal	Low NQESH Passers	Project CARE

Table 1

Year	Name of Training, Seminars & Workshops Attended	Number of Target School Head/School Personnel	Actual Number of School Heads Attended the Training	Number of 2021 NQESH takers	Number of Passers for 2021 NQESH	D.O Actions
2017						
2018						
2019						
2020						
2021	Capability Building	229	229	19	6	Coaching and Mentoring for Category B
2022						

Table 2: **Profile of Aspiring School Heads who did not pass the NQESH**

Name of NQESH Taker	Age	Gender	Name of School	Highest Educational Attainment	Advance Study Program enrolled	Degree/Units earned	Times taken NQESH	Specific year/s taken the NQESH	Position & Designation



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Table 3: Data for the Unfilled Principal I Position

Name of School	Name of School Head	Highest Educational Attainment	Please check a mark the ideal School Head Position that suits your school		Current Position of the SH managing the school	Reason/s for the unfilled position (if this applies)	Impact
			Principal Item	Head Teacher Item			

2. Project AID (Assist, Inspire and Develop)

Conduct upskilling and intensive training for school heads as well as Education Program Supervisors and Public School District Supervisors to ensure quality instructional management. Through this, the SDO hopes that these instructional leaders will be able to provide technical assistance to teachers.

Table 4

Year	Unit/Office	Seminars & Workshops introduced/implemented	Number of Target SDO Personnel			Actual Number of SDO Personnel who Attended the Training			Impact of the Training, Seminars and/or Workshops
			CID	SGOD	SH	CID	SGOD	SH	
2017	CID								
2018	SGOD								
2019	CID								
2020	SGOD								
2021	CID								
2022	SGOD								

Plans for SDO Personnel in terms of Professional Development for 2023-2028:

- Expert Educators Academy: Coaching and mentoring to School Heads, Head Teachers and Master Teachers and Strengthening the Learning Development.**
 This will utilize a blend of interactive workshops, group mentoring of discussions, and collaborative projects. The participants will be engaged in hands-on activities, case studies, and reflective practices to apply and integrate advanced leadership and instructional strategies.
- Empowering Pool of Continuing Professional Development (CPD) Facilitators, Building Capacity for Effective Learning Facilitation.**
- Training Workshop on Learning and Development program for CPD Accreditation**
 A comprehensive and interactive PD Program designed to equip the school heads, master teachers and key teachers with the necessary knowledge and skills necessary to develop, implement, and manage effective CPD Program.



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3. Project SPICES (Strengthen Participation and Involvement for Community Educational Support)

To propel and sustain the partnership, the division seeks to increase the percentage of stakeholders satisfied with the service delivery of education by 5% annually of 100% by the sixth year of its implementation.

Problem	Root cause	Solution
Not achieving the 100% submission of DPDS submission		Project SPICES

Table 5

School Level	Year	Number of schools participating in the DPDS Submission	General partners	Specific partners	Contribution Types	Actual Number of contributions	Forms of Agreement	Project categories	Project Names	Initiated by
Elem	2017									
	2018									
	2019									
	2020									
	2021									
	2022									
Sec	2017									
	2018									
	2019									
	2020									
	2021									
	2022									

Question #1.

Among the different schools, what are the top performing schools with the best partnership in:

- a. Private Sector
- b. Public Sector
- c. Civil Society Organization
- d. International
- e. Other partnerships

Question # 2.

Which among the specific partners of DepEd are its top contributors/supporters?

- a. Private Sector
- b. Public Sector
- c. Civil Society Organization
- d. International
- e. Other partnerships



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4. REAP (Research – Based Approach in Monitoring & Evaluation)

Targets to improve and allow division personnel to provide timely and needs – based technical assistance (TA) to schools and learning centers in the implementation of different programs and projects.

Problem	Root cause	Solution
Monitoring and supervision of the implemented SDO Programs		Project REAP

Table 6: **Status of PAPS**

Unit/Office	Name of PAPS Introduced by SDO for Implementation	Status of Implementation	Results of Monitoring and Evaluation	Issues and Challenges Encountered in Monitoring and Evaluation	Impact of TA Provided
CID					
SGOD					

5. Project SITESPA (School Initiative to Expedite Special Patent Acquisition)

To guarantee that school sites have valid documents to safeguard the welfare of learners, employees, and the school.

Problem	Root cause	Solution
Encroachment and other issues hounding school ownership and titling		Project SITESPA

Table 7

Level	Number of Schools with Special Patents	Number of Schools included in the program for Titling and Surveying	Number of schools which don't have special patents
Elementary			
Secondary			
Total	25	42	201



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1. What are the common Issues of the schools in terms of school ownership and/or school titling?
 - a. In elementary
 - b. In secondary

6. Orientation-Workshop on Data Management on Basic Education System

A capacity building activities to be conducted to train school leaders and managers in the use of BEIS. This aims to capacitate the school leaders and managers in data gathering and reporting of correct and accurate information necessary for evidence-based policy decision-making.

Problem	Root cause	Solution
Incorrect and inaccurate entry of school data to BEIS		Orientation-Workshop on Data Management on Basic Education System

Table 8

Name of orientation-workshop	Target Participants	Actual Number of Participants who attended the training	Impact

7. Expert Educators Academy: Coaching and Mentoring to School Heads, Head Teachers, and Master Teachers and Strengthening the Learning and Development Program.

Problem	Root cause	Solution
Delivery of TA provided by the School Heads and Master Teachers		Expert Educators Academy

Table 9

Name of orientation-workshop	Target Participants	Actual Number of Participants who attended the training	Impact



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8. Capacity Building on Pedagogical Contents of Master Teachers on Classroom Instruction, Assessment and Provision of TA to Proficient Teachers.

Problem	Root cause	Solution
Delivery of TA provided by the Master Teachers to proficient teaches Knowledge on the use of different tools in conducting CO and TA (STAR approach, PMCF, GROW Model, etc.)		Capacity Building on Pedagogical Contents of Master Teachers

Table 10

Year	Trainings conducted to MTS	Number of Target Participants	Actual Number of Participants who attended the training	Impact
2017				
2018				
2019				
2020				
2021				
2022				

9. Workshop on the Pre-retirement, Innovation, Options, and Results for Teachers, School Leaders and Non-Teaching.

Problem	Root cause	Solution
		Workshop on the Pre-retirement, Innovation, Options, and Results for Teachers, School Leaders and Non-Teaching.



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Table 11

Year	Number of Retired SDO Personnel	Number of SDO Personnel who filed for Early Retirement	Transfer (From DepEd to other agency)	Action taken by SDO
2017				
2018				
2019				
2020				
2021				
2022				

Table 12

Years	Title of Orientation conducted to Retired/Retirable SDO Personnel
2017	
2018	
2019	
2020	
2021	
2022	

10. Gabay-Alalay Program to Teachers: An Employee Assistance Program Ensuring Mental Wellnes of Teachers and Non-Teaching Personnel

Problem	Root cause	Solution
		Gabay-Alalay Program to Teachers: An Employee Assistance Program Ensuring Mental Wellness of Teachers and Non-Teaching Personnel



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Table 13

Years	Title of Mental Wellness Program Conducted by the SDO	Number of Participants		Impact
		Teaching	Non-Teaching	
2017				
2018				
2019				
2020				
2021				
2022				

Questions.

1. Are there SDO Personnel (teaching and non-teaching personnel) who have tried to avail SDO services (and consultation) with regard mental health?
2. What are the common mental health issues and stressors hounding the SDO personnel?
3. Are there recorded SDO personnel who have extreme mental health conditions?
4. What are the SDO personnel's coping mechanism to maintain a healthy balance between their mental health and their job?

11. Capacity Building of Non-Teaching Personnel on Front Office Services

Capacitate the Non-Teaching Personnel on Office Services

Problem	Root cause	Solution
		Capacity Building of Non-Teaching Personnel on Front Office Services

Table 14

Years	Training Conducted to Non-Teaching Personnel	Number of Target Participants	Actual number of Participants	Impact
2017				
2018				
2019				
2020				
2021				
2022				



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Enclosure 4: **Equity**

PERTINENT INFORMATION NEEDED FOR THE ALIVE PROGRAM OF DEPED

ENROLLMENT

School Year	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2022-2023														
2021-2022														
2020-2021														
2019-2020														

DROPOUT

School Year	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2022-2023														
2021-2022														
2020-2021														
2019-2020														



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TEACHERS' PROFILE

Name of Teacher	Position/ Designation	Number of Years in Teaching	Educational Attainment	School Assignment	Trainings Attended

SCHOOL HEADS' PROFILE

Name of School Head	Position/ Designation	Number of Years in Teaching	Educational Attainment	School Assignment	Trainings Attended

Interview Questions

1. What are the challenges encountered by school heads in the implementation of the program along:
 - a. Curriculum;
 - b. School facilities and
 - c. Funds?
2. What are the challenges encountered by teachers in the implementation of the program?
 - a. Trainings;
 - b. Instructional facilities and
 - c. Instructional support?



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MONITORING TOOL IN SPECIAL EDUCATION (SPED) PROGRAM ON ENROLMENT AND OTHER DATA FOR INCLUSIVE EDUCATION IMPLEMENTATION

I. ENROLMENT: A. Learners with Difficulties (with Manifestations-Inclusive)

No.	DIFFICULTY	No. of Household	No. of Children/household	PROGRAM PLACEMENT														Total	
				Mainstreamed/Inclusive															
				K		I		II		III		IV		V		VI			
				M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	Difficulty in Hearing																		
2	Difficulty in Seeing																		
3	Difficulty in Communicating																		
4	Difficulty in Remembering and Concentrating																		
5	Difficulty in Displaying Interpersonal Behavior																		
6	Difficulty in Basic Learning and Applying Knowledge																		
7	Difficulty in Adaptive Skills																		
8	Difficulty in Mobility																		
	TOTAL																		



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B. Learners with Disabilities (Not Diagnosed by Medical Specialist)

No.	Disability	No. of Household	No. of Children/household	PROGRAM PLACEMENT																							
				Self-Contained										Mainstreamed/Inclusion												Total	
				K		Primary 1		Primary 2		Transition		Total		K		I		II		III		IV		V			
				M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	Visual Impairment																										
2	Hearing Impairment																										
3	Learning Disability																										
4	Intellectual Disability																										
5	Autism Spectrum Disorder																										
6	Emotional Behavior Disorder																										
7	Orthopedic/Physically Handicapped																										
8	Speech Language Disorder																										
9	Cerebral Palsy																										
10	Health Problem-Chronic Disease																										
11	Multiple Disability																										
	TOTAL																										



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II. ASSESSMENT

A. Learners with Difficulty

NO.	DIFFICULTY	ASSESSMENT																Tools Used
		No. of Learners w/ Assessment																
		K		I		II		III		IV		V		VI		TOTAL		
		M	F	M	F	M	F	M	F	M	F	M	F	M	D	M	F	
1	Difficulty in Hearing																	
2	Difficulty in Seeing																	
3	Difficulty in Communicating																	
4	Difficulty in Remembering and Concentrating																	
5	Difficulty in Displaying Interpersonal Behavior																	
6	Difficulty in Basic Learning and Applying Knowledge																	
7	Difficulty in Adaptive Skills																	
8	Difficulty in Mobility																	
	TOTAL																	



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B. Learners with Disabilities

NO.	DISABILITY	ASSESSMENT																Tools Used	
		No. of Learners w/ Assessment																	
		K		I		II		III		IV		V		VI		TOTAL			
		M	F	M	F	M	F	M	F	M	F	M	F	M	D	M	F		
1	Visual Impairment																		
2	Hearing Impairment																		
3	Learning Disability																		
4	Intellectual Disability																		
5	Autism Spectrum Disorder																		
6	Emotional Behavior Disorder																		
7	Orthopedic/Physically Handicapped																		
8	Speech Language Disorder																		
9	Cerebral Palsy																		
10	Health Problem-Chronic Disease																		
11	Multiple Disability																		
	TOTAL																		

1. How did you use assessment result/s?



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III. LEARNING DELIVERY

A. Learners with Difficulties

No.	Learning Difficulty	Learning Modalities (pls. check)						
		Face-to-Face (In-Person)	Modular	Online: Virtual, Video	DepEd TV Episodes	Radio-Based Instruction (RBI)	Other digital platform/app	Blended (Face-to-face, modular & online or other digital platform/apps)
1.	Difficulty in Hearing							
2.	Difficulty in Seeing							
3.	Difficulty in Communicating							
4.	Difficulty in Remembering and Concentrating							
5.	Difficulty in Displaying Interpersonal Behavior							
6.	Difficulty in Basic Learning and Applying Knowledge							
7.	Difficulty in Adaptive Skills							
8.	Difficulty in Mobility							



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B. Learners with Disabilities

No.	Learning Disability	Learning Modalities (pls. check)						
		Face-to-Face (In-Person)	Modular	Online: Virtual, Video	DepEd TV Episodes	Radio-Based Instruction (RBI)	Other digital platform/app	Blended (face-to-face, modular & online or other digital platform/apps)
1.	Visual Impairment							
2.	Hearing Impairment							
3.	Learning Disability							
4.	Intellectual Disability							
5.	Autism Spectrum Disorder							
6.	Emotional Behavior Disorder							
7.	Orthopedic/Physically Handicapped							
8.	Speech Language Disorder							
9.	Cerebral Palsy							
10.	Health Problem-Chronic Disease							
11.	Multiple Disability							
	TOTAL							



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IV. TEACHERS' PROFILE

No.	NAME OF TEACHER (Handling SPED Class or LWDs in Inclusive class)	PRESENT DESIGNATION/ITEM (Teacher 1/2/3, SPET 1, SPET 2, SPET 3, SPET 4, SPET 5, MT 1/2/3)	NUMBER OF YEARS IN ACTUAL TEACHING LWDs	GRADUATE COURSE IN SPED (As of March 2021)			Classification of LWDs or Special Needs Handling		PLACEMENT OF LEARNERS TEACHING		RESEARCH PRESENTED (Indicate Title, Date of Presentation and Activity Organizer)	
				BS SPED Graduate or with 18 units MA in SPED	With 36 units MA in SPED	MA in SPED Graduate	With Formal Assessment	With Manifestations	Inclusive Class (Gen. Ed.)	Self-Contained Class	National	International
1.												



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V. TRAININGS/SEMINARS ATTENDED (FOR THE LAST THREE SCHOOL YEAR: SY 2019-2020; SY 2020-2021; SY 2021-2022)
(Please use additional sheets, if necessary)

NO.	TITLE	INCLUSIVE DATES	VENUE	SERVICE PROVIDER (eg. DepEd, CSC, & other agencies)
1				
2				

VI. PROGRAM IMPLEMENTATION ACTIVITIES/ ISSUES/GAPS
(Please use additional sheets, if necessary)

AREAS OF CONCERN	ACTIVITIES CONDUCTED	ISSUES/GAPS	CAUSE	POSSIBLE SOLUTION/RECOMMENDATION
1. Curriculum Implementation				
2. Delivery of Instruction				
3. Assessment				
4. Learning Materials/Equipment				
5. Learning Environment				
6. Teacher Development				
7. Governance Support				
8. Partnership/Linkages				



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