Republic of the Philippines
Department of Education
REGION VIII - EASTERN VISAYAS

September 30, 2022

REGIONAL MEMORANDUM
No.   **1108**   , s. 2022

ENHANCED CONTEXTUALIZED TECHNICAL ASSISTANCE MECHANISM (CTAM) HANDBOOK
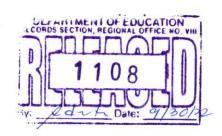
To: Schools Division Superintendents
      All Others Concerned

1.   This Office, through the Field Technical Assistance Division (FTAD), disseminates the Enhanced Contextualized Technical Assistance Mechanism (CTAM) Handbook.

2.   Attached is the Enhanced copy of the CTAM Handbook for reference of all Technical Assistance (TA) providers.

3.   Immediate dissemination of this Memorandum is desired.

EVELYN R. FETALVERO, CESO IV
Regional Director

DEPARTMENT OF EDUCATION
RECORDS SECTION, REGIONAL OFFICE NO. VIII
RELEASED
1108
By: _____ Date: 9/30/22

Enclosures: *None*
References: *Regional Order No. 001, s. 2019*
To be indicated in the Perpetual Index under the following subjects:

HANDBOOK   SCHOOLS DIVISION   TECHNICAL ASSISTANCE PROVISION

FTAD-GMM

May 2022

ENHANCED CONTEXTUALIZED TECHNICAL ASSISTANCE MECHANISM (CTAM)HANDBOOK (REGION 8)

DepED
DEPARTMENT OF EDUCATION

LEAD, EMPOWER, AND ACHIEVE THROUGH DATA-DRIVEN DECISIONS
...where LEADers create great schools

PROJECT
LEAD

Preface

Inspired by the belief that the attainment of an organization's vision, mission, and goals is an upshot of shared responsibility, the provision of technical assistance is deemed the most viable process that contributes to the achievement of this end. Anchored on this premise, DepEd Region 8 responds through the development of a technical assistance mechanism handbook as a guide for both the technical assistance providers and clients in the execution of this task.

Being one of the recipients of the project **Strengthening the Implementation of Visayas Education (STRIVE)** of the **Australian Government (AusAID)** in support of **BESRA**, DepEd Region 8 is propitious to have a ready reference for this purpose through the Technical Assistance Mechanism Handbook developed in 2011 under the said project prior to the implementation of the Rationalization Plan of the government in 2014.

Consistent with the context of the Kto12 Basic Education Program, DepEd Region 8 felt the need to contextualize the content of the said handbook to address the continuing and changing needs in the field. Thus, DepEd Region 8, through the Field Technical Assistance Division (FTAD), has developed this Contextualized Technical Assistance Mechanism (CTAM) handbook to achieve this purpose. This contextualization initiative is part of the mechanisms of Region 8 in realizing its thrust of achieving the goals of education through its Regional Banner Project dubbed as **Project LEAD: Lead, Empower, and Achieve through Data-Driven Decisions.**

The FTAD thereby acknowledges the people behind the original conceptualization of this manuscript under the **STRIVE Project** of **DepEd** and **AusAID**. Likewise, the contributions of the following people in the enhancement of the contextualized handbook are hereby recognized: the Regional Director Dr. Evelyn R. Fetalvero, CESO IV, the Assistant Regional Director, Dr. Bebiano I. Sentillas, CESO V, Regional Division Chiefs, Education Program Supervisors, and technical personnel of the Regional Office; the Assistant Schools Division Superintendents, CID and SGOD Chiefs, Technical Assistance Coordinators and SBM Coordinators of the 13 Schools Divisions.

It is hoped that through this handbook, the Regional and Division Field Technical Assistance Composite Teams (DFTACTs) will be properly guided on the mechanism in the provision of technical assistance to their respective constituents to ultimately improve the performance of the learners of this Region.

TABLE OF CONTENTS

LEAD, EMPOWER, AND ACHIEVE THROUGH DATA-DRIVEN DECISIONS
...where LEADers create great schools

LIST OF ACRONYMS

AIP	Annual Implementation Plan
ALS	Alternative Learning System
ARD	Assistant Regional Director
ASDS	Assistant Schools Division Superintendent
BEIS	Basic Education Information System
BESRA	Basic Education Sector Reform Agenda
CID	Curriculum Implementation Division
DEDP	Division Education Development Plan
DepEd	Department of Education
DFTACT	Division Field Technical Assistance Composite Team
DMEA	Division Monitoring, Evaluation, and Adjustment
EBEIS	Enhanced Basic Education Information System
E.O.	Executive Order
EPS	Education Program Supervisor
FTAD	Field Technical Assistance Division
ICT	Information Communication Technology
IMs	Instructional Materials
INSET	In-service Training
IU	Implementing Unit
KSA	Knowledge, Skills, and Attitudes
LSB	Local School Board
LGU	Local Government Unit
LOQAIPC	Listening, Observing, Questioning, Attending, Integrating, Processing and Communication
LR	Learning Resources
M&E	Monitoring & Evaluation
MEA	Monitoring, Evaluation, and Adjustment
MOOE	Maintenance and Other Operating Expenses
NAT	National Achievement Test
NCBS	National Competency-Based Standards
PSDS	Public Schools District Supervisor
QAA	Quality Assurance and Accountability
QMT	Quality Management Team
R.A.	Republic Act
RD	Regional Director
REXECOM	Regional Executive Committee
RFTACT	Regional Field Technical Assistance Composite Team
RMEA	Regional Monitoring, Evaluation, and Adjustment
RO	Regional Office
SBM	School-Based Management
SDO	Schools Division Office
SDS	Schools Division Superintendent
SEF	Special Education Fund
SGC	School Governing Council
SGOD	School Governance and Operations Division
SH	School Head
SIC	School-in-Charge
SIP	School Improvement Plan
SMEA	School Monitoring, Evaluation, and Adjustment
STAR	Situation/Task, Action, Result
TA	Technical Assistance
TOR	Terms of Reference
TNA	Training Needs Assessment

CHAPTER 1

INTRODUCTION

1.1. BACKGROUND

Technical Assistance (TA) is one of the key professional mandated activities provided by the Regional Office to the Schools Divisions and by the Division Offices to the schools geared towards giving them support and guidance in identifying problems and finding the right solutions for a more effective organization.

DepEd Order 53, s. 2013 (Approval and Implementation of the 2013 DepEd Rationalization Program) and DepEd Order No. 52, s. 2015 (New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education) mandated and strengthened the provision of technical assistance from the Central, Regional, and Division Offices down to the school level to improve the quality and efficiency in the delivery of educational services to the clients.

Republic Act No. 9155, or the "Governance of Basic Education Act of 2001", decentralized education governance, and made "the school as the heart of the formal education system" and shifted the focus of education management to School-Based Management (SBM).

One of the Department of Education's initiatives such as the Basic Education Sector Reform Agenda (BESRA), has made more specific the roles and responsibilities of the various levels of the Department in support of School-Based Management. It has underscored once more that the different levels of the Department have their major responsibilities to their respective next levels of office. This means that the Central Office has the Regional Office as its main responsibility; the Regional Office has the Division Office as its main responsibility; and the Division Office has the schools as its main responsibility in leading, guiding, monitoring and evaluating and in providing TA towards effective SBM and eventually, towards achieving higher learning outcomes.

The Basic Education Sector Reform Agenda Program Implementation Plan in 2006 (BESRA-PIP) enumerated the **modes of technical assistance** expected of the Regions and Divisions to their respective clienteles. These are as follows:

Region to the Divisions:
- Stakeholder networking and partnership, e.g. organization of SGC, revitalization of LSB
- Stakeholder mobilization
- Development of standards and indicators of progress, impacts and processes
- Supervision by monitoring and evaluation of learning outcomes against regional standards
- Capability-building, performance evaluation, accreditation process, etc.
- Decentralization of functions and budgets in terms of localization, integration of plans and best practices
- Development of regional SBM installation plan covering all schools divisions

Divisions to the Schools:
- Stakeholder networking and partnership, e.g. organization of SGC, revitalization of LSB
- Stakeholder mobilization and resource generation
- School-based resource management and installation of finance and administrative systems
- Technical guidance by Division Superintendents and technical/educational supervision by division education program supervisors and program specialists
- Development of standards and indicators of progress, of impacts and of processes.
- Appointment of SBM coordinator including cluster/coordinating school heads and formation of SBM task forces.
- Training, performance evaluation, accreditation process, etc.
- Procurement of textbooks through Division Annual Procurement Plan based on schools' procurement plans

In other words, the Schools Division cannot just claim as its own the accomplishments of the schools within the Schools Division, without having shown that it has proactively provided TA to schools towards continuous improvement. This is the Schools Division's major responsibility. The same guidelines also apply to the Regional Offices towards the Schools Divisions; and the Central Office towards the Regions.

Technical Assistance is deemed necessary to ensure effective programs implementation and eventually achievement of higher or better learning outcomes. It should impact on performance, and most of all, on the general welfare of the people in the organization and of the organization itself.

While the implementing rules and regulations of the R.A. 9155 and BESRA kept on repeating the phrase, "Technical Assistance for SBM practice", the field offices still need to be provided with specific guidelines to know what can be delivered, the why, when and how, that can be considered as technical assistance. Hence, this handbook is crafted and contextualized.

1.2. PURPOSE OF THE HANDBOOK

This handbook aims to put on view the Technical Assistance (TA) Mechanism and its operations framework. It provides clear procedures, guidelines, tools and the suggested structure in implementing the TA Mechanism. It also serves as a guide for an efficient, effective, and relevant technical assistance for the Regional Office to the Schools Divisions on how to manage their operations efficiently and consequently be able to help ensure that SBM is implemented effectively in their respective schools. It will guide the Schools Division Offices in helping their respective schools to practice SBM, particularly on the implementation of their School Improvement Plans (SIPs) and management of performance of their teachers, which eventually leads to improved learning outcomes.

1.3. SCOPE OF THE HANDBOOK

This handbook contains the operationalization of TA Mechanism in the Regional Office and in the Schools Division Offices. It includes a presentation of the suggested streamlined processes starting from the TA needs assessment to planning and implementation stages, adjustment of plans, evaluation and reporting to the management for decision-making and for possible policy formulation. It also presents suggested structures as to TA Team composition for the Region and the Schools Divisions, their functions and responsibilities, the competencies required of them, and the different instruments or tools with samples to execute the mechanism which were found helpful during the pilot implementation of the mechanism.

1.4. USERS OF THE HANDBOOK

Primarily, the users of this handbook are the Region and Schools Division Offices whose functions are to ensure that inputs, processes, outputs and outcomes of the Technical Assistance provided to their clients are at par with the quality standards as they achieve or accomplish their targets set. These Technical Assistance (TA) providers are:

From the Regional Office:
- o Regional Director
- o Assistant Regional Director
- o Division Chiefs
- o Education Program Supervisors
- o Program Coordinators
- o Education Program Specialists
- o Technical Personnel

From the Schools Division Office:
- o Schools Division Superintendent
- o Assistant Schools Division Superintendent
- o Division Chiefs
- o Education Program Supervisors
- o Education Program Specialists
- o Division Program Coordinators
- o Public Schools District Supervisors/Principals-In-Charge/Coordinating Principals
- o Other Schools Division Technical Personnel

CHAPTER 2

STRUCTURE IN PROVIDING TECHNICAL ASSISTANCE

Effective management requires a well-organized Technical Assistance (TA) mechanism structure. It must be carefully designed and implemented to ensure that the technical assistance provided can really address the identified needs of the clients towards the achievement of the clients' goals. Eventually, it is so desired that the results of providing TA can be a **valid source for management to make data-driven decisions.** The suggested structure for the implementation of the TA Mechanism with clear functions, responsibilities, and required competencies should be made known to all members of the team.

2.1. TECHNICAL ASSISTANCE TEAM COMPOSITION

AT THE REGIONAL LEVEL:

A core team is organized with the Regional Director as the overall Chair, the Assistant Regional Director as the Co-Chair, the Chief of the FTAD as the Team Leader, and the Chiefs of the different functional and support divisions as members. The Regional Field Technical Assistance Composite Teams (RFTACTs) are then organized with the Division Chiefs as Team Leaders and the Education Program Supervisors, Education Program Specialists, Program Coordinators, and Technical personnel as members. Each team is assigned a number of SDOs for the provision of TA. They serve as the extended arm of the regional management reaching out to all SDOs.

The Chief of the Field Technical Assistance Division (FTAD) in the region coordinates with the Chiefs of the other functional and support divisions. The Chief of the FTAD is an *ex-oficio* member the Regional Executive Committee (REXECOM). He or she attends REXECOM meetings and reports directly to the RD and ARD by providing them updated data on the provision of TA of each SDO. This delivery structure ensures accountability among regional personnel. Through this, the regional management will be able to identify who is responsible and accountable for a specific division at any time. Team leadership may also be rotated depending on the needs of the SDOs under their care.

Regional TA Core Team Composition

Overall Chair : Regional Director
Co-Chair : Assistant Regional Director
Team leader : Chief, Field Technical Assistance Division
Members
- Chief, Policy, Planning and Research Division (PPRD)
- Chief, Curriculum and Learning Management Division (CLMD)
- Chief, Human Resource Development Division (HRDD)
- Chief, Quality Assurance Division (QAD)
- Chief, Education Support Services Division (ESSD)
- Chief, Finance Division (FD)
- Chief, Administrative Division (AD)

Regional Field Technical Assistance Composite Teams (RFTACTs)

Team Leaders : Division Chiefs
Members
- Education Program Supervisors
- Education Program Specialists
- Program Coordinators
- Technical Personnel

AT THE DIVISION LEVEL

A core team and composite teams are organized with the Schools Division Superintendent as the overall Chair, the Assistant Schools Division Superintendent as the Team Leader, Chiefs of the SGOD and CID, TA Coordinator and SBM Coordinator as members. The Division Field Technical Assistance Composite Teams (DFTACTs) are then organized with the TA Coordinator and other Education Program Supervisors, Public Schools District Supervisors/District-in-Charge/Coordinating Principals, Senior Education Program Specialists, Education Program Specialists, Administrative Officer V- Admin, Accountant, Planning officer, and other Technical Personnel as members. Each team is assigned to a number of district/s, cluster/s, or schools/learning centers, for the provision of TA. They serve as the extended arm of the division management reaching out to all schools.

The ASDS in the division coordinates with the SGOD and CID Chiefs and other composite Team Leaders. He/she reports directly to the SDS by providing him/her updated data on the provision of TA of each district, cluster, or schools. This delivery structure ensures accountability among division personnel. Through this, the division management will be able to identify who is responsible and accountable for a specific district, cluster, and schools at any time. Team leadership may also be rotated depending on the needs of the districts, clusters, and schools under care.

Division TA Core Team Composition

Overall Chair	:	Schools Division Superintendent
Team Leader	:	Assistant Schools Division Superintendent
Members	:	CID Chief
		SGOD Chief
		TA Coordinator
		SBM Coordinator

Division Field Technical Assistance Composite Teams (DFTACTs)

Team Leaders	:	TA Coordinator and other Education Program Supervisors
Members	:	Public Schools District Supervisors/District-in-Charge/Coordinating Principals
		Senior Education Program Specialists
		Education Program Specialists
		Administrative Officer V- Admin
		Accountant
		Planning officer
		Other Technical Personnel
Process Monitors:		Core Team

The foregoing members of the Division Office TA Core Team is suggestive in nature and the SDOs may organize a different composition based on their felt-need.

2.2. FUNCTIONS AND RESPONSIBILITIES OF TECHNICAL ASSISTANCE PROVIDERS

Technical assistance providers are expected to perform the following roles and functions:

1. Provide support, coaching and guidance to clients in the performance of their functions.
2. Utilize the result of the MEA in planning or preparing a TA plan.
3. Regularly appraise clients on the status of their performance and to do their functions.
4. Provide the necessary information, motivation and encouragement to the client for them to perform their functions effectively.
5. Guide and help clients in planning, strategizing, implementing plans, and evaluating performance.
6. Disseminate factual information both from within and outside DepEd for feedback mechanism.
7. Utilize the gathered data for policy recommendations.

2.3. FUNCTIONS AND RESPONSIBILITIES OF THE CLIENT

While technical assistance providers have roles and responsibilities, their effectiveness can only be assured if the clients also perform their corresponding roles and responsibilities. The following are expected from the clients:

1. Understand specific help needed for the TA.
2. Present objective and complete information on the situation of the client's organization.
3. Inform in a timely manner the TA provider of the situation and provide data needed that may help resolve issues/problems.
4. Be open to receive feedback from the Technical assistance provider without being defensive.
5. Act on feedback provided by the TA.
6. Commit to perform specific roles as indicated in the plan.

CHAPTER 3

COMPETENCIES OF TECHNICAL ASSISTANCE (TA) PROVIDERS

In order to deliver Technical Assistance (TA) in a more effective and efficient manner, TA providers have to develop the following competencies:

1. **Data Gathering Skills** – These skills require the TA provider to be computer literate particularly in management information system, internet surfing, word processing, spreadsheets, and PowerPoint presentations. Also, he/she should be research-oriented in order to gather authentic data needed to identify areas that need TA.

2. **Skills on Identifying and Prioritizing TA Needs** – These skills require appraisal and analytical expertise in probing and interpreting data so that a TA provider can identify and prioritize improvement areas that need TA.

3. **Facilitation Skills** – These skills include: listening skills, observing skills, questioning skills, attending skills, integrating skills, processing skills, and communication skills (LOQAIPC). These skills are utilized in all the steps and processes in providing TA. The application of facilitation skills will help the TA provider in implementing the guiding principles mentioned earlier in this document.

   a. *Listening Skills* - This requires that the TA provider puts oneself in the shoes of the learner or client to be able to understand the situation confronting him/her. It also requires that he/she refrains from listening "autobiographically", that is, listening from one's own perspective and immediately making judgments. In the process, it is recommended that while listening, the TA provider should restate, rephrase, and reflect on what is being said.

   b. *Observing Skills* - This would require the TA provider to keep an open mind, and to record behavioral observations – that can be seen, heard of, or touched. The use of the "STAR" technique or approach is highly recommended. This refers to:
S/T	=	Situation or Task at hand
A	=	Action Taken (or Inaction)
R	=	Result

   c. *Questioning Skills* - It is recommended that the TA provider asks open-ended questions and refrains from posing leading questions or questions that would require one-word answers. It is advisable that questions be layered, which means, listening to the response to one question before asking another question.

   d. *Attending Skills* - This is caring for the client by responding to the learning needs being noted and observed by the TA provider. Establishing and maintaining good rapport with the client or learner will enable TA provider to closely attend to clients' needs. Thus, it is recommended that the TA provider be continuously on the watch to be able to catch any expressed or implied need of the client or learner.

   e. *Integrating Skills* - This is the ability to synthesize or summarize points or ideas. This will help the client or learner identify what has been learned and prepare and execute a plan to accomplish goals andobjectives.

f. *Processing Skills* – This is the ability of a TA provider to process gathered validated data for the provision of relevant technical assistance.

g. *Communication Skills* – This would require the TA provider to be well-acquainted in expressing or exchanging information in any form of media. This covers the appropriate choice of words/language, and the manner of TA provision delivery or its approach (with the creation of a friendly atmosphere).

4. **Skills in Giving and Receiving Feedback** – These skills would greatly help both the TA provider and the clients in increasing their ability to see themselves as others see them. Feedback has to be given immediately for it to be relevant, timely and effective.

5. **Coaching Skills** – Coaching is a series of one-on-one exchanges between the TA provider and the client or learner focused on performance or performance-related topics. It is a process that enables learning and development to occur and improve performance. Coaching would require the application of the other behavioral skills already mentioned previously. For an effective coaching, the TA provider should be able to adapt to the various needs of the learner/client.

6. **Monitoring and Analysis of TA Progress** – This is the ability to check on the process and progress of the TA provided according to standards set and offer recommendation for adjustments. Moreover, the TA provider should know how to segmentize the data as to grade level, subject areas, and other forms of data segmentation. The TA provider should also be well versed on data characterization.

7. **Evaluating Technical Assistance Results** – This is the ability to evaluate the overall impact or results of TA provided. Eventually, the results of all the TA, provide information for decision making and policy recommendation at the school/district/division/regional level. While for policy formulation, it can be undertaken at the regional level.

CHAPTER 4

TECHNICAL ASSISTANCE (TA) PROCESS

4.1. ASSUMPTIONS

The underlying assumptions of technical assistance are the following:

1. Some clients often do not know what their weaknesses are, thus, they need special help in diagnosing their difficulties.
2. Most clients have a constructive intent to improve things, but they need help in identifying what to improve and how to improve it.
3. Most organizations can be more effective than they are if they know how to diagnose and manage their own strengths and weaknesses. No organization is perfect, hence, every organization may have weaknesses for which appropriate mechanisms must be utilized or applied.
4. Unless the client learns to see the problem and to think through the remedy, he/she will not be willing or able to implement the solution. Much more, he/she will not learn how to fix such problems should they recur. The technical assistance provider in this regard can provide alternatives; but decision-making on such alternatives must remain in the hands of the client.
5. The essential function of technical assistance is to pass on the skills on how to diagnose, analyze, segmentize, prioritize, characterize, and fix organizational problems so that the client is more able to continuously improve the management of his/her organization.

4.2. DEFINITION OF TECHNICAL ASSISTANCE

Technical assistance, in essence, is any form of professional help and guidance or support towards helping "others" to be more effective in the performance of their functions. They can do this either directly by sharing information with them or helping them learn a particular area of "expertise", or indirectly, by referring them to the source of information and competence they need. The "others" referred to here are the clients.

Technical assistance is a process. It has steps to be followed and tools to make use of. It also requires some specific skills.

Technical assistance is a journey with the client towards achieving his/her set goals for continuous improvement, which is the foremost responsibility and accountability of the Division Office and schools as field organizations of the Department of Education.

In delivering technical assistance, one should consider and respect the capability and pace of the client. Technical assistance ensures that the atmosphere or environment encourages the client not only to set his/her goals but also to determine the process of achieving them. Technical assistance encourages the client to see everything as a learning process. Thus, in this atmosphere, the client can express freely, explore new ideas and even admit and correct mistakes in pursuit of achieving goals. The key to effective technical assistance is to help the client help himself/herself and not on solving problems for him/her.

The **delivery of technical assistance** therefore can take varied forms. It could be in any of the following:

1. *Information sharing* – Within this area are policies, guidelines, directions, and instructions of top DepEd management. They are usually delivered via office memoranda or orders, conferences and by giving of referrals.

2. *Capability-Building* – This area refers to the development of competencies or of knowledge, skills, and attitudes like skills in the use of technology. More often, this type of technical assistance is delivered via training, coaching or mentoring.

3. *Group and Work Management* – This refers to helping others in accomplishing outputs or targets based on their work plans. It includes the documentation of lessons learned or best practices that can be shared with other components of the organization. These could be achieved through meetings, focus group discussions, or workshops.

4.3. PURPOSE AND OBJECTIVES IN PROVIDING TECHNICAL ASSISTANCE (TA)

The primary purpose in providing technical assistance by the Schools Division is to ensure that School-Based Management (SBM) is implemented in the schools as mandated by R.A. 9155. Schools Divisions have to ensure that the schools are provided with appropriate, relevant and timely assistance towards continuous improvement, to help them move towards a higher level of SBM practice.

Similarly, the purpose of the Region in providing Technical Assistance to Schools Divisions is to ensure that they are also able to support their schools in practicing SBM.

Purpose

Technical Assistance aims that the Region provides support and guidance to the Schools Divisions and they, in turn, assist their respective schools and learning centers for continuous improvement in leadership management and increased performance. In the end, when effective implementation of school-based management is done, schools and learning centers as organizations become more self-reliant and self-sustaining with their respective communities.

Objectives

Technical Assistance seeks to facilitate in providing broad-based capacity-building opportunities to the schools and learning centers to ensure the effective delivery of services for the improvement of learning outcomes.

Technical Assistance complements the conduct of monitoring and evaluation. It aids in tracking the progress and results, helps address concerns, and enhances performance.

Specifically, TA in leadership and management should be concerned with:
1. improving academic performance/learning outcomes of the schools and learning centers;
2. enhancing KSAs to ensure the effective delivery of services;
3. facilitating solutions to problems/gaps/needs in a particular area/s of professional development; and
4. encouraging schools to initiate programs/projects towards increasing performance and improving SBM level of practice.

4.4. GUIDING PRINCIPLES

The provision of Technical Assistance (TA) is based on the following guiding principles:

1. **People are responsible for their own growth and development.** People in organizations can set their own goals and achieve them. Given this belief, technical assistance provides the atmosphere or environment to help the client achieve set goals and find ways and

LEAD, EMPOWER, AND ACHIEVE THROUGH DATA-DRIVEN DECISIONS
...where LEADers create great schools

resources to achieve them. People are not passive receptacles but active and creative beings. They just have to be provided with opportunities to express themselves freely, however different these expressions may be. They also need the kind of atmosphere where exploring new ideas or concepts are welcome and where mistakes committed in the process are not penalized but rather become opportunities to learn from.

This way each organization becomes more responsible for its own growth and development. It is very important that people feel that they have something to contribute or bring in towards the improvement of their own organization.

2. **Technical assistance is aligned with the organization's vision and mission and is based on the organization's needs.** Technical assistance is provided in support to the organization's vision and mission, thus encouraging everyone to work towards common goal.

TA ensures that the client always refers to the organization's vision, mission, and goals as identified in their respective plans – Division Education Development Plan (DEDP) or School Improvement Plan (SIP) which are set based on their organization's needs.

Division leaders and school heads have to recognize their need for help to become more effective managers. Once the need is recognized and admitted, doing something about it comes next. They have to be guided and supported to be able to achieve their goals, particularly in being able to manage schools for continuous improvement.

The Schools Divisions are expected to provide TA to schools to implement effective school-based management. Similarly, the Region has to provide TA to the Schools Divisions for them to support their schools in implementing SBM.

3. **Learning is a cooperative and a collaborative process.** Helping each other to learn is a process of interactive independence. This is another principle of adult learning. Learning is best achieved when members work together and share ideas towards a common goal.

Technical Assistance is a two-way process and a shared responsibility. While the provider offers suggestions, decision-making and taking actions are the responsibilities of the client or receiver of TA.

Technical support is offered by the Region to Schools Divisions and the Schools Divisions to schools. It can be offered to individual or team.

4.5. SCOPE OF TECHNICAL ASSISTANCE (TA)

As mandated in RA 9155, and in consonance with the Rationalization Structure (E.O. 366), the provision of TA in education must be embedded as an inherent task of all functional divisions in the region such as policy formulation and planning, training and development, curriculum and learning management, quality assurance and accountability, and resource mobilization.

For the Schools Divisions, the provision of TA to schools is focused not only on the development and preparation of their plans, but also on the implementation of programs and projects outlined in the SIP/AIP, and in the implementation of SBM for a continuous school improvement as a whole.

Technical Assistance therefore should also take a look at how their clients manage and implement their work plans including the processes they utilize to achieve their targets according to their plans. They should also look at how the people or staff are managed and treated as well.

Technical Assistance is deemed necessary to ensure higher learning outcomes, more effective programs implementation, stronger impact of performance, and most of all, for the general welfare of the people in the organization and for the organization itself.

4.6. TECHNICAL ASSISTANCE (TA) PROCESS FRAMEWORK

Vital to the provision of TA to target clientele is the advocacy of the mechanism as an avenue to create awareness of the program. Advocacy strategies will vary depending on the targeted audience and may include development and distribution of brochures, flyers, issuance of memoranda, access to website, and involvement of professional associations and interested parties among others.

Once the awareness and readiness have been established, pre-requisite activities are conducted to build partnership between the TA providers and the clients. These may include the following:

- orientation on the nature, scope, objectives, guiding principles, mechanism, roles and responsibilities of the TA providers and the clients;
- orientation on the processes utilized by the Quality Management Teams to manage quality assurance and accountability both at the regional and division levels;
- orientation on how to utilize the EBEIS; and
- establishment of rapport and collaboration as needed.

Once the necessary infrastructures and systems are in place, the team proceeds with the following **Technical Assistance Process Framework:**

LEAD, EMPOWER, AND ACHIEVE THROUGH DATA-DRIVEN DECISIONS
...where LEADers create great schools

4.6.1. Technical Assistance (TA) Needs Assessment Stage

This is the first stage in delivering TA to Schools Divisions/schools and learning centers. The TA teams should first have a clear understanding of the actual situation of the clients. The Region and Schools Divisions review documents that will provide the team basic information on the present status or situation of the client and identify needs that would require TA. These documents include:

FOR THE REGION:

DEDPs (or Division plan in any form) and their Annual Implementation Plans (AIPs), EBEIS data on all performance indicators, DMEA, SBM Assessment Results of their schools, and the reports from the Quality Management Team.

FOR THE DIVISION:

SIPs and their AIPs, EBEIS data on all performance indicators, SMEA, SBM Assessment Results and the reports from the Quality Management Team.

To identify the TA needs and priorities of the schools, the TA Team shall do the following steps:

1. Conduct a situational analysis through Focus Group Discussions, Interviews, and/or TNA results, EBEIS data, QMT reports and a review of other relevant documents. There are various situational analysis tools that can be utilized in this stage to gather quantitative and qualitative information on intermediate and outcome indicators. This will point to particular areas that would need further data gathering or a more focused analysis of the situation.
2. Identify priority needs and explore the nature and scope of the problem. This step will determine whether the problem is valid or only a symptom of underlying organizational issue/s. (*Refer to Annex 1 on the process in identifying Technical Assistance agenda*).
3. Validate the results of the situational analysis through consultation with the management: for the RO, with the Division SDS, ASDS, and chiefs and for the DO, with the PSDSs and school heads. This validation will determine the reasons or hindering factors on why the client (SDO or School was unable to achieve their targets.
4. Process all qualitative information by first categorizing the identified reasons into areas for management actions, e.g., people, resources, etc.
5. Help the client identify management actions to resolve the hindering factors. The TA may provide hints or suggest solutions when called for. Solutions have to be measurable, feasible, appropriate, and achievable.
6. From the solutions listed, ask the client or recipient which ones he/she could do by himself/herself and which ones would he/she need help from the TA or other resources.
7. Prepare a Performance Contract to be signed by the TA Provider and the client.
8. The results of the Needs Assessment shall be reported and the Performance Contract shall be presented for approval by the RD and ARD (for the RO) via the REXECOM and by the SDSs and ASDSs (for the DO) through the DEXECOM.

4.6.2. Planning Stage

After analyzing the data gathered, the first step is to identify all the needs of the client. There is a need to prioritize which needs would require technical assistance per client. Once TA needs have been prioritized, the TA team can validate their findings with the client and come to an agreement to close the gaps. Then the team can prepare the TA plan by accomplishing the TA Plan form per client (Schools Division or school).

The TA plan is a comprehensive plan which will guide the Region or Schools Division for the successful delivery of various types of technical assistance. The planning form includes specific targets with standards, expected outputs, and time frame. TA Plan contains the objectives, the identified TA needs, the targets, outputs, strategies, timeframe, and resources needed for implementation (as shown in Annex 3).

The plan shall then be presented to and discussed with the client to establish agreements regarding performance targets. This stage is completed once the TA provider and the client sign a Performance Contract for Technical Assistance (Annex 4a and 4b). In cases when the planned intervention is beyond the capacity of the TA provider, referrals can be made to other resource/service providers.

FOR THE REGION:

The Field Technical Assistance Division (FTAD) shall collate and study all the needs through the RMEA results of all the Schools Divisions and prepare interventions that the Region can undertake to address common needs of a number of or all the Schools Divisions. Regional TA plan should be approved by the Regional Director before implementation.

FOR THE SCHOOLS DIVISION:

The TA Coordinator shall collate and present the data to the DFTACTs which will then study all the needs of the districts/schools and prepare interventions that the Schools Division can undertake to address common needs of a number of schools or districts. TA plans should be approved by the Schools Division Superintendent before implementation.

4.6.3. Implementation Stage

At this stage, the TA provider/TA team can now implement the TA plan or the planned intervention. Preparation for and the actual implementation of the intervention should be a collaborative effort between the Technical Assistance team and the client.

Implementation of the plan may be on different levels and/or may need the services of others or service providers.

Three levels of technical assistance:

1. **Limited technical assistance.** This involves brief assistance to locate information, materials, or of a resource person who can supply information related to specific questions and/or issues. This technical assistance may take the form of forwarding documents relating to the question, issue, or referral to an agency/clearinghouse for the needed information referral to a resource person for a brief consultation.

2. **Moderate technical assistance.** This includes providing the information and/or consultation described above, but results in agency personnel discovering that more significant issues or problems exist, which require additional information and/or brief consultation with additional resource persons.

3. **On-site and/or longer term technical assistance.** This is needed when the issues are significant and may require direct contact with consultants. This assistance may involve:
    - o evaluating/validating previous needs assessments
    - o assessing programs and operations
    - o developing innovative approaches to identified problems
    - o strategizing to improve/enhance practices and operations
    - o designing the training program/ and training delivery
    - o providing inputs to improve overall management and operations

4.6.4. Feedback Giving Stage

During and after every progress monitoring, the TA team shall plan to give feedback to the client after which, the client and the team agree on possible adjustments in the performance targets.

Criteria in Giving Feedback:

- o Intended to help the recipient
- o Given directly based on a foundation built on trust.
- o Descriptive rather than evaluative
- o Specific rather than general with good, clear, and preferably recent examples
- o Given at a time when the receiver appears ready to accept it
- o Inclusive only of those things that the receiver can do something about
- o Not be more than the recipient can handle at one time

4.6.5. Adjustment of Quarter Plans/Targets Stage

The agreements made with the client are further discussed by the team, and in turn shall inform if adjustments should be made in the TA Plan.

4.6.6. Progress/Annual Report to Management Stage

Prior to the preparation of the end of the quarter report, there is a need to consolidate all progress reports and analyze them. The same process is followed for the preparation of the annual report.

The progress and annual reports provide the necessary information to top management for decision and appropriate action and support. At this stage, cycle 1 of Technical Assistance ends. The quarter and annual reports eventually become inputs again to Stage A: Technical Assistance Needs Assessment Stage, which commences cycle 2 of Technical Assistance, and the cycle is repeated.

4.6.7. Evaluation of Technical Assistance (TA) Provided Stage

At this stage, the TA team discusses with the client the findings on the TA intervention applied, the process involved and the results achieved.

After coming up with an agreement with the client, the team has to collectively discuss and decide on their findings before preparing the evaluation report.

CHAPTER 5

REPORTING OF TECHNICAL ASSISTANCE (TA) PROVIDED

Since DepEd Offices utilize the TA Reports for different purposes, the reporting schedules should be identified and consistently followed. Reports should focus on its progress, initial gains and results of TA implementation on a regular basis, (monthly, quarterly, annually, or as the need arises).

TA Plan implementation needs regular monthly monitoring and evaluation for timely and relevant reporting. It is also the ultimate measure on the effectiveness of the TA provided. The integrity of periodic TA reports provides the building blocks to facilitate generation of appropriate feedback for decision making and/or plan adjustments. Regular TA reports have to be submitted to the concerned office/s on the first week of the month of the following month or quarter (for monthly and quarterly reports, respectively), and the process of monitoring will cover about one month or one quarter.

The following questions may guide the monitoring process:
o Was the technical assistance helpful and productive?
o Were the appropriate persons/agencies involved?
o Were the objectives achieved?
o Were there barriers encountered that prevented or adversely affected successful implementation of technical assistance plan?
o Has the technical assistance produced the needed changes?

Ways of evaluating TA include the following:

o Asking questions after the intervention
o Preparing TA Plan and TA Report
o Documenting changes in the divisions/schools (e.g. revised policies and procedures, new programs developed and implemented)
o Tracking of TA provided to Schools Divisions and schools so as to follow-up actions needed and whether such actions were taken. Tracking report needs to be validated by the Schools Division Superintendent.
o Measuring impact on the implementation of technical assistance using Monitoring and Evaluation (M&E) tools
o Surveying stakeholders' satisfaction with the changes resulting from the delivery of technical assistance
o Communicating the M&E results to the Region, Divisions, schools and other stakeholders for adjustments and decision making
o Utilizing results based in the data gathering template
o Harmonizing TA provision to schools from SDOs and RO

ANNEXES

LEAD, EMPOWER, AND ACHIEVE THROUGH DATA-DRIVEN DECISIONS
...where LEADers create great schools

ANNEX 1

PROCESS OF IDENTIFYING THE TECHNICAL ASSISTANCE (TA) AGENDA

The first step in providing technical assistance (TA) is identifying the Agenda of Technical Assistance. These agenda become the TA Plan that serves as roadmap of the regional TA team in providing support to divisions and of the division TA teams in providing support to schools.

Critical to achieving an effective provision of Technical Assistance, it is essential that the TA Agenda are:

- **Relevant**

  The TA provided **directly supports** the development plan and/ or job performance objectives of the TA recipient. This can be achieved by proper analysis of the reasons or factors hindering the achievement of target outputs/ job performance targets.

- **Acceptable to the TA recipient**

  It is essential that the TA recipient **recognizes what needs to be done and what help they require** to resolve the hindering factors. This realization enhances acceptance of technical assistance as well as sustainability of assistance provided. A potentially effective strategy for this is by **engaging the TA recipient in a "collaborative thinking" of the solutions** to the hindering factors (management consequences) **and identifying which of those solutions can be addressed within their unit and which ones will be provided by the TA teams**.

- **Results Driven and Focused**

  The TA team knows exactly to what outputs the technical assistance provided will affect and consequently, the outcomes it will contribute. This will create an intrinsically motivated technical assistance because it knows its higher purpose.

In order to develop a relevant, acceptable, and results-driven TA Agenda, the TA team should be able to derive the priority areas for TA planning following this line of thinking:

FOUR KEY QUESTIONS:

Q.1. In what intermediate or outcomes indicators is the school/division lagging behind? What contributory objectives are not being achieved by the school/division?

Q.2. What hinders the school/division from meeting the target outputs (per contributory objective)? What are the reasons?

Q.3. What should the school/division management do in order to resolve the hindering factors/reasons?

Q.4. Which of the identified solutions (management action) can the school/division do by themselves? Which ones need support from upper management (i.e. Division TA Team for schools and the Region TA Team for the division)?

The following are **_suggested_** steps to analyze and arrive at the TA needs of the school/division:

Step 1. Analyze information generated by the QAA/M&E Teams (quantitative). The quantitative information on outcomes and intermediate indicators **point to particular areas** that need further data gathering or a more focused analysis of the situation (**qualitative**).

Step 2. Perform Focused Investigation (qualitative information). Given the quantitative information, determine the **_reasons/hindering factors_** why the school/division is **unable to achieve the target outputs** (leading to the intermediate or outcomes indicators)

Step 3. Process the Qualitative Information. Categorize the identified reasons (hindering factors) in terms of dimensions in order to determine the appropriate management action. *(Refer to Table 1 for the Dimensions with Sample Reasons or Hindering Factors. Use Form 1 for Steps 1 and 2)*

Table 1: CATEGORIES OF HINDERING FACTORS WITH SAMPLE RESPONSES

SAMPLE REASONS/HINDERING FACTORS/ISSUES (SOURCE: ACTUAL RESPONSES FROM SAMPLE SCHOOLS IN S 1)	DIMENSIONS	INDICATORS
▸ SIPs are not yet approved that's why SGC is not functional ▸ Awareness of their (external stakeholders) rights and responsibilities on SBM practices ▸ Stakeholders are expected to manage the school hand in hand with SH; No experience in SBM ▸ External stakeholders are not aware of their rights and responsibilities on SBM practices ▸ School in-Charge/Head has no time for school management activities; SIC manages the school after attending trainings/ seminars ▸ The need to know how to develop transparency or accountability that involves major stakeholders, specifically the SGC ▸ Unaware of the need to comply the SIP with National standards ▸ Any activity of the school for the improvement of school is led by the school lead	A. Management Expectations	▪ Clear Management Expectations ▪ Performance Standards
▸ Stakeholders are busy of their work ▸ Need something to attract stakeholders ▸ Factors such as incentive, acknowledgment; giving of certificate, Teacher personnel problem; Students attitudes; Parents attitude; Teacher attitude; Poverty ▸ Lack of participation in decision making;	B. Motivation/Incentive Factors	▪ Clarity of Importance/ Rationale ▪ Positive Consequences / Rewards
▸ School budget is not available in school ▸ M&E committees are not yet functional ▸ No team for M&E for our school ▸ Not a full-pledged head teacher; SIC should be designated by the Schools Division Superintendent	C. Job/Organization Design	▪ Factors pointing to organizational structure / job descriptions
▸ I need training on linkages of stakeholders; idea on how to organize the external stakeholders ▸ No implementation of guidelines of SGC; Lack of knowledge ▸ Lack of knowledge on school procurement plan and SEF budgeting; Need training on LSB and fiscal management ▸ Needs training on how to conduct the M&E; M&E guidelines not yet fully defined ▸ Need of more knowledge and skills in mechanism on school performance and accountability ▸ Difficulty in filling up the TNA	D. Capability	▪ Level of skill or knowledge among job performers
▸ SH does not know how to make TNA ▸ SH needs a hard copy of RPMS-PPST ▸ Needs training on how to conduct the M&E; M&E guidelines not yet fully defined ▸ Handbook on school leadership be distributed to SHs for guidance ▸ Needs guidelines in managing an annual school budget ▸ Familiarization on MOOE funds and their allocations	E. Resources: E.1. Technology	▪ Appropriate Tools ▪ Process / Know-how ▪ Data/Information/Process Documentation
▸ Teacher handling non-major subjects; Teacher status; Loading of teachers	E.2. Human Resource	▪ Personnel / Manpower
▸ No financial resources for school projects ▸ Need of funds like MOOE and SEF (from an Elementary School) ▸ Insufficiency of funds; Class held in the school stage/ makeshift; Only 40% of the total school expenditures answered by the school funds	E.3. Financial	▪ Available fund support

LEAD, EMPOWER, AND ACHIEVE THROUGH DATA-DRIVEN DECISIONS
...where LEADers create great schools

SAMPLE REASONS/HINDERING FACTORS/ISSUES (SOURCE: ACTUAL RESPONSES FROM SAMPLE SCHOOLS IN S 1)	DIMENSIONS	INDICATORS
▸ Environmental problems	E.4. Physical environment	
▸ I need idea on NCBS need policies guidelines, composition, rules and functions of SGC ▸ Availability of external and internal stakeholder guidelines ▸ Manual of policies' guidelines and procedures governing school leadership	F. Policy	▪ Guidelines ▪ Data/Informati on/Process Documentation
▸ SIP is not yet approved by the DAC ▸ Somebody has to tell me of my efficiency and competence as a school leader ▸ Teachers and pupils training attended were not aligned to the development plan	G. Feedback System	
▸ Only teachers are monitoring and evaluating pupils learning outcomes ▸ Need to make closer relationship with the Mayor to seek SEF funds ▸ Functional support of the external stakeholders ▸ Favoritism; Human relation	H. Environment Support	▪ Higher management ▪ Peer ▪ Stakeholders

Step 4. Identify Management Consequences *(Management actions to resolve the hindering factors).*

a. Help the recipient of the TA understand the implications of the hindering factors to management. Lead the TA recipient in determining the actions that need to be taken to resolve the hindering faculties/difficulties. *(Use Form 2).*

The dimensions/categories already **provided a hint** on what should be done to resolve the factors that hinder the achievement of outputs. *(Refer to Table 2 for the possible range of TA per Dimension).*
Note:
- In situations where the schools/division are unable to determine the management consequence of the hindering factors, the TA may provide hints or suggest solutions.
- The TA may also suggest resolutions/management consequences on occasions when the TA recipient is unable to think of solutions that are not feasible, inappropriate, and over simplified or too complex set of actions to be taken.

b. From the resolutions (or management consequences) listed, ask the TA recipient **which of those they can do without help** and **which ones they would need support from the Division or Regional TA Team.**

Table 2: CATEGORIES OF HINDERING FACTORS

SAMPLE ISSUES	DIMENSIONS	SAMPLE POSSIBLE SOLUTION
a. Awareness of their (external stakeholders) rights and responsibilities on SBM practices b. School in-Charge/Head has no time for school management activities; SIC manages the school after attending trainings/ seminars c. Unaware of the need to comply the SIP with National Standards d. Any activity of the school for the improvement of school is led by the school lead	A. Management Expectations	▸ **For A:** Discuss with external stakeholders the SBM concept and the scope of their roles and responsibilities in SBM. ▸ **For B to D:** Discuss with the SH/SIC the expectations of DO management, detailing the outputs/required job performance and corresponding standards relative to SBM
a. Stakeholders are busy of their work b. Need something to attract stakeholders	B. Motivation/ Incentive Factors	▸ Conduct discussions with stakeholders the on the benefits of community participation in SBM ▸ Develop informal rewards

SAMPLE ISSUES	DIMENSIONS	SAMPLE POSSIBLE SOLUTION
a. School budget is not available in school b. M&E committees are not yet functional c. No team for M&E for our school	C. Job/Organization Design	▸ *For A:* Establish a resource mobilization team ▸ *For B and C:* Issue a memo installing a M&E Team, with appropriate Terms of Reference - *Refer to QAA team at the Region / Division*
a. I need training on linkages of stakeholders; idea on how to organize the external stakeholders b. No implementation of guidelines of SGC; Lack of knowledge c. Lack of knowledge on school procurement plan and SEF budgeting; I need training on LSB and fiscal management	D. Capability	▸ *For A and C: Referral to the T&D Team,* for training on: Stakeholder networking, e.g., organization of SGC, revitalization of LSB; stakeholder mobilization and resource generation; etc. ▸ *For B:* Coaching of Division SBM Coordinator, or through technical/educational supervision
a. SH does not know how to make TNA b. SH needs a hard copy of NCBTS competencies c. Needs training on how to conduct the M&E; M&E guidelines not yet fully defined d. Needs guidelines in managing an annual school budget e. Familiarization on MOOE funds and their allocations	E. Resources: E.1. Technology	▸ *For A and B:* refer to T&D Team ▸ *For C:* Refer to QAA/M&E Team of the Division/Region ▸ *For D and E:* School-based resource management and installation of finance and administrative systems; Training on Simplified Accounting for Non-IUs
	E.2. Human Resource	▸ Appointment of SBM coordinator including cluster/coordinating school heads and formation of SBM task forces.
▪ Lack of Instructional materials for innovative teaching	E.3. Financial	▸ *Referral to the LRMD Team to support schools / division to access* learning / teaching resources ▸ Procurement of textbooks through Division Annual Procurement Plan based on schools' procurement plans
	E.4. Physical Environment	
a. I need idea on NCBS need policies guidelines, composition, rules and functions of SGC b. Availability of external and internal stakeholder guidelines c. Manual of policies' guidelines and procedures governing school leadership	F. Policy	▸ *For A and B:* Provide guidelines on Stakeholder mobilization and resource generation ▸ *For A:* Provide a copy of NCBTS **and referral to the T&D Team for orientation on the NCBTS** ▸ *For C:* Development of standards and indicators of progress, of impacts and of processes for school leadership and give this to school head.
a. SIP is not yet approved by the DAC b. Somebody has to tell me of my efficiency and competence as a school leader c. Teachers and pupils training attended were not aligned to the development plan	G. Feedback system	▸ *For A:* Obtain feedback from the DAC; DO to establish mechanism to provide feedback on the results of the DAC review ▸ *For B:* Discuss with school head the mechanisms of the DO re: school leadership; Refer to T&D for TNA ▸ *For C: Refer to T&D the* issue and how the School Master Plan for Professional Development can be applied

LEAD, EMPOWER, AND ACHIEVE THROUGH DATA-DRIVEN DECISIONS
...where LEADers create great schools

SAMPLE ISSUES	DIMENSIONS	SAMPLE POSSIBLE SOLUTION
▸ Only teachers are monitoring and evaluating pupils' learning outcomes ▸ Need to make closer relationship to the mayor to seek SEF funds ▸ Functional support of the external stakeholders ▸ Favoritism; Human relation	**H. Environment Support**	▸ *For A:* refer to QAA Team in the Division/Region re: obtaining the involvement of stakeholders in monitoring pupils' learning outcomes ▸ *For B to C:* Engage higher management in identifying strategies re: obtaining support from LGUs

Step 5. **Establish Agreements**

    a. Finalize the draft list of what the TA recipient will do and the support received from the TA Team to address the hindering factors to achieve the desired target performance results. *(Use Form 2 to identify the items)*.

    b. Discuss with other TA team members the proposed list of solutions with corresponding accountabilities and commitments. Agree on what are feasible, appropriate and relevant. Consolidate the proposed actions of TA team and submit for approval to the RD/SDS as TA Agenda. Approval means that management agrees with the parameters of the support to be provided to the school/division. *(Use Form 3)*.

    c. Confer with TA Recipient and **FINALIZE the list of Plan of action to "Close the Gaps"**.

    d. Transfer the items in the list to the proposed TA Provision Plan (Form 4) and the Performance Contract *(Form3A)* between the TA recipient and the TA Team.

Step 6. **Organize and Finalize the TA Agenda.** After the TA Team has established the Performance Contracts with the school / division assigned to the team, consolidate the TA targets to develop the agenda. *(Use Form 4: Regional/Division Technical Assistance Plan)*.

AREAS OF INVESTIGATION:

SCHOOL LEVEL:

I.   SCHOOL OUTCOMES: / DIVISION OUTCOMES
- BEIS should be used as the official source of data per outcome indicator

II.   SIP - AIP IMPLEMENTATION OR DBEP IMPLEMENTATION
- *Categories of Indicators:*
  - A. **Access**
  - B. **Quality**
  - C. **Governance**

- *Levels of Monitoring*
  - a. Input-Output
  - b. Formative: Progress
  - c. Summative: Outcomes/Results

- *Types of Information*
  - i. Quantitative
  - ii. Qualitative

LEVELS OF M&E: LEVELS OF OBJECTIVES:	OUTPUTS	→ PROGRESS →	OUTCOMES
INPUT-OUTPUT INDICATORS	Achievement of Quarter /Annual Outputs		
CONTRIBUTORY OBJECTIVES		▪ Movement towards Contributory Objectives (Annual calculations) ▪ Achievement of Contributory Objectives	
PURPOSE INDICATORS		Movement towards the 3-year Targeted Purpose Indicators	Achievement of Target 3-year Outcomes

Levels of Quantitative and Qualitative Information

SCHOOL PERFORMANCE/OUTCOMES INDICATORS		
1. Enrolment 2. ALS Enrolment	1. Graduation Rate 2. Promotion Rate 3. Simple Drop-out Rate 4. Failure Rate 5. Repetition Rate 6. Retention Rate 7. NAT	8. SBM Level of Practice

⬆

INTERMEDIATE INDICATORS		
1. Learner Performance 2. Reading Comprehension 3. Mastery of Competencies	4. Nutritional Status 5. Textbook-Pupil Ratio 6. Teacher-Pupil Ratio	7. Teacher Qualification 8. Parents' Participation 9. Public Expenditure

⬆

ACCESS	QUALITY	GOVERNANCE
a. Personnel b. Learning Materials & Equipment c. Physical and Ancillary Facilities d. Others	a. Learner Performance b. Curriculum Implementation/ Instructional Delivery c. Staff Development d. Others	a. Stakeholders' Participation b. Instructional Supervision c. Public Expenditure d. Environment e. Management and Administration f. Others

ANNEX

FORM 1: TABULATION OF FACTORS THAT HINDER ACHIEVEMENT OF TARGET OUTPUTS/PERFORMANCE TARGETS

CATEGORY:	UNACHIEVED OUTPUT OF THE SCHOOL/DIVISION	HINDERING FACTORS/ISSUES							
		MANAGEMENT EXPECTATIONS	MOTIVATION/ INCENTIVE FACTORS	JOB/ ORGANIZATION DESIGN	CAPABILITY	RESOURCES:	POLICY	FEEDBACK SYSTEM	ENVIRONMENT SUPPORT
ACCESS									
QUALITY									
GOVERNANCE									

LEAD, EMPOWER, AND ACHIEVE THROUGH DATA-DRIVEN DECISIONS
...where LEADers create great schools

ANNEX 3

FORM 2: MANAGEMENT CONSEQUENCES GIVEN THE FACTORS THAT HINDER ACHIEVEMENT OF TARGET OUTPUTS/PERFORMANCE TARGETS

CATEGORY:	UNACHIEVED OUTPUT OF THE SCHOOL/DIVISION	HINDERING FACTORS/ISSUES							
		MANAGEMENT EXPECTATIONS	MOTIVATION/ INCENTIVE FACTORS	JOB/ ORGANIZATION DESIGN	CAPABILITY	RESOURCES	POLICY	FEEDBACK SYSTEM	ENVIRONMENT SUPPORT
ACCESS									
Management Consequences: Resolutions to be taken in relation to above factors									

Note: Mark the item: **S** if the school will be able to do the solution without help
TA if the solution will require support from the TA Team

LEAD, EMPOWER, AND ACHIEVE THROUGH DATA-DRIVEN DECISIONS
...where LEADers create great schools

FORM 2: MANAGEMENT CONSEQUENCES GIVEN THE FACTORS THAT HINDER ACHIEVEMENT OF TARGET OUTPUTS/PERFORMANCE TARGETS

CATEGORY:	UNACHIEVED OUTPUT OF THE SCHOOL/DIVISION	HINDERING FACTORS/ISSUES							
		MANAGEMENT EXPECTATIONS	MOTIVATION/ INCENTIVE FACTORS	JOB/ ORGANIZATION DESIGN	CAPABILITY	RESOURCES	POLICY	FEEDBACK SYSTEM	ENVIRONMENT SUPPORT
QUALITY									

Management Consequences: *Resolutions to be taken in relation to above factors*

Note: Mark the item: **S** if the school will be able to do the solution without help
TA if the solution will require support from the TA Team

LEAD, EMPOWER, AND ACHIEVE THROUGH DATA-DRIVEN DECISIONS
...where LEADers create great schools

FORM 2: MANAGEMENT CONSEQUENCES GIVEN THE FACTORS THAT HINDER ACHIEVEMENT OF TARGET OUTPUTS/PERFORMANCE TARGETS

CATEGORY:	UNACHIEVED OUTPUT OF THE SCHOOL/DIVISION	HINDERING FACTORS/ISSUES							
		MANAGEMENT EXPECTATIONS	MOTIVATION/ INCENTIVE FACTORS	JOB/ ORGANIZATION DESIGN	CAPABILITY	RESOURCES	POLICY	FEEDBACK SYSTEM	ENVIRONMENT SUPPORT
GOVERNANCE									

Management Consequences: Resolutions to be taken in relation to above factors

Note: Mark the item: **S** if the school will be able to do the solution without help
TA if the solution will require support from the TA Team

LEAD, EMPOWER, AND ACHIEVE THROUGH DATA-DRIVEN DECISIONS
...where LEADers create great schools

PROJECT LEAD

ANNEX 4

FORM 3: PROPOSED TA SUPPORT TO THE SCHOOLS

I. FINDINGS

STATUS / PROGRESS: OUTCOMES INDICATORS (IN RELATION TO TARGETS/STANDARDS)	STATUS: ACHIEVEMENT OF CONTRIBUTORY OBJECTIVES (INTERMEDIATE INDICATORS)	FACTORS THAT HINDER ACHIEVEMENT OF CONTRIBUTORY OBJECTIVES/JOB PERFORMANCE	MANAGEMENT CONSEQUENCE: ACTION TO BE TAKEN TO RESOLVE THE HINDERING FACTORS PROPOSED STRATEGY OF THE TA RECIPIENT
	ACCESS		
▪ Enrolment ▪ ALS Enrolment			
	QUALITY		
▪ Graduation Rate ▪ Promotion Rate ▪ Simple Drop-out Rate ▪ Failure Rate ▪ Repetition Rate ▪ Retention Rate ▪ NAT			
	GOVERNANCE		
▪ SBM Level of Practice			

LEAD, EMPOWER, AND ACHIEVE THROUGH DATA-DRIVEN DECISIONS
...where LEADers create great schools

II. **MANAGEMENT CONSEQUENCE: PARAMETERS OF SUPPORT**

AREA / DIVISION	MANAGEMENT EXPECTATIONS	MOTIVATION/ INCENTIVE FACTORS	JOB/ ORGANIZATION DESIGN	CAPABILITY	RESOURCES	POLICY	FEEDBACK SYSTEM	ENVIRONMENT SUPPORT	EXPECTED RESULT (SUCCESS INDICATORS)
ACCESS									
QUALITY									
GOVERNANCE									

LEAD, EMPOWER, AND ACHIEVE THROUGH DATA-DRIVEN DECISIONS
...where LEADers create great schools

FORM 3: PERFORMANCE CONTRACT – PART A

PERFORMANCE CONTRACT FOR TECHNICAL ASSISTANCE

This Agreement is made by and between the following parties:

Party A: Division /School Head of:

_____

|(Name of School)|(Contact No.)|

Party B: RO/DO Technical Assistance
/Team:

_____

|(Name)|(Position)|

In consideration of the mutual promises and agreements of the parties hereto, as hereinafter set forth, it is agreed as indicated in the attached sheets.

In witness whereof, the parties hereto have caused this agreement to be executed by its appropriate personnel and the schedule above written.

Signed:

          Party A: _____   Party B: _____

          *Printed
Names:*

LEAD, EMPOWER, AND ACHIEVE THROUGH DATA-DRIVEN DECISIONS
...where Witnesses: create great schools

          *Printed
Names:*

    Date: _____

LEAD, EMPOWER, AND ACHIEVE THROUGH DATA-DRIVEN DECISIONS
...where LEADers create great schools

FORM 3: PERFORMANCE CONTRACT – PART B

DIVISION / SCHOOL: _____

SCHOOL YEAR: _____   DATE: .

CLOSING THE GAPS

PARTY A (ACTIVITIES TO BE UNDERTAKEN BY DO/SCHOOL)			
PRIORITY AREA/STREAM:			
STRATEGY #1:	CRITICAL GAPS IN TAKING ACTION	SUPPORT BY TA PROVIDER (PARTY B)	SCHEDULE
STRATEGY #2:	CRITICAL GAPS	SUPPORT BY TA PROVIDER (PARTY B)	SCHEDULE

ANNEX 5: REPORTING LOG

TECHNICAL ASSISTANCE REPORTING LOG

Quarter/Month: _____

School Year : _____

Date	CLIENT			COMMENTS, REMARKS, & AGREEMENTS	CONSULTANTS REFERRED	
	Name	Designation or Position	Initial		NAME & POSITION	INITIAL
	LEAD, EMPOWER, AND ACHIEVE THROUGH DATA-DRIVEN DECISIONS					
	...where LEADers create great schools					

LEAD, EMPOWER, AND ACHIEVE THROUGH DATA-DRIVEN DECISIONS
...where LEADers create great schools

ANNEX 6: REGIONAL/SDO TECHNICAL ASSISTANCE (TA) PROVISION PLAN

FORM 4: TECHNICAL ASSISTANCE (TA) PROVISION PLAN

OBJECTIVES:
-
-

Prioritized Needs of the Districts/Schools	Target	Objectives	Strategies /Activities	Outputs	MOVs	Time Frame	Resources				Remarks
							Responsible Person	Materials	Budget	Source of Fund	
ACCESS											
QUALITY											
GOVERNANCE											

Prepared by:

_____
TA Coordinator

Recommending approval:

_____
SGOD Chief

_____
CID Chief

Approved by:

_____
Schools Division Superintendent

FORM 5: DIVISION TECHNICAL ASSISTANCE PROVISION PLAN

Division: _____

Date: _____

DFTACT TECHNICAL ASSISTANCE PROVISION PLAN (DTAPP)

PRIORITY NEED/S	POSSIBLE CAUSES	PRIORITIY SCHOOL/S	PROPOSED RESOLUTIONS/ INTERVENTIONS	RESPONSIBLE TEAM	TIME FRAME	RESOURCES NEEDED	REMARKS

Prepared by:

_____
TA Coordinator

Recommending approval:

_____
SGOD Chief

_____
CID Chief

Approved by:

_____
Schools Division Superintendent

LEAD, EMPOWER, AND ACHIEVE THROUGH DATA-DRIVEN DECISIONS
...where LEADers create great schools

DFTACT DEPLOYMENT AND DTAPP IMPLEMENTATION REPORT
CY _____

DIVISION: _____
QUARTER: _____

DFTACT Deployed (Name of the Team/Team Leader/Members)	DATE/S OF DEPLOYMENT	NAME OF SCHOOL	PERFORMANCE ISSUES/PRIORITY NEEDS	ROOT CAUSE/S	TA PROVIDED/ INTERVENTIONS	RESULTS OF INTERVENTION/S	MOVs	AGREEMENT

Prepared by:

_____
TA Coordinator

Recommending approval:

_____
SGOD Chief

Approved by:

_____
Schools Division Superintendent

_____
CID Chief

LEAD, EMPOWER, AND ACHIEVE THROUGH DATA-DRIVEN DECISIONS
...where LEADers create great schools

PROJECT LEAD