



Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS
SCHOOLS DIVISION OF AKLAN

January 15, 2026

Division Memorandum
No. 022, s. 2026

**DIVISION MONITORING AND TECHNICAL ASSISTANCE IN THE IMPLEMENTATION OF
2026 BERF AND NON-BERF-FUNDED RESEARCH**

**To: OIC, Office of the Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
Senior/ Education Program Specialists
Public Schools District Supervisors/ Principals/ Head Teacher-in-
Charge of the Districts
School Heads of Public Schools
All Others Concerned**

1. Pursuant to Division Memorandum No. 16, s. 2017, entitled “*Research Management Guidelines*,” the Schools Division of Aklan hereby implements Division Monitoring and Technical Assistance (MTA) for the approved 2026 Basic Education Research Fund (BERF) and Non-BERF research projects. This activity covers the approved Division Non-BERF research proposals funded through School MOOE, SEF, or Personal Funds, and aims to ensure proper research implementation, adherence to established research standards, and effective utilization of resources.
2. This monitoring initiative, including the Monitoring Tool, is a Planning and Research Section (PRS)-led, division-wide effort designed to:
 - a. To monitor the progress and implementation status of approved 2026 BERF and Non-BERF research projects;
 - b. To provide timely technical assistance to researchers in addressing implementation issues and concerns;
 - c. To ensure compliance with DepEd research policies, ethical standards, and approved research proposals;
 - d. To enhance the quality, relevance, and utilization of research outputs for policy, planning, and practice; and
 - e. To strengthen the research capability and accountability of teacher-researchers.
3. Enclosure A contains the list of research proponents with approved research proposals, indicating the names of researchers, titles of research, schools, districts, type of research, source of funds, and the designated Focal Person-in-Charge.
4. Enclosure B contains the PRS -crafted Monitoring and TA Tool to be used in the conduct of Division Monitoring and Technical Assistance for the implementation of the 2026 BERF and Non-BERF-Funded Research or it may access via this link <https://bit.ly/49VQYhy>.

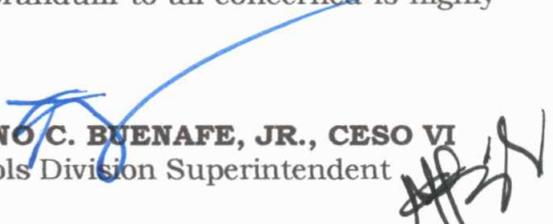


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Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS
SCHOOLS DIVISION OF AKLAN

5. The Monitoring and Technical Assistance shall be conducted by the Senior Education Program Specialist (SEPS) in Planning and Research, in coordination with the Public Schools District Supervisor/District Research Coordinator and the Division Focal Person-in-Charge of the District.
6. The monitoring period shall be as follows:
 - Action Research: from the third week of January until the last week of March 2026
 - Basic Research: from the third week of January until August 2026
7. The researchers shall be informed by the SEPS and/or designated Focal Person-in-Charge of the specific schedule and date of monitoring and technical assistance.
8. Immediate and wide dissemination of this memorandum to all concerned is highly encouraged.


FELICIANO C. BUENAFE, JR., CESO VI
Schools Division Superintendent

Encl: As stated
Reference: As stated
To be indicated in the Perpetual Index
under the following subjects

RESEARCH/STUDIES

EVALUATIONS

MONITORING

/MJDL



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Republic of the Philippines
Department of Education
 REGION VI – WESTERN VISAYAS
 SCHOOLS DIVISION OF AKLAN

Enclosure A. List Of Research Proponents with Approved Research Proposals

No.	Name of Researchers	Title	School	District	Type of Research	Source of Funds	Division Focal Person - In-Charge
1	Christ Le Hera P. Recidoro	PAHUYAP: Progressing Achievers Through Hierarchical Understanding To Yield Advanced Proficiency In Numeracy Learning	Feliciano Elementary School	Balete	Action Research	Non BERF (School MOOE/S EF)	Dr. Edselyn T. Biray- EPS Mathematics
2	Niña Rose R. Rebustes	ABTIK-BASA: A Structured Intervention to Develop Independent Reading Comprehension in Grade 11	Torralba National High School	Banga	Action Research	Non BERF (School MOOE/S EF)	Dr. Kyzil D. Lipar- EPS English
3	Dr. Mamerto Elier P. Iguiron and Paz Angeli V. Labindao	Pedagogical Application of Reading Power Skills to Improve Grade 8 Learners' Functional Literacy	Buruanga Vocational School	Buruanga	Action Research	Non BERF (Personal Fund)	Dr. Kyzil D. Lipar- EPS English
4	JOHN S. SALUTA JR.	Wa.Ga.S.: Manwal Sa Pagpapahusay Ng Kasanayan Sa Wastong Gamit Ng Mga Salita Ng Mga Piling Mag-Aaral Sa Baitang 11	Maloco National High School	Ibajay West	Action Research	Non BERF (School MOOE/S EF)	Marth S. Tropa- EPS Filipino
5	Abigail S. Vipinoso	Project OGWAD: Improving Word Fluency of Key Stage 1 Emerging Learners	Ondoy Elementary School	Ibajay West	Action Research	Non BERF (School MOOE/S EF)	Dr. Kyzil D. Lipar- EPS English
6	Christine C. Tayco and Gilda S. Carpio	Singaporean Math: Its Impact on the Numeracy Skills of Grade 1 Emerging Learners	Ibajay Central School	Ibajay West	Action Research	Non BERF (School MOOE/S EF)	Dr. Edselyn T. Biray- EPS Mathematics
7	Aileen J. Quimanhan	Boosting Numeracy Skills Through Vedic Methods: An Intervention Study on Pupils with	Tagbaya Elementary School	Ibajay West	Action Research	Non BERF (School MOOE/S EF)	Dr. Edselyn T. Biray- EPS Mathematics





Republic of the Philippines
Department of Education
 REGION VI – WESTERN VISAYAS
SCHOOLS DIVISION OF AKLAN

		Mathematics Learning Gaps					
8	Sheryl Rose V. Panday and Claire G. Gellangcanao	Project SSCAN: A Response to Assess Cognitive and Behavioral Skills to Determine Learner's Inclusiveness in Special Science Program	Maloco Elementary School	Ibajay West	Action Research	Non BERF (School MOOE/S EF)	Dr. Mary Cherry Lynn M. Tabernilla - EPS Science
9	Mariane M. Angeles	I-RESPE TO WALL: Strengthening Filipino Values And Courteous Expressions	TUL-ANG ELEMENTARY SCHOOL	Ibajay West	Action Research	Non BERF (School MOOE/S EF)	Dr. Analyn C. Perez-EPS Values Education
10	Russel N. Viray	Peer Support Groups as a Strategy for Boosting Confidence in Shy Learners	Cabangahan Primary School	Madalag	Action Research	Non BERF (Personal Fund)	Dr. Analyn C. Perez-EPS Values Education
11	Jorapel R. Nala	Enhancing Academics through Gamification for Arithmetic Skills (EAGAS): An Intervention to Increase Numeracy Skills of Learners	Agtughangin Integrated School	Madalag	Action Research	Non BERF (School MOOE/S EF)	Dr. Edselyn T. Biray-EPS Mathematics
12	April John I. Nagal	Project SPIKE: Increasing Volleyball Knowledge and Engagement among Beginner Learners in Madalag Elementary School	MADALAG ELEMENTARY SCHOOL	Madalag	Action Research	Non BERF (Personal Fund)	Rebecca R. Ibarreta-EPS MAPEH
13	Maria Cyrra Fe N. Relojas	Alphabet Tales: A Storybook Approach To Unlock Reading Readiness And Letter-Sound Recognition	Pang-Itan Elementary School	Madalag	Action Research	Non BERF (School MOOE/S EF)	Dr. Kyzil D. Lipar-EPS English
14	Jenzi Noverlaine L. Nemis	Enhancing Mathematics Skills of Grade 2 Learners Through Project SIM (Supplemental Instructional Materials)	Mamba Elementary School	Madalag	Action Research	Non BERF (Personal Fund)	Dr. Edselyn T. Biray-EPS Mathematics





Republic of the Philippines
Department of Education
 REGION VI – WESTERN VISAYAS
 SCHOOLS DIVISION OF AKLAN

15	Margelyn C. Nerviol et al.	A Collaborative Approach: Addressing Absenteeism in Tigbawan Primary School Through Parent – Teacher Approach	Tigbawan Primary School	Madalag	Action Research	Non BERF (Personal Fund)	Dr. Analyn C. Perez- EPS Values Education
16	Riza N. Ninolla et al	The Impact OF Supplementary Feeding Program On Attendance Of Learners In Mercedes Primary School	Mercedes Primary School	Madalag	Action Research	Non BERF (School MOOE/S EF)	Leoncio R. Regalado- Nurse II
17	Jeany Rose N. Ningal	The Effectiveness Of Singaporean Math Approach In Teaching Mathematics To The Grade Two Pupils Of Mercedes Primary School	Mercedes Primary School	Madalag	Action Research	Non BERF (School MOOE/S EF)	Dr. Edselyn T. Biray- EPS Mathematics
18	SUSAN N. NERVAR	Teacher-Made Numeracy Activities In Improving Kindergarten Numeracy Test	Dit-Ana Primary School	Madalag	Action Research	Non BERF (School MOOE/S EF)	Dr. Edselyn T. Biray- EPS Mathematics
19	May N. Nadua	Weaving Sentences, Shaping Stories: Integrating Diary Writing For Improved Sentence Construction In Grade 6 Learners	Alaminos Elementary School	Madalag	Action Research	Non BERF (Personal Fund)	Dr. Kyzil D. Lipar- EPS English
20	Pamela Joy T. Navida	Enhancing Child Protection Mechanisms in Paningayan Elementary School through Awareness, Capacity Building, and Reporting Systems	Paningayan Elementary School	Madalag	Action Research	Non BERF (Personal Fund)	Allan Carlo Soriano, PDO I/ Niño Sean Axl T. Morales, PDO II
21	Terry John I. Naldoza, EdD, Jolly D. Cuales, and Laurice Jane R. Nabartey	WASH In School Implementation In San Jose Elementary School: Evidence-Based Basis For Program Enhancement And Advocacy	San Jose Elementary School	Madalag	Basic Research	Non BERF (Personal Fund)	Charlie I. Ureta- EPS SGOD



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 REGION VI – WESTERN VISAYAS
 SCHOOLS DIVISION OF AKLAN

22	Terry John I. Naldoza, EdD	Educational Innovation Implementation And Teachers' Career Development: A Mixed-Methods Study Of Basic Education Schools In Madalag District, Aklan	San Jose Elementary School	Madalag	Basic Research	Non BERF (Personal Fund)	Dr. Mikko Jan D. Lopez-SEPS PRS
23	Maricris I. Villaruel, PhD	SHS Teachers' Experience As Curriculum Ploicy Implementers In The Strengthened SHS Curriculum Landscape	Malinao Schools For Philippine Craftsmen	Malinao	Basic Research	Non BERF (Personal Fund)	Mahnnie Tolentino- EPS LRMDS
24	Eden I Ureta and Geral T. Zorilla	ACTS in Math (Approach through Concrete Teaching Strategies): Improving Problem-Solving Skills of Struggling Grade 11 Learners through Local Games and Explicit Instruction	Anselmo B. Legaspi National High School	Makato	Action Research	Non BERF (Personal Fund)	Dr. Edselyn T. Biray- EPS Mathematics
25	Jonas C. Ningala and Rowel R. De Tomas	Better Equipped: Multigrade Teachers's Teaching Performance as Basis for Capability Program	Sipac Elementary School/ Cogon Elementary School	Malinao	Basic Research	Non BERF (Personal Fund)	Dr. Analn C. Perez- EPS Values Education
26	Sharon R. Gungon	Present For The Presents: Parental Narratives On School Absences And The Impact Of Attendance Incentives	New Washington Elementary School	New Washingt on	Action Research	Non BERF (Personal Fund)	Dr. Analn C. Perez- EPS Values Education
27	Joan E. Revicente and Gerald Cloma	Libod It Mais: Development of Folk Dance as Supplementary Material in Teaching Physical Education and Health in Senior High School	New Washington National Comprehensive High School	New Washingt on	Action Research	Non BERF (Personal Fund)	Rebecca R. Ibarreta- EPS MAPEH





Republic of the Philippines
Department of Education
 REGION VI – WESTERN VISAYAS
 SCHOOLS DIVISION OF AKLAN

28	Richel John G. Teodosio, PhD	Structure of the Learning Outcomes Prompts (SOLO): Enhancing the Oral Reading Skills and Writing Engagement among Senior High School Students	Father Julian C. Rago Memorial National High School	Balete	Action Research	BERF	Dr. Kyzil D. Lipar- EPS English
29	WILLIEN A. LOPEZ, EdD	Enhancing Critical Thinking through Student-Produced Documentary Films: An Action Research in Teaching Filipino in Senior High School	PALAY INTEGRATED SCHOOL	Batan	Action Research	BERF	Marth S. Tropa- EPS Filipino
30	MELANIE O. TROPA	Project MELAI (Motor Enrichment for Learning and Artistic Integration): An Approach to Strengthen Fine Motor Skills of Kindergarten Learners	Buruanga Elementary School	Buruanga	Action Research	BERF	Dr. Kyzil D. Lipar- EPS English
31	Erwin P. Navarez	Bridging Theory into Practice: Assessing Carpentry Learners' Practical Competence Through School Facility Repairs Under Operation REBUILD	Buruanga Vocational School	Buruanga	Action Research	BERF	Divina I. Barrera EPS TLE/TVE
32	Elmer O. Apolinario	MUMORA FOR ACCOUNTABILITY: ENHANCING THE GRADE 4	Santander Elementary School	Buruanga	Action Research	BERF	Allan Carlo Soriano, PDO I/ Niño Sean Axl T.



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Department of Education
 REGION VI – WESTERN VISAYAS
 SCHOOLS DIVISION OF AKLAN

		LEARNERS' ACADEMIC AND BEHAVIORAL DEVELOPMENT					Morales, PDO II
33	Joyce V. Lomugdang, June Faye M. Mendoza and Leslie M. Bunao	RESPOND ME: A BOOKLET TO IMPROVE THE NUMERACY SKILLS OF LEARNERS	Tigum Elementary School	Buruan ga	Action Research	BERF	Dr. Edselyn T. Biray- EPS Mathematics
34	Jonathan O. Tapispisan, Jenny Ry Y. Andres and Nelson O. Tapispisan, Jr.	HIMAKAS: Narratives of Teachers Teaching Pilot Implementation of Strengthened Senior High School Curriculum in a Rural Setting	Buruanga Vocational School	Buruan ga	Basic Research	BERF	Mahnnie Tolentino- EPS LRMS
35	Joshuarine P. Placio	NAVIGATION AND MAPPING (NAMI) WORKSHEETS : A DISASTER-BASED STREET MAPS LEARNING TOOL FOR IMPROVING KINEMATICS COMPETENCIES OF THE GRADE 11 STEM LEARNERS	Ibajay Integrated School	Ibajay I	Action Research	BERF	Dr. Mary Cherry Lynn M. Tabernilla - EPS Science
36	Joanna Marie I. Magapan	PI-PORTAL: AN AUTOMATED LEARNING RESOURCE PORTAL OPTIMIZING THE TEACHING AND LEARNING PROCESS IN BASIC CALCULUS	Maloco National High School	Ibajay I	Action Research	BERF	Dr. Edselyn T. Biray- EPS Mathematics
37	CLAIRE M. FERNANDEZ, Jeline B. Maguddayao	Project ReFORM: A Manipulative Approach in	STA. CRUZ ELEMENTARY SCHOOL	Ibajay I	Action Research	BERF	Dr. Kyzil D. Lipar- EPS English





Republic of the Philippines
Department of Education
 REGION VI – WESTERN VISAYAS
 SCHOOLS DIVISION OF AKLAN

	and John Japeth F. Robles	Developing the Phonemic Awareness and Decoding Skills for Beginning in Key Stage 1					
38	Christine V. Nabor	TANAW: TINIG AT ARAL NG MGA NAPAGNILAYANG ASAL NA WASTO AS STUDENT-MADE REFLECTIVE VIDEOS TO STRENGTHEN VALUES EDUCATION OF GRADE EIGHT LEARNERS	Aklan National High School for Arts and Trades	Kalibo I	Action Research	BERF	Dr. Analyñ C. Perez- EPS Values Education
39	Wilrose S. Ochoa and Mary Grace A. Resulta	Pathways Back to Learning: Education Support for Enrolled and Out-of-School Teenage Parents and Students in Non-Marital Unions	Bakhaw Norte Integrated School	Kalibo II	Action Research	BERF	Johann Cawaling EPS ALS
40	HANNA GAY R. MARIBOJO	BRAIN BLOX: UNLOCKING SCIENCE CONCEPT THROUGH PUZZLE CUBES	LINABUAN NORTE ELEMENTARY SCHOOL	Kalibo II	Action Research	BERF	Dr. Mary Cherry Lynn M. Tabernilla - EPS Science
41	GEVZIE EIKA S. VILLORENTE	THE SCIENCE OF COOKING: INTEGRATING SOLO TAXONOMY FOR DEEPENING CRITICAL AND CULINARY THINKING	LIBACAO NATIONAL FORESTRY VOCATIONAL HIGH SCHOOL	Libacao	Action Research	BERF	Dr. Mary Cherry Lynn M. Tabernilla - EPS Science
42	ROSE ANN NAMAYAN PRESENTACION	PROJECT WEBLAc: ENHANCING ALGEBRA LEARNING THROUGH WORKED	LORETO N. NEDIC NATIONAL HIGH SCHOOL	Madalag	Action Research	BERF	Dr. Edselyn T. Biray- EPS Mathematics





Republic of the Philippines
Department of Education
 REGION VI – WESTERN VISAYAS
 SCHOOLS DIVISION OF AKLAN

		EXAMPLE-BASED LEARNING ACTIVITIES"					
43	BRIAN J. MAGDALUYO	HTML-Based Interactive Passages: Progressive Digital Passages for Enhancing the Comprehension Skills of Struggling Grade 4 Learners	BALABAG ELEMENTARY SCHOOL	Malay	Action Research	BERF	Dr. Kyzil D. LiparEPS English
44	GRECHELLE G. BELEJERDO and ARNOLD Z. ROGAN	UNLOCKING WORD PROBLEM: ADVANCING STUDENTS' VOCABULARY THROUGH KEY IDEA, IMPORTANT INFORMATION, AND MEMORY CLUE (KIM) STRATEGY	BORACAY NATIONAL HIGH SCHOOL	Malay	Action Research	BERF	Dr. Kyzil D. LiparEPS English
45	Mirasol M. Mirasol	Touch, Trace, and Learn: A Multi-Sensory Sand Tray Technique in Improving Reading and Spelling Skills Among Key Stage 1 Struggling Learners	Cubay Sur Elementary School	Malay	Action Research	BERF	Dr. Kyzil D. LiparEPS English
46	EZEQUIAS C. BANSULI	Building a Culture of Reading through ISTORYA: A Workbook to Enhance the Reading Skills of Grade Six Pupils	Manocmanoc Elementary School	Malay	Action Research	BERF	Marth S. TropaEPS Filipino





Republic of the Philippines
Department of Education
 REGION VI – WESTERN VISAYAS
 SCHOOLS DIVISION OF AKLAN

47	Dr. Sherwin P. Batilantes, Jake S. Sullano and Gina R. Barrientos	CO-DESIGNING A REVISED STUDENT'S HANDBOOK WITH STAKEHOLDERS (CDR-SHS): PARTICIPATORY ACTION RESEARCH FOR DEPED POLICY ALIGNMENT AND LEARNER ENGAGEMENT	Malay National High School	Malay	Basic Research	BERF	Arch. Mar Bien Gregory Parel SEPS-SocMob
48	EDSEL R. ALAPAG, PhD	Translanguaging as Pedagogical Tool in Cultivating Expressive Skills Among Grade 11 Academic Track Learners in Strengthened SHS Curriculum	Malinao School for Philippine Craftsmen	Malinao	Action Research	BERF	Dr. Kyzil D. Lipar- EPS English
49	Eva M. Igual	From Reels to Real: Supplementary Micro Videos for Foundational Mathematical Skills of Grade 9 Students	Malinao School for Philippine Craftsmen	Malinao	Action Research	BERF	Dr. Edselyn T. Biray- EPS Mathematics
50	MICHELLE N. REGENTE	SPELL (See, Pronounce, Engage, Listen & Learn): A Multisensory Approach in Improving the Spelling Skills of Grade 11-EIM Learners	Malinao School for Philippine Craftsmen	Malinao	Action Research	BERF	Dr. Kyzil D. Lipar- EPS English
51	Luningning A. Alejaga, Judith R. Igtanloc and Licel M. Aquilisca	Word Quest: A Game-based Remedial Reading Intervention for Grade 4 Learners of Bubog	Bubog Elementary School	Numancia	Action Research	BERF	Dr. Kyzil D. Lipar- EPS English





Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS
SCHOOLS DIVISION OF AKLAN

		Elementary School					
52	Cyralv Van Nino P. Nabor, Edwin L. Autencio and Nocy Joy R. De Mateo	Unlocking Research Mysteries: An Escape Room Strategy for Enhancing Research Understanding and Attitude Among Grade 12 STEM Students	Numancia Integrated School	Numancia	Action Research	BERF	Dr. Mary Cherry Lynn M. Tabernilla - EPS Science





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 Department of Education
 REGION VI – WESTERN VISAYAS
 SCHOOLS DIVISION OF AKLAN

Enclosure B. RESEARCH MONITORING TOOL


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MONITORING AND TECHNICAL ASSISTANCE TOOL FOR THE IMPLEMENTATION OF BERF RESEARCH
 (Basic Research)

I. General Information

District: _____

Name of School: _____

Title of Research: _____

Name of Researcher(s) and Position: _____

Source of Funds: _____ BERF _____ NON BERF _____ (pls specify)



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II. RESEARCH PROPOSAL COMPLIANCE

Research Proposal Section	Indicators	Status	Findings / Evidence	Technical Assistance Needed / Provided
Rationale	Research topic, variables/constructs, thematic area, relevance, and timeliness are clearly presented	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
	Study setting (classroom/school) justified	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
	Relevance to educational outcomes explained	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
	Implications for policy/practice discussed	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
	Rationale for conducting research clear	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
Research Questions	Questions reflect variables/constructs and align with title	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
	Enriching questions added (multiple perspectives, extent of investigation)	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
	Relevant studies synthesized and linked to conceptual/theoretical framework	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		





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Department of Education
 REGION VI – WESTERN VISAYAS
 SCHOOLS DIVISION OF AKLAN



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 REGION VI – WESTERN VISAYAS
 SCHOOLS DIVISION OF AKLAN

Related Literature & Proper Citation	Proper APA citation and minimal grammatical errors	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
	Participants & Other Sources of Data	Participants enumerated and characterized (number, grade/discipline, socio-demographics)	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied	
	Sampling method appropriate and justified	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
	Inclusion criteria clearly described	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
Data Gathering Methods & Instruments	All research questions have corresponding data collection methods	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
	Instruments/tools described in detail	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
	Ethical considerations addressed (consent, confidentiality, access)	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
Data Analysis Plan	Analysis methods/tools aligned with data and research questions	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
	Steps for organizing and analyzing data clear	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
Work Plan & Timelines	Activities scheduled from preparation to dissemination; responsibilities assigned; Gantt chart presented	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		



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Republic of the Philippines
Department of Education
 REGION VI – WESTERN VISAYAS
 SCHOOLS DIVISION OF AKLAN

Cost Estimates	Budget/resources prepared according to approved proposal and COA guidelines	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
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Key Findings/Issues/ Best Practices: *(Briefly describe the main observations, note any challenges or difficulties encountered, and highlight strategies or approaches that proved effective during implementation.)*

III. ADMINISTRATIVE & ETHICAL COMPLIANCE

Compliance Area	Indicators	Status	Findings / Evidence	Technical Assistance Needed / Provided
Ethical Compliance	Consent forms secured; confidentiality observed	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
Letters / Permits	All coordination, permit, and approval letters secured	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
Monitoring Coordination	Researcher oriented on monitoring process and TA support	<input type="checkbox"/> Complied		



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 REGION VI – WESTERN VISAYAS
 SCHOOLS DIVISION OF AKLAN



Republic of the Philippines
Department of Education
 REGION VI – WESTERN VISAYAS
 SCHOOLS DIVISION OF AKLAN

		<input type="checkbox"/> Not Complied		
Researcher Preparedness	Researcher trained/prepared to follow processes and IIS schedule	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
Resource Readiness	Materials, equipment, and budget available	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
Timeline Adherence	Implementation aligns with approved schedule	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		

Key Findings/Issues/ Best Practices: *(Briefly describe the main observations, note any challenges or difficulties encountered, and highlight strategies or approaches that proved effective during implementation.)*



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IV. INSTRUMENT VALIDATION, DATA GATHERING, AND IMPLEMENTATION

Implementation Dimension	Indicators	Level of Implementation	Findings / Evidence	Technical Assistance Needed / Provided
Instrument Validation	All instruments/tools validated and ready	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		
	Validity checks conducted and documented	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		
	Reliability tests conducted and documented	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		
Data Gathering	Data collection steps correspond to research questions	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		
	Locations, schedules, and access secured	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		
	Ethical procedures observed during data collection	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		
Implementation / Monitoring	Researcher follows planned procedures and instruments	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		
	Data collected pre, during, and post-study as planned	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		





Republic of the Philippines
Department of Education
 REGION VI – WESTERN VISAYAS
 SCHOOLS DIVISION OF AKLAN

	Adjustments based on observations and reflections documented	<input type="checkbox"/> High <input type="checkbox"/> Moderate		
		<input type="checkbox"/> Low		

Key Findings/Issues/ Best Practices: *(Briefly describe the main observations, note any challenges or difficulties encountered, and highlight strategies or approaches that proved effective during implementation.)*

Monitored by:

Name of District Representative
 Position/Designation
 Date: _____

MIKKO JAN D. LOPEZ, EdD
 Senior Education Program Specialist
 Date: _____

Division Focal Person In-Charge
 Position/Designation
 Date: _____

Conformed by:

Name of Researchers
 Position
 Date: _____



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 Email Address: aklan.1958@deped.gov.ph





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MONITORING AND TECHNICAL ASSISTANCE TOOL FOR THE IMPLEMENTATION OF BERF RESEARCH
(Action Research)

I. General Information

District: _____

Name of School: _____

Title of Research: _____

Name of Researcher(s) and Position: _____

Source of Funds: _____ BERF _____ NON BERF _____ (pls specify)



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II. RESEARCH PROPOSAL

Action Research	Indicators	Status	Findings / Evidence	Technical Assistance Needed / Provided
Context	Problem, thematic area, and significance are clearly understood	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
	Locale/classroom/school setting is ready for data collection	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
	Relevance and timeliness of the research problem acknowledged	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
Proposed IIS	IIS components, activities, participants, and scope are clearly identified	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
	Schedule, venues, and responsibilities are prepared	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
	Researcher prepared for reflective practice and motivation aligned	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
Research Questions	All research questions are clear and match the IIS	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
	Instruments are validated and ready	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
	Pre, during, and post-intervention outcomes accounted for	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		



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Participants & Other Data Sources	Participants enumerated, informed, and ready	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
	Inclusion criteria and socio-demographics prepared	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
Data Gathering Methods	Instruments and procedures ready according to questions	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
	Locations and access secured; ethical considerations prepared	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
Data Analysis Plan	Analysis methods/tools ready and aligned with data	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
	Steps for organizing and analyzing data understood	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
Work Plan & Timeline	Activities scheduled, responsibilities assigned	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
	Outputs and success indicators prepared	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
Cost Estimates	Budget, resources, and materials ready according to approved proposal	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		



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III. ADMINISTRATIVE & ETHICAL COMPLIANCE

Compliance Area	Indicators	Status	Findings / Evidence	Technical Assistance Needed / Provided
Ethical Compliance	Consent forms secured; confidentiality observed	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
Letters / Permits	All coordination, permit, and approval letters secured	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
Monitoring Coordination	Researcher oriented on monitoring process and TA support	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
Researcher Preparedness	Researcher trained/prepared to follow processes and IIS schedule	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
Resource Readiness	Materials, equipment, and budget available	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		



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Timeline Adherence	Implementation aligns with approved schedule	<input type="checkbox"/> Complied <input type="checkbox"/> Not Complied		
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Key Findings/Issues/ Best Practices: *(Briefly describe the main observations, note any challenges or difficulties encountered, and highlight strategies or approaches that proved effective during implementation.)*

IV. INTERVENTION, INNOVATION AND STRATEGY IMPLEMENTATION

Implementation Dimension	Indicators	Level of Implementation	Findings / Evidence	Technical Assistance Needed / Provided
A. Fidelity to IIS Design	Core and distinctive features of the IIS are evident during implementation	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		
	Component activities are implemented as designed, including sequence, frequency, and duration	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		



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B. Roles and Responsibilities	Identified personnel actively perform assigned roles in the IIS	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		
	Roles and responsibilities are consistently followed during component activities	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		
C. Learner Participation and Engagement	Target learners consistently participate in IIS activities	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		
	Learners demonstrate active engagement during intervention sessions	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		
D. Instructional Strategy Quality	Instructional strategies reflect the intended IIS and are used appropriately	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		
	Differentiation and inclusivity strategies are evident during implementation	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		
E. Resource Utilization	Materials and resources are used as planned and are appropriate to the IIS	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		
F. Monitoring Learner Progress	Formative assessments are administered during IIS implementation	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		
	Learner progress data are collected and monitored throughout implementation	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		
G. Adaptation and Responsiveness	Implementation adjustments are made based on monitoring data and classroom realities	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		



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	Adjustments are documented and justified through reflection	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		
H. Scientific / Scholarly Grounding	Implemented strategies reflect cited theories, research, or best practices	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		
I. Scope and Problem Alignment	Implementation remains within the defined scope and limitations of the study	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		
	Evidence indicates that the IIS directly addresses the identified research problem	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		
J. Researcher Commitment and Support	Teacher-researcher demonstrates commitment and reflective practice during implementation	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		
	Coaching or TA inputs are applied in subsequent IIS sessions	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low		

Key Findings/Issues/ Best Practices: *(Briefly describe the main observations, note any challenges or difficulties encountered, and highlight strategies or approaches that proved effective during implementation.)*



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