



Republic of the Philippines
Department of Education
SOCCSKSARGEN REGION

1 Oct 2026

REGIONAL MEMORANDUM

PPRD-2026-051

OBSERVATION VISIT FOR TEC PROJECT T25

To: Schools Division Superintendents
SEPS for Planning & Research
SDOs of General Santos City and Sarangani Province

1. This has reference to the letter from Dr. Michael B. Cahapay, T25 Project Leader, and Dr. Diane Mae P. Ulanday-Lozano, T25 Assistant Project Leader - College Dean, Mindanao State University, College of Education, dated October 1, 2026, as regards **Request for Assistance in Observation Visit for TEC Project T25** with the Department of Education Regional Office XII – Policy, Planning and Research Division (PPRD).

2. In connection with TEC Advisory No. 02, Series of 2026, dated April 21, 2026, endorsing the data-gathering activities for the Research Initiatives in Teacher Education Year 2 (RITE 2), there is a need to conduct an observation visit to selected schools implementing Special Curricular Programs (SCPs) in Region XII. This is in line with the study under Project Code T25, entitled: **“Examining the Intended and Implemented Special Curricular Programs of the Department of Education Towards Policy Recommendations.”**

3. The project is implemented by the Teacher Education Council (TEC), in partnership with the University of Santo Tomas as the Project Management Team, and with Mindanao State University – General Santos and the University of Santo Tomas, Manila as implementing institutions for T25.

4. The observation visits form part of the study's data-gathering activities and aims to identify curriculum implementation approaches of SCP teachers and examine the key factors that shape the effectiveness of the implemented dimensions of SCPs.

5. Based on the initial scanning and purposive case selection conducted by the research team, two schools have been identified as focal observation sites: General Santos City High School, General Santos City and New Society National High School as the Baseline Cases, and Colon National High School, Maasim, Sarangani Province, as the Edge Case. These cases were identified to provide contrasting implementation contexts relevant to the study.

6. For each selected school, the research team intends to observe one teacher representing each identified Special Curricular Program (SCP) being implemented in the school.

7. Teacher-participants will be selected through purposive, criterion-based sampling. The selected teacher should: (1) currently teach in the identified Special Curricular Program (SCP) and be directly involved in its implementation; (2) have at



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least one year of SCP teaching experience and adequate familiarity with the relevant curriculum and program requirements; (3) be able to provide or facilitate access to relevant instructional and curriculum-related evidence, subject to school policies; and (4) be willing to participate, provide informed consent, and clarify observed practices when necessary. Hence, concerned school heads will ensure that prior to the visit, teacher-participants are already identified based on the inclusion criteria.

8. The observation will cover the following SCPs: (1) Special Program in the Arts (SPA); (2) Special Program in Foreign Language (SPFL); (3) Special Program in Journalism (SPJ); (4) Special Program in Sports (SPS); (5) Science, Technology, and Engineering (STE) Program; and (6) Special Program in Technical-Vocational Education (SPTVE).

9. The observation process is expected to take approximately 2–4 hours per selected school, depending on the availability of relevant classes, documents, facilities, and learning resources. The researcher/observer will remain a non-participant during classroom observations and will document observed practices objectively without disrupting instruction.

10. Specifically, the research team intends to undertake the following activities:

- a. Classroom observation of SCP teaching and learning activities;
- b. Review of relevant instructional and curriculum documents, such as curriculum guides, lesson plans/daily lesson logs, instructional materials, and learner outputs, as applicable;
- c. Inspection of specialized facilities, equipment, materials, and other learning resources used in SCP implementation;
- d. Documentation of relevant evidence of student support, parental and community involvement, and school leadership support, as applicable; and
- e. Brief coordination or clarification with concerned teachers and school personnel when necessary to contextualize the observed practices and documentary evidence.

11. All observations and ratings will be based strictly on observable evidence, without assumptions or prior judgments. The research team will observe confidentiality, neutrality, and professionalism throughout the data-gathering process. Photographs or other forms of documentation will only be taken when appropriate consent has been obtained, and confidentiality requirements are observed.

12. To fully realize this research undertaking, the PPRD shall undertake the following mechanisms:

- a. **Facilitating coordination with the concerned Schools Division Offices and selected schools**, particularly the following:
 - **General Santos City High School**, Calumpang, General Santos City – Special Program in Sports (SPS); Special Program in Journalism (SPJ)
 - **New Society National High School**, Apopong, General Santos City – Special Program in Foreign Language (SPFL)



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- **Colon National High School**, Maasim, Sarangani Province – Special Program in Technical-Vocational Education (SPTVE); Special Program in Science, Technology, and Engineering (STE); Special Program in the Arts (SPA)
 - b. **Identifying and/or endorsing eligible SCP teacher-participants** who meet the stated selection criteria, with one teacher representing each SCP in each selected school;
 - c. **Facilitating coordination with the concerned school heads and SCP teachers** to ensure the smooth conduct of the observation activities;
 - d. **Allowing the research team to conduct the observation visits** at a mutually agreed-upon date and time; and
 - e. **Facilitating access**, where appropriate and subject to existing school policies and protocols, to relevant classes, curriculum and instructional documents, facilities, equipment, and learning resources necessary for the conduct of the observation.
13. See attached enclosures for your reference:
Enclosure 1: Profile of the Participants & Schedule of Visit
Enclosure 2: Terms of Reference (ToR) for Regional Office (RO) and Concerned School Division Offices (SDOs)
14. For inquiries and clarifications, you may reach Dr. Glenn A. Bisnar, CES through glenn.bisnar@deped.gov.ph and Dr. Michael B. Cahapay through michael.cahapay@msugensan.edu.ph.
15. For dissemination, information, and compliance of all concerned.


ATTY. ALBERT T. ESCOBARTE, CESO II
Regional Director

Enclosure: Encl. Nos. 1-2

References: Letter Request from MSU – General Santos City, College of Education dated October 1, 2026

Allotment: None

To be indicated in the Perpetual Index
under the following subjects:

PARTNERSHIP
RESEARCH

PROGRAM

GAB/PPRD/RM – OBSERVATION VISIT FOR TEC PROJECT T25/058
October 1, 2026

RP01



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Enclosure 1 to Regional Memorandum PPRD-2026-051

PROFILE OF THE PARTICIPANTS & SCHEDULE OF VISIT

SDOs	School	School Head	SCP	Teacher Participant	Schedule
General Santos City	1. General Santos City High School	Matty Napoles, Principal-IV Email Add: napolesmatty@gmail.com	Special Program in Journalism (SPJ)	Rocell Grace A. Tagpuno, T-III	October 8, 2026
			Special Program in Sports (SPS)	Aida D. Nale, MT-I	
	2. New Society National High School	Hanena L. Epino, Principal III Email Add: hanena.epino101@deped.gov.ph	Special Program in Foreign Language (SPFL)	Mares M. Cristobal, T-III	November 19, 2026
Sarangani	3. Colon National High School	Imelda T. Dueñas, Principal - I Email Add: imelda.duenas@deped.gov.ph	Special Program in Technical-Vocational Education (SPTVE)	Sheena Marie E. Cereño, T-III	November 20, 2026
			Special Program in the Arts (SPA)	Lucydel D. Remosil, MT-I	
			Special Program in Science, Technology, and Engineering (STE)	Leah B. Padojinog, MT-I	