May 15, 2024

REGIONAL MEMORANDUM

No. _____ 5 5 9 _____ s. 2024

MONITORING OF SCHOOLS DIVISION OFFICES (SDOS) ON THE STATUS OF THE IMPLEMENTATION OF THE CONTEXTUALIZED CURRICULUM, LEARNING RESOURCES, TEACHING AND LEARNING DELIVERY, ASSESSMENT, AND OTHER PROGRAMS AND PROJECTS FOR QUARTERS 2, 3 AND 4

To: Schools Division Superintendents
        All Others Concerned

1.   This Office, through the Curriculum and Learning Management Division (CLMD), shall conduct a Monitoring on the Status of the Implementation of the Contextualized Curriculum, Learning Resources, Teaching and Learning Delivery, Assessment, and other Programs and Projects for Quarters 2, 3, and 4.

2.   The activity aims to:
        a. ensure the proper implementation of the contextualized curricula along with the learning resources, teaching and learning delivery, assessment, and other programs and projects in terms of its effectiveness and efficiency;
        b. harvest the best practices and notable learnings on the programs and projects from each implementing division;
        c. thresh-out issues, concerns, and gaps that affect program's success;
        d. check the required number of the quality assured contextualized learning resources per learning area per quarter; and
        e. provide technical assistance to the implementing divisions on the conformity with the policy guidelines of the programs and projects.

3.   The table below shows the assigned monitors per Schools Division Office.

No.	Schools Division Office	Monitors	Date
1	Biliran, Ormoc City, Samar, Maasin City	Joy B. Bihag, Nova P. Jorge, Hydelyn N. Cinco	Any schedule agreed upon by the assigned monitors and SDOs within Quarters 2, 3, and 4. *(Note: Each Program Focal Person may join in any of the group to monitor the implementing divisions as the need arises)*
2	Borongan City, Eastern Samar, Baybay City	Ryan R. Tiu, Dean Ric Endriano, Amenia C. Aspa	
3	Catbalogan, Calbayog City, Northern Samar	Ernani S. Fernandez Jr., Dandy G. Acuin, Alfredo Café,	
4	Leyte, Southern Leyte, Tacloban City	Gertrudes C. Mabutin, Sarah S. Cabaluna, Margie S. Balledo	

4.   The Division Program Focal Persons shall prepare the following tools per attachment during the monitoring activities:
   a. CLM Form 2- Monitoring and Evaluation Tool for Technical Assistance for Division Offices on the Implementation of Curriculum Programs and Projects
   b. CLM Form 4-M & E TOOL for Contextualization of Learning Resources
   c. EVALUATION TOOL FOR CONTENT
   Contextualized Learning Resources (LEs/LPs/TGs)

5.   All expenses incurred relative to the conduct of this monitoring activity shall be charged against the downloaded funds per OSEC-8-23-6395, OSEC-8-23-702, OSEC-8-23-5697 and Local Funds or other eligible source/s of funds subject to the usual accounting and auditing rules and regulations.

6.   Immediate dissemination of and compliance with this Memorandum are desired.

EVELYN R. FETALVERO CESO IV
Regional Director

Enclosure: As stated
Reference: RM No. 162, s. 2024
To be indicated in the Perpetual Index under the following subjects:
      CURRICULUM   MONITORING   PROGRAM AND PROJECTS
CLMD-NPJ

EVALUATION TOOL FOR CONTENT
Contextualized Learning Resources (LEs/LPs/TGs)

Learning Area: _____ Grade Level : _____

Title: _____

Instructions:

1. Carefully read the learning resource (LR) page by page to evaluate the LR for compliance to standards indicated in the criterion items under the six (6) factors below.
2. Put a check mark (☐) in the appropriate column beside each criterion item. If your answer is NO, cite specific pages, briefly indicate the errors found, and give your recommendations in the attached *Summary of Findings* form.
3. Write *Not Applicable (NA)* for criterion items that do not apply in the LR evaluated.
4. Based on the number of criterion items marked "YES" under each factor, mark the appropriate column to indicate if the LR complied or not with the standards.
5. For factors with items marked *Not Applicable*, count the total applicable criterion items and multiply this by **75%** to determine the cutoff for compliance.

Standards / Criterion Items	Yes	No
Factor I. Intellectual Property Rights Compliance		
1. The learning resource has no copyright violations.		
2. The copyrighted texts and visuals used in the LR are cited.		
3. The copyrighted materials used in the LR are accurately cited.		
4. The references are properly cited in the Bibliography.		
Note: At least 3 criterion items must be marked YES to indicate compliance to this factor.	Complied	Not Complied
Factor II. Learning Competencies		
Content is consistent with the targeted DepEd Learning Competencies (LCs) intended for the learning area and grade level.	**Yes**	**No**
Note: The item must be marked YES to indicate compliance with this factor.	Complied	Not Complied
Factor III. Instructional Design and Organization		
1. The Contextualized Learning Resources (LEs/LPs/TGs) contribute to the achievement of specific objectives of the learning area and grade level for which it is intended.		
2. Sequencing of contents and activities within each lesson facilitates the achievement of objectives.		

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Standards / Criterion Items	Yes	No
3. Content is suitable to the target learner's level of development, needs, and experience.		
4. Content reinforces, enriches, and/or leads to the mastery of the targeted learning competencies intended for the learning area and grade level.		
5. Content is logically developed and organized throughout the material. (Lessons/activities are arranged from simple to complex, from observable to abstract).		
6. The contextualized Learning Resources (LEs/LPs/TGs) contain useful introductions, reviews, summaries, and other devices that facilitate smooth progression from one lesson to another.		
7. Development of lessons allows for review, comparison, and integration with previous lessons.		
8. Motivational strategies (e.g., overviews, advance organizers, puzzles, games, etc.) are provided.		
9. The contextualized Learning Resources (LEs/LPs/TGs) use various teaching and learning strategies to meet individual differences/ learning styles. (if applicable)		
10. The contextualized Learning Resources (LEs/LPs/TGs) develop higher cognitive skills (e.g., critical thinking skills, creativity, learning by doing, problem solving) and 21st-century skills.		
11. The LR enhances the development of desirable values and traits such as: (Mark the appropriate box with an "X" applicable for values and traits only)		

11.1 Pride in being a Filipino		11.2 Scientific attitude and reasoning	
11.3 Striving for Excellence		11.4 Love for country	
11.5 Helpfulness, teamwork, cooperation		11.6 Unity	
11.7 Desire to learn new things		11.8 Honesty & trustworthi	
11.9 Ability to know right from wrong		11.10 Respect	
11.11 Critical and creative thinking		11.12 Productive work	
11.13 Others (Please specify) _____			

	Complied	Not Complied
Note: At least 8 criterion items must be marked YES to indicate compliance to this factor.		

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Standards / Criterion Items	Yes	No
Factor IV. Instructional Quality		
1. Content and information are accurate.		
2. Content and information are up-to-date.		
3. Contextualized Learning Resources (LEs/LPs/TGs) are free from any social content violations.		
4. Contextualized Learning Resources (LEs/LPs/TGs) are free from factual errors.		
5. Contextualized Learning Resources (LEs/LPs/TGs) are free from computational errors. (if applicable)		
6. Contextualized Learning Resources (LEs/LPs/TGs) are free from grammatical errors.		
Note: At least 5 criterion items must be marked YES to indicate compliance with this factor.	Complied	Not Complied
Factor V. Assessment		
1. The contextualized Learning Resources (LEs/LPs/TGs) provide useful measures and information that help the teacher evaluate the learner's progress in mastering the target competencies.		
2. Assessments are aligned with the specific objectives and content.		
3. The contextualized Learning Resources (LEs/LPs/TGs) provide "self-checks," ready-made achievement tests, and/or review activities.		
4. The contextualized Learning Resources (LEs/LPs/TGs) provide a variety of assessment types.		
5. Assessments have clear demonstrations/examples, instructions, and/or rubrics to serve as guides on how these will be used.		
6. A variety of activities within the LR are utilized to ensure the active engagement of the learners.		
Note: At least 5 criterion items must be marked YES to indicate compliance with this factor.	Complied	Not Complied
Factor VI. Readability (Materials for learners)		
1. Vocabulary level is adapted to target users' experience and understanding.		
2. The length of sentences is suited to the comprehension level of the target user.		

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DepED MATATAG

Standards / Criterion Items	Yes	No
3. Sentences and paragraph structures are varied and appropriate to the target user.		
4. There is a logical and smooth flow of ideas within a lesson and from lesson to lesson.		
5. There is consistently good use of transition devices to focus on the main topics and signal a change of topic.		
6. Lessons, instructions, exercises, questions, and activities are clear to the target user.		
	Complied	Not Complied
Note: At least 5 criterion items must be marked YES to indicate compliance with this factor.		

Recommendation: (Please put a checkmark (✓) in the appropriate box.)

☐ **Minor revision.** This material is found compliant with the minimum requirements in all six factors. Revision based on the recommendations included in the *Summary of Content Findings* form and Locally-developed Learning Resources (LEs/LPs/TGs) with marginal notes must be implemented.

☐ **Major revision.** This material is non-compliant to the requirements in one or more factors. Revision based on the recommendations included in the *Summary of Content Findings* form and Locally-developed Learning Resources (LEs/LPs/TGs) with marginal notes must be implemented.

☐ **For field validation/utilization.** This material is found compliant to all factors with NO corrections.

I certify that this evaluation report and the recommendation(s) in the summary report are my own and have been made without any undue influence from others.

Evaluator/s: _____ Signature/s: _____

Date accomplished: _____

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Republic of the Philippines

Department of Education
REGION VIII – EASTERN VISAYAS

Summary of Content Findings for DepEd-developed LRs

Title of LR: _____   Grade Level: _____

Paragraph / Line / Page number (in chronological order)	Brief description of Errors/ Findings/ Observations	Specific recommendations for improving the identified criterion	Writer's Action Taken (incorporated or not; justification provided by the writer if otherwise)	LRE's Remarks (Indicate if action taken/justification is accepted/not accepted)

Prepared by:

_____
Signature over printed name

Date accomplished: _____

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CLM Form 2: Monitoring and Evaluation Tool for Technical Assistance for Division Offices on the Implementation of Curriculum Programs and Projects

Description: This tool is to be used by the regional personnel conducting Monitoring and Evaluation of the different curriculum programs and projects implemented by the division. The key informants for completing this tool are the division focal persons or coordinators of the curriculum program or project monitored.

Directions: Please respond to the tool by ticking the appropriate box that corresponds to your observation and available documentary evidence.

For Parts I & II, use this scale:

Never	- not done at all
Occasionally	- done once a month
Often	- done at least twice a month

A. Division Profile

Division:_____

Program/Project/Activity/Learning Area: Implemented:_____

Focal Person(s):_____

No. of District/School Implementers:_____

Start of Implementation:_____

Sponsor, if any:_____

Cost of Implementation:_____

I. Instructional Leadership

A. Assessment for, as, and of Learning	Never	Occasionally	Often	MOVs
1. Manages the processes and procedures for monitoring student achievement.				
2. Ensures utilization of a range of assessment processes to diagnose, assess learner performance, and make assessment a learning process for students				
3. Assesses the effectiveness of curricular/co-curricular programs and /or instructional strategies.				
4. Utilizes assessment results to improve learning.				
B. Developing Projects or Adopting Existing Curricular Programs/Projects	Never	Occasionally	Often	MOVs

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5. Develops/adopts a research based school co-curricular program and determine its effectiveness				
6. Develop and manages a coherent and responsive curriculum program/project which supports and enhances the contextualized curriculum				
7. Addresses deficiencies and sustains successes of current programs in collaboration with PSDSs, SHs, teachers, and learners				
8. Develops a culture of functional literacy/numeracy/21st century skills through the curriculum program/project implemented				
C. Implementing Programs for Instructional Improvement	Never	Occasionally	Often	MOVs
9. Manages the introduction of contextualized curriculum and instruction initiatives in line with DepEd policies and standards.				
10. Works with PSDSs, SHs, and teachers in curriculum review.				
11. Enriches curricular offerings through contextualization.				
12. Manages curriculum innovation and enrichment with the use of technology.				
13. Organizes districts/schools to champion instructional innovation programs toward curricular responsiveness.				
II. Instructional Supervision	Never	Occasionally	Often	MOVs
14. Prepares and implements an instructional supervisory plan				
15. Conducts Instructional Supervision using appropriate strategy				
16. Evaluates lesson plans as well as actual classroom and learning management				
17. Provides in a collegial manner timely, accurate and specific feedback to school heads and teachers' regarding their performance.				

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	Yes	No	Remarks
18. Provides expert technical assistance and instructional support to school heads and teachers.			

III. Effectiveness on Critical Processes

A. Planning	Yes	No	Remarks
19. Did planning help you attain your goal?			
20. Was it necessary to implement a program or project? If yes, indicate the benefits:			

B. Advocacy	Yes	No	Remarks
21. Did the stakeholders support the program/project? If yes, please name the stakeholders:			
22. Did the stakeholders' support positively affect the program/project implementation? If yes, indicate the positive effects:			

B. Contextualization	Yes	No	Remarks
23. Did the Division program implementers utilize the Local Learning System or Contextualized Curriculum in providing technical assistance on curriculum and instruction to School heads and teachers? If yes, indicate the theme/s utilized:			
24. Was the Local Learning System matrix or Contextualized Curriculum useful in the teaching–learning process? If yes, indicate the benefits derived:			

D. TA/CB	Yes	No	Remarks
25. Did the division conduct TA/support to district/schools? If yes, specify:			
26. Did the division conduct Capability Building to districts/schools? If yes, specify:			

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	Yes	No	Remarks
27. Did the division conduct TA/CB based on needs? If yes, indicate the bases:			
28. Were the CB programs focused? If yes, indicate the bases:			
29. Did the TA improve the competencies of implementers? If yes, indicate the marked improvement:			
30. Did the CB program/s improve the competencies of the implementers? If yes, indicate the marked improvement:			
31. Are there other division needs not currently addressed? If yes, specify:			
32. Has there been a marked improvement in the division performance as a result of the program implementation? If yes, indicate the marked improvement:			
D. Implementation	Yes	No	Remarks
33. Did your classroom observations show that the teaching–learning process adheres to the MATATAG Curriculum standards and the program/project's goals?			
34. Did the division recognize the school's good practices for replication?			
E. Research	Yes	No	Remark
35. Did the division conduct research related to the program/project? If yes, specify:_____			
36. Did the division report and utilize the research findings? If yes, specify:_____			
F. LR Development and Utilization	Yes	No	Remarks

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	Yes	No	Remarks
37. Are there learning resources available? If yes, specify: • .			
38. Are the resources adequate? If yes, indicate the adequacy by a check mark: _____ very adequate			
_____ moderately adequate			
_____ not adequate			
39. Were the resources developed by: _____ CO			
_____ RO			
_____ DO			
_____ School			
Others: Specify_____			
40. Are the resources contextualized?			
41. Do the resources conform to the LR standards?			
42. Do your classroom observations show that local materials were maximally utilized in the teaching–learning process?			
43. Do your classroom observations show that the resources contribute to the effectiveness of implementing the Curriculum?			
G. M & E	Yes	No	Remarks
44. Did the division conduct M & E of the program implementation at the school level?			
45. Did the division report and utilize the M & E results?			

M&E Personnel:

Region:			
Monitored by:	*First Name*	*MI*	*Last Name*
Position:		Date Accomplished:	
Conforme:			

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		Printed Name & Signature
	Division/School:	
Position:		Date:

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CLM 4: M & E TOOL for Contextualization of Learning Resources

Description: This tool is to be used by the Regional CLMD personnel in Monitoring and Evaluation of the development of contextualized learning resources by the school divisions to ensure that the LRs are culturally responsive, relevant in the local context, and other application of contextualization. The key informant concerned with completing this tool is the division/school focal person or coordinator.

Division/School: _____

Focal Person: _____

Sponsor, if any: _____

Area of Concern	Yes	No	Remarks/ Comments
Part I. Processes in the development of the Contextualized Learning Resource and Teaching Resource.			
Development of Contextualized Learning Resources			
• Alpha Version: The alpha version of LRs is closely aligned to the prepared design/elements/parts.			
• The LRMDP design development processes of learning resources are applied. (organized development team, conducted orientation, initiated internal QA)			
Quality Assurance/Conformance Review: Did you apply the LRMDP Quality Assurance process of resources? (QA Team – Check Results)			
• Final version: The final revision is based on the results of the QA/Conformance review process.			
• Publication: The complete metadata are applied and reviewed by the QA Team/Specialist.			

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Part II. Qualities of the Contextualized Learning Resource and Teaching Resource developed

Do the newly developed/redeveloped contextualized learning resources reflect the following concepts?

Local language	The mother tongue or the multi-languages utilized in the content development of the LRs			
Local learning process	The LRs are using local learning processes to facilitate knowledge and values formation.			
Local content	The contextualized LRs allow learners to understand new concepts and principles through the use of local learning materials such as any of the following: 1. Festivals and Dances 2. Local history /heroes,/events 3. Enduring Beliefs and Values 4. Indigenous People / Materials 5. Role Models for Achievements 6. Musical Pieces, Songs, Instruments 7. Anthology and Folktales 8. Food and Local Products 9. Topography, Flora, and Fauna 10. Tourism and Industry			
Local resources	The contextualized LRs facilitate learning through the inclusion of local human and material resources.			
	The contextualized LRs allow learners to appreciate their own culture and take pride in their local heritage without			

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	sacrificing the national competency standards.			
Other ways of contextualization strategies	The Learning Resources are using various teaching and learning strategies to meet individual differences/ learning styles. (if applicable)			

Do the contextualized LRs adhere to LRMDP Standards, Specs, and Guidelines related to the following:

1. Intellectual Property Rights	▪ All texts, visuals, materials, and illustrations are accurately cited.			
2. Learning Competencies	▪ Content is consistent with the targeted DepEd Learning Competencies (LCs) intended for the learning area and grade level.			
3. Instructional Design and Organization	▪ Sequencing of contents and activities within each lesson facilitates the achievement of objectives.			
	▪ Content is logically developed and organized throughout the material. (Lessons/activities are arranged from simple to complex, from observable to abstract).			
	▪ The LRs develop higher cognitive skills (e.g., critical thinking skills, creativity, learning by doing, problem-solving) and 21st-century skills.			
4. Instructional Quality	▪ Content and information are accurate.			
	▪ The LRs are free from factual, computational, and grammatical errors			

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5. Social Content	▪ The Learning Resources are free from any social content violations.			
6. Assessment	▪ The Locally-developed Learning Resources (LEs/LPs/TGs) provide useful measures and information that help the teacher evaluate the learner's progress in mastering the target competencies.			
	▪ Assessments are aligned with the specific objectives and content.			
1. Readability	▪ Vocabulary level is adapted to target users' experience and understanding.			
	▪ There is a logical and smooth flow of ideas within a lesson and from lesson to lesson.			

M&E Personnel:

Region:			
Monitored by:	*First Name*	*MI*	*Last Name*
Position:		Date Accomplished:	
Conforme:			
		Printed Name & Signature	
	Division/School:		
Position:		Date:	