



Republic of the Philippines
Department of Education
Region IV-A
SCHOOLS DIVISION OF QUEZON PROVINCE

November 18, 2020

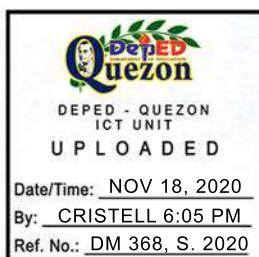
DIVISION MEMORANDUM
DM No. 368, s. 2020

RESEARCH-BASED PROJECT 2N – AIP (NEW NORMAL - APPROPRIATE INSTRUCTIONAL PRACTICES): A DIVISION SEARCH

To: OIC-Assistant Schools Division Superintendent, CID Chief, SGOD Chief, Education Program Supervisors, Education Program Specialists, Public Schools District Supervisors, Elementary and Secondary School Heads

1. With the aim of recognizing the best efforts exerted and compassionate service demonstrated by the **schools and schools districts** in the **Schools Division of Quezon** and to ensure that quality instruction is provided to all learners of DepEd Quezon, this Office, through the Curriculum Implementation Division (CID), announces the implementation of a **RESEARCH-BASED PROJECT 2N – AIP (NEW NORMAL - APPROPRIATE INSTRUCTIONAL PRACTICES): A DIVISION SEARCH** effective this month of November, 2020.
2. To guide the school heads and Public Schools District Supervisors (PSDSs) in the implementation of the above mentioned project, a copy of the written program including the monitoring/assessment tool is attached herewith.
3. Immediate dissemination of this Memorandum is desired.

ELIAS A. ALICAYA, JR, Ed.D
Assistant Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent



cid/lms/fam/rqn/11/18/2020

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Project Title: RESEARCH-BASED PROJECT 2N – AIP (NEW NORMAL - APPROPRIATE INSTRUCTIONAL PRACTICES): A DIVISION SEARCH

INTRODUCTION

Section 2 of the Republic Act No. 9155 also known as AN ACT INSTITUTING A FRAMEWORK OF GOVERNANCE FOR BASIC EDUCATION, ESTABLISHING AUTHORITY AND ACCOUNTABILITY, RENAMING THE DEPARTMENT OF EDUCATION, CULTURE AND SPORTS AS THE DEPARTMENT OF EDUCATION, AND FOR OTHER PURPOSES provides:

It is hereby declared the policy of the State to protect and promote the right of all citizens to quality basic education and to make such education accessible to all... Such education shall also include alternative learning systems for out-of-school youth and adult learners. It shall be the goal of basic education to provide them with the skills, knowledge and values they need to become caring, self-reliant, productive and patriotic citizens.

The above cited declaration of policy of the Department of Education is not difficult to attain under normal condition. This is because people in any type of organization can freely move and do what they think are best in order to attain their organizational goals.

The Department of Education is not exempted from the harmful effects of COVID – 19. In fact, all the schools in the country were moved to their closure as early as March 16, 2020 when the SY 2019 – 2020 was about to end. In spite of this unfavorable condition, provision of quality education must continue as announced by the Secretary of Education in a number of public announcements she made.

In order to realize the mandate of the state to provide quality education to all, DO No. 012, s. 2020 was issued by the Department of Education. This legal document is entitled ADOPTION OF THE BASIC EDUCATION LEARNING CONTINUITY PLAN FOR SCHOOL YEAR 2020 – 2021 IN LIGHT OF THE COVID – 19 PUBLIC HEALTH EMERGENCY. DO No. 012, s. 2020 highlights the following:

In order to provide clear guidance to all offices, units, schools, and community learning centers (CLCs) of the Department of Education (DepEd), learners and their parents, partners, and stakeholders, the Department developed a Basic Education Learning Continuity Plan (BE-LCP), a package of education interventions that will respond to basic education challenges brought about by COVID – 19.

Relative to BE-LPC, every school in the country was required to prepare its own Learning Continuity Plan (LCP), which is actually a product of collaborative efforts of all school stakeholders. Preparation of LCP seriously considers the principle of protecting the health, safety, and well-being of

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learners and personnel and preventing the further transmission of COVID – 19. Ensuring learning continuity through K – 12 curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, provision of corresponding trainings for teachers and school leaders, and proper orientation of parents or guardians of learners is another guiding principle that guided the schools in the crafting of the Learning Continuity Plan.

Aided with the school LCP, school leaders and teachers were provided a series of training on the utilization of PIVOT 4A Budget of Work (BOW), Most Essential Learning Competencies (MELCs), Lesson Exemplar (LE), Weekly Home Learning Plan (WHLP), and Individual Learning Monitoring Plan (ILMP). The psychological and health and safety trainings were also given to the school practitioners to make them ready for the opening of classes on October 5, 2020.

With the great challenge imposed on all schools in the country, the Department of Education – Schools Division of Quezon remains hopeful that effective learning will still take place in the division with full cooperation of the school stakeholders and effective implementation of the School Learning Continuity Plan which is unique for every school in the Schools Division of Quezon.

To ensure the realization of the goals of the Schools Division of Quezon, Project 2N – AIP or New Normal Instructional Practices: A Division Search is conceived. Project 2N – AIP: A Division Search is anchored on the ADDIE Model of Instructional Design that includes the (1) analysis of learners and organization needs, (2) determining instructional goals and objectives, (3) constructing a method for evaluating learner achievement, (4) designing and selecting instructional strategies, (5) implementing the training, and (6) evaluating the training.

Project Goal:

The primary purpose of the Project 2N – AIP: A Division Search is to ensure that effective learning happens even during the crisis situation. It will specifically provide guidance to every school/ field official in guaranteeing that quality education is provided to DepEd Quezon learners. This will be made possible through a careful examination of the 8 M's of teaching, namely: (1) Milieu, (2) Matter; the Subject Content, (3) Method: Teaching – Learning Strategies, (4) Materials: the Resources of Learning, (5) Media: Communication in Teaching and Learning, (6) Motivation: Arousing and Sustaining Interest in Learning, (7) Mastery: the be-all and end-all, and (8) Measurement: Getting Evidence of Learning.

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Conceptual Framework of the Project

The Project 2N – AIP: A Division Search considers the Implementation of the School Learning Continuity Plan (SLCP) which is very crucial in the current School Year 2020 – 2021. This specifically covers the monitoring and evaluation of the SLCP that focuses on the 8 M's of teaching – learning process that include the following: (1) Milieu, (2) Matter: The Subject Content, (3) Method: Teaching – Learning Strategies, (4) Materials: the Resources of Learning, (5) Media: Communication in Teaching and Learning, (6) Motivation: Arousing and Sustaining Interest in Learning, (7) Mastery: the be-all and end-all; and (8) Measurement: Getting Evidence of Learning (Palma as cited in Alonsabe, 2009 and Prezi, 2014).

To ensure that effective learning happens in every school in the division, the 8 M's of instruction should be properly monitored and evaluated. This is a great challenge imposed on instructional leaders that include the Curriculum Implementation Division (CID) Chief, Education Program Supervisors, Public Schools District Supervisors, and School Heads.

The 8 M's of instruction according to Palma as cited in Alonsabe (2009) and supported by Prezi in 2014 are described as follows:

Milieu or the learning environment plays an important role in the provision of instruction. Since learning is triggered off by stimuli in the environment, it assumes primary importance in teaching and learning. The classroom [learner's home during this time of pandemic] is the usual although not the exclusive environment of learning at school. Teachers need to make the learning environment as "stimulating" as possible. Every stimulus in the [learner's home] should contribute to learning. Very much part of this environment are the human stimuli, the most important of whom is the teacher [parent/guardian] himself. Material stimuli include objects in the [learner's home] as well as common routine activities. Checking of receptors of the learning stimuli, the senses, to make sure that every student is properly equipped for and disposed to receive the stimuli of learning. Provisions for proper lighting and acoustics as well as corrective measures for students who may be impaired somewhat in this regard.

Matter or the content of learning refers to the what is to be learned as specified in the instructional objective. Mastery of every lesson instead of its mere coverage by the class is a very important "rule-of-thumb." The teacher should make sure that the minimum standard or level of proficiency is attained by the class before moving onto the next lesson or unit. Curriculum makers are advised to be realistic in projecting subject matter and avoid giving the students "too much, too soon," and to teach only "little matter, but well mastered." The PIVOT 4A BOW is found useful in this regard and its implementation in every school in the division will be the primary consideration monitoring and evaluation of the Project 2N – AIP: A Division Search.

Method or the teaching-learning strategy consists of purposeful, planned activities and tasks that are undertaken by the teacher and the students in the [learner's home] to bring about the intended instructional objective. Methods are means to an end, never an end in itself. There is good



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straggly per se, it is deemed good or effective only if it brings about the desired learning outcome. Furthermore, an objective may be archived using different strategies just as a strategy may be utilized to attain different objectives. The strategy must be appropriate to the level of maturity and sophistication of the learners. It must also be adequate or sufficient for the lesson objective and the teacher must be adept or skillful in the use of the strategy. The learners must also show efficiency in handling the activity, going through it without hassle. The strategy must also be effective to yield expected result and must be economical in time, effort and expense. Considering the current situation of the learners, the strategy must be "new normal appropriate."

Materials or the resources of learning are resources available to the teachers and learners which serve as stimuli in the teaching-learning situation. This may be either a "human person" or a "physical object." The whole purpose of materials is to initiate the students to the "real world" they live in. Instructional materials represent elements found in that world are meant to help students understand and explain reality. Portraying reality can be by direct experience, reproduction, representation or abstraction. This will be looked into in the monitoring and evaluation of the implementation of the Project 2N – AIP: A Division Search.

Media or communication in teaching and learning pertains to the communication system in the teaching-learning situation. This serves dual purpose: to promote common understanding in instruction and to set and maintain a healthy psychological climate in the [learner's home] conducive to learning. During this trying time, teachers' creativity will be tested and this will be evaluated by the Division and Schools District Monitoring and Evaluation Teams.

Motivation or arousing and sustaining interest in learning is the cardinal principle in learning. A learner will learn only those things he wants to learn. The present situation poses a great challenge in this regard and the teacher as a facilitator of learning has to do something about this concern in order to assist the parents in guiding their children at home to sustain their interest in doing their school requirements.

Mastery or the "be-all and end-all of learning" means internalization of learning resulting in automatic or habitual change behavior through meaningful repetition and application. Mastery comes through a "fixation" of what is to be learned, shifting it from short-term to long-term memory, allowing for ease in use and transfer to new situations in the future. Some call it executive control." This is an essential component of the teaching-learning process that is also given importance in the Project 2N – AIP: A Division Search.

Measurement or getting evidence of learning is the final stage in the teaching-learning sequence, involving the systematic collection of the evidence of learning. This is concerned with the "behavior" aspect of the objective. How this will be done by the teachers is greatly dependent on teachers' resourcefulness and creativity. This equally important concern of teaching and learning will be monitored and evaluated to ensure effective learning.

Guided by the ASSURE MODEL of instructional design, this Curriculum Implementation Division (CID) project hopes to (1) analyze learners and school needs, (2) determine instructional goals and



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objectives, (3) construct a method for evaluating learner achievement, (4) implement the training, and (5) evaluate the training. These specific objectives hope to continuously provide better services to DepEd Quezon learners. Thus, Project 2N – AIP: A Division Search was conceptualized.

As reflected in the paradigm of the project, the process of implementing the School Learning Continuity Plan requires the following inputs: (1) Division Learning Continuity Plan, (2) School Learning Continuity Plan, (3) Financial Resources, (4) Office Supplies, (5) Computer Facilities and Equipment, (6) MANCOM, (7) IATF, DOH, and DepEd Guidelines, (8) DepEd Central and Regional Office Issuances, (9) Division Issuances Relative to LCP Implementation, (10) Online Meetings and Conferences, (11) Online Trainings of School Leaders, Teachers, and Non-Teaching Personnel, (12) Orientation Program for School Stakeholders, (13) RO 4A BOW, SLMs, MELCs, LE, WHLP, and ILMP, and (14) Monitoring Tools for Instructional Leaders. These inputs are expected to be provided by the following: (1) Top Management of DepEd Quezon, (2) CID Chief, (3) Education Program Supervisors, (4) Education Program Supervisors, (5) School Heads, (6) Teaching and Non-Teaching Personnel of the School, (7) School Planning Team, and (8) School Stakeholders as School Partners.

With the aforementioned inputs, DepEd Quezon can expect of having the evaluation reports of every school which can be validated by the designated Schools Division Officials/Schools District Officials for the purpose of ensuring that effective learning happens in all schools in the division and at the same time the Top Management, through the CID, can give recognition to Best LCP Implementers for the SY 2020 – 2021.

The conceptual framework of this project in summarized in the conceptual paradigm below.

Conceptual Paradigm of the Project 2N – AIP Utilizing the SIPOC Model

SUPPLIERS	INPUTS	PROCESS	OUTPUT	CUSTOMERS
Top Management of DepEd Quezon	Division Learning Continuity Plan	Evaluation of the implementation of the School Learning Continuity Plan in terms of:	Evaluation Reports of the Schools in 56 Schools Districts in terms of:	K – 12 Learners of the Schools Division of Quezon
Education Program Supervisors	School Learning Continuity Plan	(1) Milieu	(1) Learning Environment	
CID Chief	Financial Resources Office Supplies	(2) Matter: The Subject Content	(2) Content Taught	

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Education Program Supervisors	Computer Facilities and Equipment	(3) Method: Teaching – Learning Strategies	(3) Teaching-Learning Strategies
School Heads	MANCOM	(4) Materials: the Resources of Learning	(4) Instructional Materials Available to Teachers and Learners
Teaching and Non-Teaching Personnel of the School	IATF, DOH, and DepEd Guidelines	(5) Media: Communication in Teaching and Learning	(5) Communication System in the Teaching – Learning Situation
School Planning Team	DepEd Central and Regional Office Issuances	(6) Motivation: Arousing and Sustaining Interest in Learning	(6) Ways of Arousing and Sustaining Interest in Learning
School Stakeholders	Division Issuances Relative to LCP Implementation	(7) Mastery: the be-all and end-all; and	(7) Internalization of Learning, and
	Online Meetings and Conferences	(8) Measurement: Getting Evidence of Learning	(8) Getting Evidence of Learning
	Online Trainings of School Leaders, Teachers, and Non-Teaching Personnel		
	Orientation Program for School Stakeholders		Recognition of School/District Best Implementers of Project 2N-AIP
	RO 4A BOW, SLMs, MELCs, LE, WHLP, and ILMP		

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	Monitoring Tools for Instructional Leaders			
	Certificates			

Search Guidelines

To ensure that effective learning happens in the division during the crisis situation, the Search for Best School Implementers of the Project 2N - AIP is implemented. The search is guided by the following:

1. All schools in the Department of Education – Schools Division of Quezon are enjoined to participate in the Search for Best Implementers of the Project 2N – AIP.
2. Submission to the PSDS of the monthly monitoring report on the implementation of the Project 2N – AIP of every school is expected.
3. Submitted monthly monitoring report on the implementation of the Project 2N-AIP should be compiled, carefully examined, and validated by the PSDSs with the end view of providing possible technical assistance (TA) to schools needing assistance. The same documents will be used in selecting Best School Implementers of the Project 2N – AIP in the Schools District.
4. Quarterly, each Schools District is required to select three Best School Implementers of the Project 2N – AIP. The first Best School Implementer of the Project 2N – AIP in each Schools District is will be the Schools District official entry to the 2021 Division Search for Best Implementer of the Project 2N – AIP.
5. The 2021 Search for Best School Implementer of the Project 2N – AIP will commence in October 2020 and will end in August of 2021.
6. Fifty – six (56) School District winners of the Search will be receiving a CERTIFICATE OF RECOGNITION (signed by the OIC-Office of the Schools Division Superintendent) each from the Schools Division Office through the Curriculum Implementation Division.
7. Four (4) Division winners of the Search for the 2021 Search for Best School Implementer of the Project 2N – AIP will be chosen. One school per Congressional District will be selected to complete the four Division Winners who will receive a PLAQUE OF RECOGNITION signed by the CID Chief, SGOD Chief and Top Management of DepEd Quezon.
8. Recognition of Division winners of 2021 Search for Best School Implementer of the Project 2N – AIP will be made part of the Gawad-Gintong Binhi.

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Proposed Budget and Its Source

1. Fifty – six (56) School District winners of the Search will be receiving a customized certificate of recognition with frame with a budget of Php28,000.00.
2. Four (4) Division winners of the Search for the 2021 Search for Best School Implementer of the Project 2N – AIP will be receiving a plaque of recognition with budget allotment of Php12,000.
3. The total budget to implement the Project 2N – AIP is Php40,000.00 which will be taken from the Special Education Fund/MOOE.
4. Transportation expenses of the M and E Teams including the validators will be taken from the MOOE.

Personnel and Their Responsibilities

1. Schools Division Superintendent (SDS) – approves the RESEARCH-BASED PROJECT 2N – AIP (NEW NORMAL - APPROPRIATE INSTRUCTIONAL PRACTICES): A DIVISION SEARCH and ensures its effective implementation through the Division Monitoring Teams/Validators; receives status report of the project.
2. Asst. Schools Division Superintendent (ASDS) In-Charge of the CID – recommends the approval of the RESEARCH-BASED PROJECT 2N – AIP (NEW NORMAL - APPROPRIATE INSTRUCTIONAL PRACTICES): A DIVISION SEARCH and suggests ways on how to effectively implement it.
3. CID Chief – leads the CID in the crafting, implementation, monitoring, and evaluation of the RESEARCH-BASED PROJECT 2N – AIP (NEW NORMAL - APPROPRIATE INSTRUCTIONAL PRACTICES): A DIVISION SEARCH.
4. Education Program Supervisors – take charge of the crafting, implementation, monitoring, and evaluation of the RESEARCH-BASED PROJECT 2N – AIP (NEW NORMAL - APPROPRIATE INSTRUCTIONAL PRACTICES): A DIVISION SEARCH.
5. Public Schools District Supervisors – lead in the quarterly and annual selection and recognition of Best School Implementers of the Project 2N – AIP in their Schools District.
6. School Heads – implement the RESEARCH-BASED PROJECT 2N – AIP (NEW NORMAL - APPROPRIATE INSTRUCTIONAL PRACTICES) in their respective schools.
7. Division Monitoring and Evaluation Teams – monitor and evaluate the implementation of the RESEARCH-BASED PROJECT 2N – AIP (NEW NORMAL - APPROPRIATE INSTRUCTIONAL PRACTICES) in all DepEd Quezon schools.
8. Division Team of Validators – validate the documentary requirements for the RESEARCH-BASED PROJECT 2N – AIP (NEW NORMAL - APPROPRIATE INSTRUCTIONAL PRACTICES): A DIVISION SEARCH.

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Timetable of Activities

Date	Activities	Persons/Team In-Charge
September 21 – 24, 2020	Crafting of Project Proposal	EPS Juanito A. Merle
September 25, 2020	Presentation of the Project Proposal to the CID Chief	EPS Juanito A. Merle
September 28, 2020	Presentation of the Project Proposal to the Education Program Supervisors for Comments/Suggestions/Recommendations	EPS Juanito A. Merle
September 29, 2020	Submission of the Project Proposal to the OIC-ASDS In-Charge of CID for his comments/suggestions/recommendations or indorsement to the Office of the SDS	CID Chief
September 30, 2020	Submission of the Project Proposal to the OIC-SDS for his approval	OIC-ASDS In-Charge of the CID and CID Chief
October 20, 2020	Launching of RESEARCH-BASED PROJECT 2N – AIP (NEW NORMAL - APPROPRIATE INSTRUCTIONAL PRACTICES): A DIVISION SEARCH	CID Team
December 2020, February 2021, April 2021, and June 2021	Quarterly Search for Best School Implementers of the PROJECT 2N – AIP (NEW NORMAL - APPROPRIATE INSTRUCTIONAL PRACTICES)	PSDSs and Schools District Selection Teams
July 2021	Schools District Annual Search for Best School Implementers of the PROJECT 2N – AIP (NEW NORMAL - APPROPRIATE INSTRUCTIONAL PRACTICES)	PSDSs and Schools District Selection Teams
August 2021	Division Annual Search for Best School Implementers of the PROJECT 2N – AIP (NEW NORMAL - APPROPRIATE INSTRUCTIONAL PRACTICES)	Division Selection Team

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October 2021	Recognition of Division Winners	HRTD
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Evaluation Tools

RESEARCH-BASED PROJECT 2N – AIP MONITORING TOOL
 AREA OF CONCERN: MILIEU

Indicators	Very Evident (Very Good)	Evident (Good)	Moderately Evident (Fair)	Not Evident (Poor)	Remarks
1. The learning space is free from distraction.					
2. The learning space is well-lighted.					
3. The learning space is well-ventilated.					
4. The parent/guardian guides the learner in doing his/her school works.					
5. The instructional materials are delivered on time and are ready for learner's utilization.					
6. Other relevant learning materials such as ruler, pencil, ballpen, calculator, protractor, etc. are readily available to the learner.					

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7. Routine activities are strictly carried out by the learners.					
8. Learner is consulted as regards his/her problem on learning environment.					
9. Learner is provided with the needed assistance.					
10. Corrective measure is imposed to the learner who deviates from the standard set by the teacher, parent or guardian.					

RESEARCH-BASED PROJECT 2N – AIP MONITORING TOOL
 AREA OF CONCERN: MATTER OR CONTENT OF LEARNING

Indicators	Very Evident (Very Good)	Evident (Good)	Moderately Evident (Fair)	Not Evident (Poor)	Remarks
1. The learning content is anchored on MELCs.					
2. Unpacking of MELCs is done in order to ensure their attainment.					
3. Fusion of MELCs is made to simplify learner's work.					
4. Mastery of the content is given importance rather					

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than completion of curriculum coverage.					
5. Remedial activity is provided to slow learners.					
6. Enrichment activity is offered to deepen learner's understanding of the content.					
7. Student's work outputs for submission are "not too much, too soon."					
8. The learner's tasks relative to the content are realistic.					
9. The learning activity provided to the students are responsible to the needs of the family and the community.					
10. The content bears significance to the learner's holistic formation.					

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RESEARCH-BASED PROJECT 2N – AIP MONITORING TOOL
AREA OF CONCERN: METHOD OR THE TEACHING-LEARNING STRATEGY

Indicators	Very Evident (Very Good)	Evident (Good)	Moderately Evident (Fair)	Not Evident (Poor)	Remarks
1. The strategy employed by the teachers is purposeful and well-planned.					
2. The strategy used by the teachers is responsive to the needs of the learners in difficult situation.					
3. The strategy used by the teachers leads the learner to the attainment of the indicated MELCs.					
4. The strategy utilized by the teachers is new normal appropriate.					
5. The strategy used by the teachers helps the school bring about the desired learning outcome.					
6. The teachers used varied strategies to depending upon the nature of the learners.					
7. The strategy is appropriate to the					

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level of maturity and sophistication of the learners.					
8. The strategy used by the teachers is adequate to attain the desired learning outcomes.					
9. The learner is instructed properly on how to accomplish efficiently the learning activities without hassle.					
10. The strategy used by the teacher is economical in terms of time, effort and expense.					

RESEARCH-BASED PROJECT 2N – AIP MONITORING TOOL
 AREA OF CONCERN: MATERIALS OR THE RESOURCES OF LEARNING ARE RESOURCES

Indicators	Very Evident (Very Good)	Evident (Good)	Moderately Evident (Fair)	Not Evident (Poor)	Remarks
1. Learners are properly oriented on learning resources available in the locality.					
2. The school ensures the availability of resources for the use of the learners.					

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3. The teachers used quality assured learning material/s.					
4. Human resources are considered potential source of knowledge, values and skills.					
5. The materials prescribed by teachers for learners' utilization help the students in understanding the "real world" they live in.					
6. Instructional materials prescribed by teachers for utilization of the learners explain reality.					
7. To portray reality, teachers use materials that allow the learners to have a direct experience of thing they read, hear or observe.					
8. To portray reality, teachers require the learners to produce an output relevant to the concept learned.					
9. To portray reality, teachers use abstraction using creative presentation such as graphic					

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organizers and the likes.					
10. To ensure the correct utilization of materials, clear instruction is provided to the learners.					

RESEARCH-BASED PROJECT 2N – AIP MONITORING TOOL
 AREA OF CONCERN: MEDIA OR COMMUNICATION IN TEACHING AND LEARNING

Indicators	Very Evident (Very Good)	Evident (Good)	Moderately Evident (Fair)	Not Evident (Poor)	Remarks
1. The medium of communication used in learning the lesson is flexible, i.e. the learners and their parent/guardian are allowed to use their preferred medium of communication for enhanced understanding.					
2. Teachers use all available channels of communication such as cellphone, facebook, etc. to get connected with the parent/guardian as guidance provider.					
3. Teachers use all available channels of communication such as cellphones,					

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facebook, etc. to monitor learners' accomplishment of school prescribed tasks.					
4. Teachers use all available channels of communication such as cellphone, facebook, etc. to validate learners' responses in the SLMs.					
5. Th school uses all channels of communication such as cellphone, facebook, etc. in reaching out to school personnel who are on their WFH schedule.					
6. The school utilizes group chats to keep every school personnel updated on the undertakings of the school.					
7. The school uses online platform such as video conference, zoom apps, Google Meet, etc.					
8. The school uses online platform such as e-mail and messenger in the submission of					

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pertinent documents relevant to the management of instruction.					
9. There is an open line of communication between and among the school heads, teachers, non-teaching personnel and other school stakeholders.					
10. There is an assigned school employee to manage the official communications of the school.					

RESEARCH-BASED PROJECT 2N – AIP MONITORING TOOL
 AREA OF CONCERN: MOTIVATION OR AROUSING AND SUSTAINING INTEREST IN LEARNING

Indicators	Very Evident (Very Good)	Evident (Good)	Moderately Evident (Fair)	Not Evident (Poor)	Remarks
1. The school provides orientation to parents/guardians on how to provide their children motivation.					
2. The school provides parents/guardians an incentive in doing their works as guidance providers at home.					

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3. The parents/guardians are provided with intrinsic or extrinsic motivation.					
4. To sustain learners' interest in doing their school works, challenges met by them should be properly considered and acted upon.					
5. To sustain learners' interest in doing their school works at home, comprehensive and accurate discussion on DepEd Guidelines as regards the use of the school's preferred learning modality is done.					

RESEARCH-BASED PROJECT 2N – AIP MONITORING TOOL
 AREA OF CONCERN: MASTERY OR THE BE-ALL AND END-ALL OF LEARNING

Indicators	Very Evident (Very Good)	Evident (Good)	Moderately Evident (Fair)	Not Evident (Poor)	Remarks
1. The school uses PIVOT 4A BOW in ensuring that MELCs prescribed by the Department of Education - Central Office are properly					

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implemented as prescribed.					
2. Proof of mastery of the MELCs are kept in the school.					
3. Report on interventions provided to the learners needing assistance is made available in the school.					
4. Students' reflections that are suggestive of mastery of the contents spelled out in the PIVOT 4A BOW should be in place for validation purposes.					
5. The school has an effective system of monitoring and evaluation of the learners' mastery of the contents.					

RESEARCH-BASED PROJECT 2N – AIP MONITORING TOOL
 AREA OF CONCERN: MEASUREMENT OR GETTING EVIDENCE OF LEARNING

Indicators	Very Evident (Very Good)	Evident (Good)	Moderately Evident (Fair)	Not Evident (Poor)	Remarks
1. The school introduces innovations on					

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measuring performance.					
2. Teachers' resourcefulness and creativity are implied in the learners' outputs.					
3. A systematic collection of the evidence of learning without sacrificing the safety and health of the school stakeholders is in place.					
4. Measurement as implemented by the school considers the three domains of learning, i.e. knowledge, values, and skills.					
5. Data on learners' measurement of the attainment of the MELCs are carefully analyzed by the concerned school/schools district authorities for possible technical assistance (TA) needs.					

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