



Republic of the Philippines  
**Department of Education**  
REGION IV-A CALABARZON

August 4, 2025

**Regional Memorandum**  
No. 586 s. 2025

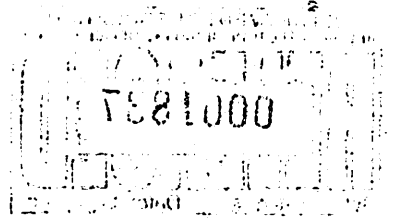
**STRENGTHENING THE HIERARCHY OF AUTHORITY IN THE  
DELIVERY OF TECHNICAL ASSISTANCE TO SCHOOLS**

To: **Schools Division Superintendents**

1. Pursuant to Republic Act No. 9155<sup>1</sup>, this Office, through the Field Technical Assistance Division strengthens the hierarchy of authority in the delivery of technical assistance of the Schools Division Office to Schools. The Department of Education establishes a clear hierarchy of authority and delineation of functions at the regional, division, district, and school levels.
2. The Schools Division Superintendent exercises authority, accountability, and responsibility over the division, including the supervision of Education Program Supervisors (EPS) for subject areas. EPS are mandated to provide technical assistance, instructional support, and subject area expertise to school heads and teachers, in line with national educational policies and standards.
3. The Chiefs of the Curriculum Implementation Division<sup>2</sup> (CID) and the School Governance and Operations Division (SGOD) of the Schools Division Office (SDO) are hereby directed to ensure the effective delivery of technical assistance to all schools within the division. The CID Chief shall lead the provision of technical assistance on curriculum implementation, instructional supervision, and learning assessment, in accordance with the division's education development plans and national standards. The SGOD Chief shall oversee the delivery of technical assistance on school governance, operations, and support services, including human resource management, financial operations, and community engagement.
4. The delivery of technical assistance follows the established chain of command: from the Schools Division Office, through the Chiefs of the CID and SGOD, and EPS, to the school heads and teachers. The Public Schools District Supervisor may facilitate this process by providing professional and instructional advice at the district level, focusing on curricula supervision and capacity-building.
5. The structure ensures that technical assistance is aligned with the division's education development plans and quality standards, as mandated by law. All

<sup>1</sup> Governance of Basic Education Act of 2001

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actions and interventions must be consistent with the policies and guidelines issued by the Department of Education.

6. As stipulated in DepEd Order No. 35, s. 2016<sup>3</sup>, technical assistance to teachers is a shared responsibility across governance levels, with Education Program Supervisors playing a crucial role in capacity building and instructional support. The DepEd Order No. 21, s. 2019<sup>4</sup> outlines the key function of EPS in ensuring contextualized and needs-based technical assistance aligned with school improvement plans.
7. The Education Program Supervisor, operating under the mandate of the SDO and in coordination with school heads, has the authority to deliver subject-specific technical assistance to teachers. This delivery shall be **coordinated** with the school head to ensure that interventions are synchronized with the school's instructional supervision plan.
8. To ensure consistency and respect for school-based leadership structures, technical assistance by EPS shall be **coordinated** with school heads, but this does **not limit** the authority of the EPS to deliver such assistance, especially when responding to division-level initiatives, instructional needs assessments, or requests from the schools.
9. This also reiterates and highlights Section IV par B of DepEd Memorandum 017, s. 2025<sup>5</sup> in ensuring the effective design and implementation of teaching and learning process and materials, including lesson plans, instructional materials (IMs), and assessment tools, among other, regular monitoring and **targeted technical assistance** shall be conducted, complemented with immediate and constructive feedback. This feedback will allow teachers to make timely improvements and enhancement on teaching strategies and material development. This shall be the responsibility of both the **Ratee and Rater** who agree to track and record significant incidents using the PMCF or other available technical assistance provision and monitoring form. The Rater, as the coach or mentor of the Ratee, plays a critical role in the performance monitoring, coaching, and provision of technical assistance. They shall provide an enabling environment and intervention for continuous improvement
10. For inquiry, kindly contact Chief Michael Girard R. Alba of the Field Technical Assistance Division via email [michael.alba@deped.gov.ph](mailto:michael.alba@deped.gov.ph) or through mobile number at 09913842394
11. Immediate dissemination and strict compliance with this Memorandum are highly desired.

  
ATTY. ALBERTO T. ESCOBARTE, CESO II

 Regional Director 

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<sup>3</sup> The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning

<sup>4</sup> Policy Guidelines on the Implementation of the Learning and Development Strand

<sup>5</sup> Interim Guidelines for the Department of Education Performance Management and Evaluation System for Teachers in the School Year 2024-2025