

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



FTAD-RM-2025-620

18 August 2025

Regional Memorandum
No.620 s.2025

**GUIDELINES IN INSTITUTIONALIZING THE TEAM-BASED
PROVISION OF TECHNICAL ASSISTANCE THROUGH THE
ESTABLISHMENT OF DIVISION FIELD TECHNICAL
ASSISTANCE COMPOSITE TEAMS (DFTACTS)**


To: **Schools Division Superintendents**

1. Pursuant to the mandate of the Department of Education to ensure the effective delivery of educational services, and in accordance with the provisions of the Administrative Code of 1987—which requires regional offices to provide continuous technical assistance, supervision, and support to field units, this Office, through the Field Technical Assistance Division hereby issues these guidelines to strengthen and institutionalize the team-based provision of technical assistance through the establishment of Division Field Technical Assistance Composite Teams (DFTACTs).
2. Anchored on the principles of shared governance and school-based management, the Department of Education (DepEd) reinforces team-based mechanisms to provide responsive, needs-based technical assistance (TA) to schools. Republic Act No. 9155¹ empowers schools and field offices to improve learning outcomes through local initiatives and clearly defines the authority and accountability of school heads. The implementation of the 2013 DepEd Rationalization Program² institutionalized Technical Assistance functions in the governance structure, including the Field Technical Assistance Division.
3. The delivery of team- based technical assistance (DFTACTs) aims to:
 - a. strengthen the capacity of Division Field Technical Assistance Composite Teams in providing responsive and needs-based support to schools;
 - b. ensure the effective implementation of DepEd programs and projects at the school level; and
 - c. institutionalize a collaborative and data-driven approach in the delivery of technical assistance.

¹ Republic Act No. 9155¹ (Governance of Basic Education Act of 2001)

² DepEd Order No. 53, s. 2013, as amended by DO 27, s. 2014

4. Each Schools Division Office shall organize and enhance its DFTACTs, composed of personnel from the Curriculum Implementation Division, School Governance and Operations Division, and other relevant units. The Team shall conduct regular needs assessment, planning, and delivery of technical assistance to schools, focusing on priority areas identified through data analysis.
5. The SDO shall **constitute or enhance** a DFTACT to lead and coordinate TA to schools/CLCs, consistent with DO 53, s. 2013 structures and DO 002, s. 2024 and DO 007, s. 2024 requirements. The TA shall be **needs-based, evidence-informed, and results-focused**, aligned to SBM standards and MATATAG priorities, and shall reduce administrative burdens on teachers consistent with DO 002, s. 2024. The DFTACTs shall operate on an **approved annual TA plan** synchronized with the Regional TA Roadmap and the SDO's Education Development Plan (EDP) and Annual Implementation Plan (AIP). The TA outputs shall be documented using **standard templates**, with data privacy and records management safeguards.
6. The Regional Office through the Field Technical Assistance Division shall provide oversight, capacity-building, and monitoring to ensure the effectiveness of technical assistance provided by the Division Teams. Reports on technical assistance activities and outcomes shall be submitted to the Regional Office on a quarterly basis.
7. The SDO is requested to submit approved Division Technical Assistance Plan the Composition of the Division Field Technical Assistance Composite Team (DFTACTs).
8. For further details, contact Chief Michael Girard R. Alba of the Field Technical Assistance Division at 09178882731 or through email at fta.calabarzon@deped.gov.ph.
9. Immediate dissemination of this Memorandum is desired.


ATTY. ALBERTO T. ESCOBARTE, CESO II
Regional Director

**GUIDELINES IN INSTITUTIONALIZING THE TEAM-BASED PROVISION OF
TECHNICAL ASSISTANCE THROUGH THE ESTABLISHMENT OF DIVISION
FIELD TECHNICAL ASSISTANCE COMPOSITE TEAMS (DFTACTS)**

Anchored on the principles of shared governance and school-based management, the Department of Education (DepEd) reinforces team-based mechanisms to provide responsive, needs-based technical assistance (TA) to schools. Republic Act No. 9155³ empowers schools and field offices to improve learning outcomes through local initiatives and clearly defines the authority and accountability of school heads. The implementation of the 2013 DepEd Rationalization Program⁴ institutionalized Technical Assistance functions in the governance structure, including the Field Technical Assistance function.

Recent policy issuances—DepEd Order No. 002, s. 2024⁵ and DepEd Order No. 007, s. 2024⁶ require strengthened and well-coordinated TA from the Regional Offices (ROs) and Schools Division Offices (SDOs) to ensure compliance, capacity-building, and continuous improvement in school governance and learning outcomes. To operationalize these, this Regional Memorandum prescribes the creation and/or enhancement of Division Field Technical Assistance Composite Teams (DFTACTs) to deliver integrated TA to schools and learning centers.

These guidelines aim to:

1. Institutionalize the Division Field Technical Assistance Composite Teams (DFTACTs) in every SDO.
2. Standardize the processes, tools, and reporting for team-based TA to schools and community learning centers (CLCs).
3. Align TA priorities with SBM standards, DepEd priorities, and policy compliance
4. Strengthen regional oversight and support to SDOs in planning, deploying, and evaluating TA.

These guidelines apply to all SDOs under DepEd Region IV – A CALABARZON including public elementary and secondary schools and CLCs. It covers needs assessment, planning, delivery, documentation, and M&E of TA.

1. Every SDO shall constitute or enhance a DFTACT to lead and coordinate TA to schools/CLCs, consistent with DO 53, s. 2013 structures and DO 002, s. 2024 and DO 007, s. 2024 requirements.
2. TA shall be needs-based, evidence-informed, and results-focused, aligned to SBM standards and DepEd priorities, and shall reduce administrative burdens on teachers consistent with DO 002, s. 2024.
3. DFTACTs shall operate on an approved annual TA plan synchronized with the Regional TA Roadmap and the SDO's Education Development Plan (EDP) and Annual Implementation Plan (AIP).
4. TA outputs shall be documented using standard templates, with data privacy and records management safeguards.

Suggested Composition of the Division Field Technical Assistance Composite Teams:

1. Chair/Lead: Schools Division Superintendent

³ Governance of Basic Education Act of 2001

⁴ DepEd Order No. 53, s. 2013, as amended by DO 27, s. 2014

⁵ Immediate Removal of Administrative Tasks of Public School Teachers

⁶ Policy Guidelines on the Implementation of the Revised School-Based Management System

2. Co- Chair / Co – Lead - Assistant Schools Division Superintendent (ASDS) or designated SGOD and CID Chief
3. Core Members:
 - SGOD: Planning & Research, Social Mobilization & Partnerships, HRD, DRRM, School Health, Youth Formation.
 - CID: EPS in key learning areas, LR, Curriculum Implementation, Learning Recovery, Assessment and ALS
 - Support Units: Administrative (HR/Personnel, Finance/Budget/Accounting, Supply/Property, Records), ICT, Legal (as available), Procurement.
4. ad hoc/Expanded Members: As required by TA focus (e.g., IPED, SPED, GAD, Child Protection, Inclusive Education, School Safety).
5. Secretariat: SGOD—School M and E

Roles and Responsibilities

A. Regional Office:

Issue policy direction, develop the Regional TA Roadmap, provide orientation and capability-building to SDOs; consolidate and analyze TA reports; and conduct supportive supervision and tracking and analysis.

B. Schools Division Office [SDO]:

Schools Division Superintendent

Approves the annual Division TA Plan; ensures alignment with EDP/AIP and policy priorities.

Assistant Schools Division Superintendent /SGOD/ CID Chief (DFTACT Lead):

Leads TA cycle management, deployment scheduling, and tracking and analysis of outputs.

- CID Chief: Ensures instructional leadership TA is integrated (learning recovery, curriculum, assessment, LACs).
- SGOD Units: Lead on governance, SBM, partnerships, HRD, DRRM, school health, youth formation, and data systems.
- Administrative/Support Units: Provide solutions that remove administrative load from teachers (per DO 002, s. 2024), including clustering of schools for shared admin support, streamlining processes, and deploying COS/JO personnel where applicable.
- School Heads: Co-create the TA plan, allocate school resources, ensure implementation and follow-through, and submit evidence of progress.

Suggested Processes and Standards (DFTACTS TA CYCLE)

1. Diagnose (Quarterly/As Needed):

- Review data: SBM assessments (DO 007, s. 2024), learner outcomes, EBEIS/LIS, NAT/ACTFL/Div. assessments, audit findings, grievance patterns, and DO 002 compliance (administrative tasks removed from teachers).
- Conduct school walkthroughs, focus group discussions (FGDs), and desk reviews.
- Produce a TA Diagnosis Brief with prioritized issues, root causes, and success indicators.

2. **Plan:**

- Co-design a School TA Action Plan with SMART outputs (policy compliance, process redesign, capacity-building, resource mobilization), timelines, and responsible persons.
- Indicate teacher work-relief solutions (e.g., admin support deployment, digitized workflows) pursuant to DO 002, s. 2024.

3. **Deliver:**

- Implement on-site/virtual TA (coaching, clinics, clinics-on-wheels, LAC integration, tabletop exercises for DRRM, process mapping for admin workflows, lesson study, etc.).
- Use standard TA Visit Checklist and Attendance/Engagement Logs.

4. **Follow-Through & Evaluate:**

- Within 30 calendar days after TA, conduct follow-through (coaching calls, micro-trainings, document review).
- Rate progress against indicators; agree on next-cycle actions.

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DIVISION FIELD TECHNICAL ASSISTANCE COMPOSITE TEAMS (DFTACTs)

DFTACTs	Assignment	Designation	E-mail	Assigned District / Schools

ROF1



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TECHNICAL ASSISTANCE PLAN

Prioritized Needs of Clients	TA Objectives	Strategies / Activities	Expected Results	Time Frame	Resources		
					Person's Responsible	Funding Requirement	Material

Prepared by:

Approved by:



RC-FTAD-F005

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TECHNICAL ASSISTANCE JOURNAL

Title of the Activity: _____

Purpose of Technical Assistance: _____

Please complete the following statements:

* I learned that:
* I realized that:
* I intend to:
* Comments:
* Suggestions:

Note: * Required to answer all the following statements, if not applicable write N/A

Name:	
School:	
District:	
Division:	
Date:	



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TECHNICAL ASSISTANCE FEEDBACK

We welcome the general views of our clients on the Technical Assistance we provide. Please check the space provided that corresponds to your evaluation.

Legend:

- 4 - Very Satisfied
- 3 - Satisfied
- 2 - Unsatisfied
- 1 - Very Unsatisfied

STATEMENT	4	3	2	1	TOTAL
1) Observes the schedule					
2) Establishes the objectives of the technical assistance					
3) Uses necessary tools / process / procedure for the conduct of the Technical Assistance					
4) Provide relevant, timely and appropriate technical assistance					
5) Understand the situation of Schools Division, Districts or schools in case may be, their needs, aspirations, plans , strength and weaknesses					
6) Recommends/suggests points for improvement					
7) Provides constructive feedback and establishes a cordial atmosphere in giving of feedback					
8) Manifest skills and competencies of the TA Provider					
9) Processes the results of the technical assistance					
10) Shows clearer view in the provision of Technical Assistance					

Comments:

Suggestions:

Signature over Printed Name

Division/School: _____

Date: _____