



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



FTAD-RM-2026-268

17 April 2024

Regional Memorandum
No.268 s.2026

RECONSTITUTION OF THE REGIONAL FIELD TECHNICAL ASSISTANCE TEAMS (RFTATS) TO STRENGTHEN TA SUPPORT TO SDOS, DISTRICTS AND SCHOOLS

To **Schools Division Superintendents**
Assistant Schools Division Superintendents
Regional Functional Division Chiefs
Regional Unit/Section Heads
Public Schools District Supervisors
School Heads
All Other Concerned

1. In line with DepEd Order No. 53, s. 2013¹ and DepEd Order No. 009, s. 2021², this Office, through the Field Technical Assistance Division, hereby announces the reconstitution of the Regional Field Technical Assistance Teams (RFTATs) and strengthening of TA support to SDOs, Districts and Schools.
2. The RFTATs' main role is to provide technical assistance (TA) to Schools Division Offices (SDOs), districts, schools, and Community Learning Centers, as applicable. They will deliver timely and relevant support on priority areas for improvement in school operations based on field-identified bottlenecks, lags, issues, and concerns (BLICs).
3. Technical assistance and coaching are both forms of professional support that help personnel perform better and meet specific goals. TA covers a wider range of support activities, while coaching is more relational and collaborative—often short-term—where a coach works with a coachee to achieve specific professional targets and improve performance.
4. The purpose of TA delivery is to provide schools with capacity-building support to ensure effective implementation of programs, projects, and activities that improve learning outcomes. The goal of TA/coaching is to ensure that learning is reinforced, applied, and monitored. Professional support will be provided through the sharing of expertise, and by helping, guiding, and assisting the client/s in addressing identified gaps and sustaining gains in the

¹ Approval and Implementation of the 2013 DepEd Rationalization Program

² Institutionalization of a Quality Management System in the Department of Education




Address: Gate 2, Karangalan Village, Cainta, Rizal
Telephone No.: 02-8682-2114
Email Address: region4a@deped.gov.ph
Website: depedcalabarzon.ph



Certificate No. PHP QMS
22 93 0085

performance of their functions, leading to continuous improvement toward the attainment of the goals and hereby adopts the following guiding principles in the provision of Technical Assistance (TA) in the Region:

- a. Instructional leaders and teachers shall take shared responsibility for continuous professional growth and shall be accountable for applying TA learnings to improve teaching practice and school performance.³
 - b. TA shall be based on validated needs and competency gaps and aligned with School/Division strategic directions and professional standards.⁴
 - c. TA shall be implemented as a collaborative engagement between the TA provider and TA recipients, with shared problem-solving and co-ownership of outputs.⁵
 - d. TA shall be planned and delivered in a timely manner to address priority and emerging performance, learning, and development needs, using adaptable strategies appropriate to the context and readiness of clients.⁶
 - e. TA shall be provided fairly and inclusively, ensuring equal access and meaningful participation of intended beneficiaries.⁷
 - f. TA shall build on and operationalize existing DepEd policies, structures, and processes to institutionalize continuous improvement, monitoring, and sustainability.⁸
5. All TA requests from the SDO, district, or schools must undergo a needs assessment and be formally endorsed by the Schools Division Superintendent (SDS) before the RFTAT may act or deliver any TA. This is consistent with the SDS's division-level authority and accountability, including supervision of the operations of all schools and learning centers, under RA 9155⁹. The regional TA shall be coordinated through the SDO for alignment, monitoring, and accountability.
 6. For inquiries, please contact Mr. Michael Girard R. Alba, Chief, Field Technical Assistance Division, at 0917-888-2731.
 7. Immediate dissemination and compliance with this Memorandum are hereby directed.


CARLITO D. ROCAFORT
 Director IV

cc:04/ROF1

³ RA 10533

⁴ (RA 11731 (2022); IRR of RA 11713 (2023))

⁵ (RA 11731 (2022); IRR of RA 11713 (2023))

⁶ RA 10533 (2013)

⁷ (RA 11713 (2022))

⁸ (RA 11713 (2022))

⁹ Governance of Basic Education Act of 2001

**RECONSTITUTION OF THE REGIONAL FIELD TECHNICAL ASSISTANCE
TEAMS (RFTATS) AND STRENGTHENING OF TA SUPPORT TO SDOS,
DISTRICTS AND SCHOOLS**

The purpose of TA delivery¹⁰ is to provide schools with capacity-building support to ensure effective implementation of programs, projects, and activities that improve learning outcomes. The goal of TA/coaching is to ensure that learning is reinforced, applied, and monitored. Professional support will be provided through the sharing of expertise, and by helping, guiding, and assisting the client/s in addressing identified gaps and sustaining gains in the performance of their functions, leading to continuous improvement toward the attainment of the goals and hereby adopting the following guiding principles in the provision of Technical Assistance (TA) in the Region:

- a. Instructional leaders and teachers shall take shared responsibility for continuous professional growth and shall be accountable for applying TA learnings to improve teaching practice and school performance.¹¹
- b. TA shall be based on validated needs and competency gaps and aligned with School/Division strategic directions and professional standards.¹²
- c. TA shall be implemented as a collaborative engagement between the TA provider and TA recipients, with shared problem-solving and co-ownership of outputs.¹³
- d. TA shall be planned and delivered in a timely manner to address priority and emerging performance, learning, and development needs, using adaptable strategies appropriate to the context and readiness of clients.¹⁴
- e. TA shall be provided fairly and inclusively, ensuring equal access and meaningful participation of intended beneficiaries.¹⁵
- f. TA shall build on and operationalize existing DepEd policies, structures, and processes to institutionalize continuous improvement, monitoring, and sustainability.¹⁶

Competencies of TA Providers

To deliver Technical Assistance effectively¹⁷, TA Providers are expected to develop and demonstrate the following competencies:

1. **Identifying and Prioritizing TA Needs.** TA Providers must be able to analyze and interpret relevant data (e.g., performance indicators, monitoring results, classroom observations, and other available evidence) to determine priority improvement areas requiring TA and to align TA interventions with strategic directions.
2. **Facilitation Skills (LOQAI).** TA Providers must demonstrate facilitation skills used across the TA cycle to support learning, ensure constructive engagement, and operationalize the guiding TA principles. These include:
 - a. **Listening Skills** - The TA Provider listens with empathy and seeks to understand the client's context from the client's perspective. The TA Provider avoids "autobiographical listening" (i.e., prematurely judging

¹⁰ Technical Assistance Mechanism Handbook, BESRA

¹¹ RA 10533

¹² (RA 11713 (2022); IRR of RA 11713 (2023)

¹³ (RA 11713 (2022); IRR of RA 11713 (2023)

¹⁴ RA 10533 (2013)

¹⁵ (RA 11713 (2022)

¹⁶ (RA 11713 (2022)

from one's own viewpoint) and uses restating, rephrasing, and reflection to confirm understanding.

- b. **Observing Skills (STAR Technique)** - The TA Provider observes objectively, keeps an open mind, and records behavioral observations that can be seen and heard. The recommended approach is **STAR**:
 - **S/T – Situation/Task** observed
 - **A – Action** taken (or not taken)
 - **R – Result** or outcome
 - c. **Questioning Skills** The TA Provider asks primarily open-ended and non-leading questions, avoids questions answerable by “yes/no,” and practices layered questioning—listening carefully to each answer before proceeding to the next question.
 - d. **Attending Skills** - The TA Provider builds and maintains rapport and responds appropriately to expressed or implied needs as they surface during TA engagement. The TA Provider remains attentive to learning cues and adjusts support accordingly.
 - e. **Integrating Skills** - The TA Provider synthesizes and summarizes key points and agreements to help clients clarify learning, track progress, and plan next steps toward agreed goals and objectives.
3. **Giving and Receiving Feedback** - TA Providers must be able to give timely, relevant, and actionable feedback and receive feedback constructively, enabling both TA Providers and clients to better understand performance from multiple perspectives and improve practice.
 4. **Coaching Skills** - TA Providers must be competent in coaching as a structured series of one-on-one exchanges focused on performance or performance-related concerns. Effective coaching requires adapting strategies to the client's needs and applying listening, observing, questioning, attending, and integrating skills.
 5. **Monitoring and Analysis of TA Progress** - TA Providers must be able to monitor the process and progress of TA against agreed standards and targets, document developments, and recommend appropriate adjustments to improve implementation.
 6. **Evaluation of TA Results** - TA Providers must be able to assess the outcomes and impact of TA interventions. Evaluation results shall be used to inform Division-level decisions and support evidence-based recommendations for regional policy development, consistent with NEAP's monitoring and evaluation functions over professional development programs.

A. General Functions

RFTAT members, as technical assistance (TA) providers, shall:

1. Provide coaching, guidance, and technical support to SDOs, districts, schools, and learning centers to help them perform their functions effectively¹⁸.
2. Assess performance and needs by reviewing progress and identifying gaps/issues that require TA.
3. Share timely information and practical solutions to improve implementation of programs and work processes.
4. Encourage continuous improvement by motivating and supporting clients through follow-through and monitoring.
5. Use data and field feedback to support regional recommendations and policy improvements.¹⁹

¹⁸RA 9155 (2001)

¹⁹ Administrative Code of 1987 (1987)

B. Core Responsibilities

To carry out the functions above, RFTAT members shall:

1. Help clients plan, implement, and evaluate strategies and interventions.
2. Focus support on priority Key Result Areas (KRAs) aligned with the needs of SDOs requesting TA.
3. Participate in internal coordination (e.g., group work management) to match requests with the right expertise.
4. Cascade and clarify policy directions from higher offices when needed.²⁰
5. Link clients to available resources within and outside DepEd.
6. Direct clients to appropriate TA sources when the need is beyond the team's scope.
7. Gather and provide feedback from the field for service improvement.
8. Prepare recommendations for process or policy enhancement, based on evidence and recurring issues.
9. Allow substitution of members for valid reasons, subject to proper coordination and continuity of support.

C. Role-Specific Functions

Regional Field Technical Assistance Steering Committee

1. Chairperson / Co-Chairperson

- a. Provide strategic direction to address urgent field issues.
- b. Make key decisions during critical stages of TA delivery.
- c. Ensure overall support and coordination for the RFTAT.

2. Overall Team Lead / Field Technical Assistance Division (FTAD)

- a. Lead the design and implementation of TA systems and processes for RFTATs and DFTATs to improve governance and operations.²¹
- b. Lead the organization and operationalization of the RFTAT.
- c. Ensure needs-based and strategic TA to support effective implementation of programs, projects, and activities (PPAs).
- d. Lead tracking and analysis of TA results and implementation progress for continuous improvement.
- e. Sustain a community of practice with RFTAT members for improved service delivery.

3. Team Leader

- a. Model effective TA and coaching practice.
- b. Lead the team in designing and improving TA strategies to support better learning outcomes.
- c. Ensure TA is responsive to SDO needs and improves school operations.
- d. Use appropriate communication platforms to support divisions/schools/learning centers.
- e. Ensure preparation and implementation of a comprehensive TA Plan (coverage, schedule, priority areas).
- f. Coordinate with functional units for policy dissemination and clarification.²²

²⁰ RA 9155 (2001)

²¹ Administrative Code of 1987 (1987)

²² RA 9155 (2001)

- g. Provide TA/coaching on implementation of regional/division PPAs.
- h. Coordinate with FTAD on TA plans for assigned SDOs.
- i. Submit TA/coaching reports to FTAD.
- j. Attend meetings as required.

4. Assistant Team Leader

- a. Model effective TA and coaching practice.
- b. Assist the Team Leader in planning and leading TA strategy development.
- c. Support needs-based TA for SDOs to improve management and operations.
- d. Help ensure appropriate communication platforms are used.
- e. Assist in implementing the comprehensive TA Plan.
- f. Help coordinate policy dissemination/clarification with functional units.
- g. Provide TA/coaching on PPAs.
- h. Assist coordination with FTAD and other members for assigned SDOs.
- i. Submit TA/coaching reports to FTAD.
- j. Attend meetings as required.

5. Note Taker (Documentation and Records)

A. Before the TA

1. Receive and file the TA request package (request letter, needs assessment results, SDS endorsement if required by your internal process).
2. Prepare the TA Documentation Kit, including:
 - attendance sheets / signatures
 - agenda and session plan
 - templates for minutes, action plan, and agreements
 - photo documentation plan and consent reminders (if applicable)
3. Coordinate with the team lead on the documentation protocol (format, naming convention, repository folder, and deadline).

B. During TA Delivery

1. Record minutes/notes capturing:
 - key issues/needs validated
 - TA objectives and scope agreed upon
 - technical inputs provided (high level, not verbatim unless required)
 - questions raised and responses given
 - commitments, action points, owners, and deadlines
2. Ensure the notes clearly identify:
 - date, venue/platform, and duration
 - RFTAT members present and counterparts (SDO/district/school)
 - outputs produced (draft plans, tools, templates, coaching logs, etc.)
3. Maintain an Action Tracker (live), reflecting agreements and next steps.

C. After TA

1. Produce and circulate within the agreed period:
 - TA Minutes / TA Engagement Report
 - Action Plan / Next Steps Matrix
 - consolidated attendance and photo log (if used)
2. Route drafts for validation to:
 - RFTAT Team Lead; and where appropriate,
 - the designated SDO focal person for accuracy of commitments (process-dependent).
3. Finalize and archive all TA records in the official repository, ensuring:
 - version control (draft vs final)
 - secure storage (limited access)
 - retrievability for monitoring and evaluation.

1) Team Members

- a. Support implementation of TA mechanisms and processes to improve governance, operations, and curriculum management.
- b. Deliver systematic and needs-based TA to support PPA implementation in SDOs.
- c. Track and analyze TA results and progress.
- d. Help sustain the community of practice for continuous improvement.
- e. Contribute to developing TA strategies that support learning outcomes.
- f. Recommend effective communication platforms for division/school support.
- g. Participate in the TA Plan implementation (based on needs and schedule).
- h. Attend and actively participate in RFTAT meetings and activities.
- i. Complete required documentation and forms for TA activities.

**COMPOSITION OF THE REGIONAL FIELD TECHNICAL ASSISTANCE TEAMS
(RFTATs)**

RFACTs	Assignment	Designation	E-mail	Assigned Schools Division Offices
Regional Field Technical Assistance Steering Committee				
Carlito D. Rocafort	Chairperson	Director IV	region4a@deped.gov.ph	ALL SDOS
Loida N. Nidea	Co-Chairperson	Director III	ard.calabarzon@deped.gov.ph	
Michael Girard R. Alba	Over-all Team Lead	Chief -FTAD	michael.alba@deped.gov.ph	
Regional Field Technical Assistance Teams				
Team 1				
Ann GERALYN T. PELIAS	Team Leader	Chief – Administrative Division	ann.pelias@deped.gov.ph	Sta. Rosa City Biñan City Cabuyao City Dasmariñas City
Eugenio S. Adrao	Assistant Team Leader	Education Program Supervisor	eugenio.adrao@deped.gov.ph	
Virgilio O. Guevara	Member	Education Program Supervisor	virgilio.guevarra@deped.gov.ph	
Loida G. Tomelden		Education Program Supervisor	qad.calabarzon@deped.gov.ph	
Melvin DR Punzalan		Computer Programmer II	melvin.punzalan@deped.gov.ph	
Glenda E. dela Torre		Senior Education Program Specialist	glenda.delatorre@deped.gov.ph	
Lorenzo Ruiz C. Costo		Education Program Specialist II	pprd.calabarzon@deped.gov.ph	
Rochelle May M. Nisola		Project Development Officer II	rochellemay.nisola@deped.gov.ph	
Nancy Z. Dizon		Supervising Administrative Officer	nancy.dizon002@deped.gov.ph	
Team 2				
Eduarda M. Zapanta	Team Leader	Chief – ESSD	eduarda.zapanta@deped.gov.ph	Rizal Antipolo City Bacoor City Cavite City
Rey M. Valenzuela	Assistant Team Leader	Information Technology Officer I	rey.valenzuela@deped.gov.ph	
Pearl Oliveth S. Intia	Member	Medical Officer IV	pearl.intia@deped.gov.ph	
Diane Catherine T. Antonio		Education Program Supervisor	dianne.teves@deped.gov.ph	
Bryan A. Pobe		Education Program Supervisor	bryan.pobe@deped.gov.ph	
Ma. Lourdes O. Manimtim		Education Program Supervisor	malourdes.manimtim@deped.gov.ph	
Kelvin P. Matib	Supervising Administrative Officer	kelvin.matib@deped.gov.ph		

Maria Susana M. Oliveros		Administrative Officer V	maria.oliveros004@deped.gov.ph	
Jaybee P. Bueno		Administrative Officer IV	jaybee.bueno@deped.gov.ph	
Team 3				
Marites L. Gloria	Team Leader	Chief – Finance Division	marites.gloria@deped.gov.ph	
Andrea Mabel E. Abrencillo	Assistant Team Leader	Education Program Supervisor	andrea.abrencillo@deped.gov.ph	Quezon Province
Hazel Angelyn E. Tesoro	Member	Education Program Supervisor	hazelangelyn.tesoro@deped.gov.ph	Lucena City
Jeffrie F. Ditablan		Education Program Supervisor	jeff.ditablan01@deped.gov.ph	Tayabas City
Ma. Teresita G. Carpio		Dentist III	materesita.carpio@deped.gov.ph	
Omer P. Licyayo		Special Investigator III	omerlicyayao@deped.gov.ph	
Babeth C. Cruz		Administrative Officer V	babeth.cruz@deped.gov.ph	
Jonalyn B. Pattalitan		Education Program Specialist II	jonalyn.pattalitan@deped.gov.ph	
Evan Lynn – Dell C. Masing		Administrative Officer V	evan.masing@deped.gov.ph	
Team 4				
Elino S. Garcia	Team Leader	Chief PPRD	elino.garcia@deped.gov.ph	
Nadina G. Gatón	Assistant Team Leader	Education Program Supervisor	nadina.gaton@deped.gov.ph	
Gilbert O. Cruz	Member	Education Program Supervisor	gilbert.cruz001@deped.gov.ph	Laguna Province
Paul Gence L. Ocampo		Education Program Supervisor	paul.ocampo@deped.gov.ph	San Pablo City
Ramil G. Ginete		Project Development Officer IV	ramil.ginete@deped.gov.ph	San Pedro City
Jocelyn L. Martin		Administrative Officer IV	jocelyn.martin004@deped.gov.ph	
Jona Malonzo		Planning Officer III	jona.marfil@deped.gov.ph	
Gian Carlo G. Ventura		Administrative Officer IV	gian.ventura@deped.gov.ph	
Marivic F. Labay		Teacher Credentials Evaluator II	marivic.labay@deped.gov.ph	
Jeremiah V. Trinidad		Accountant III	jeremiah.trinidad@deped.gov.ph	
Team 5				
Luz. E. Osmeña	Team Leader	Chief – QAD	luz.osmena@deped.gov.ph	
Ariel M. Azuelo	Assistant Team Leader	Administrative Officer V	ariel.azuelo@deped.gov.ph	

Eugene Ray F. Santos	Member	Education Program Supervisor	eugeneray.santos@deped.gov.ph	Cavite Province
Philips T. Monterola		Education Program Supervisor	philips.monterola@deped.gov.ph	General Trias City
Randie B. Atienza		Education Program Supervisor	randie.atienza001@deped.gov.ph	Carmona City
Reymund M. Ferry		Education Program Supervisor	reymund.ferry@deped.gov.ph	Imus City
Jamaica Rose G. Rolloque		Engineer III	jamaica.rolloque@deped.gov.ph	
Raginne A. Yañez		Education Program Specialist II	raginne.vanez@deped.gov.ph	
Sheena Mae Rembulat		Accountant I	sheenamae.rembulat@deped.gov.ph	
Team 6				
Viernalyn M. Nama	Team Leader	Chief - CLMD	viernalyn.nama@deped.gov.ph	
Emelia P. Crescini	Assistant Team Leader	Education Program Supervisor	emelia.crescini@deped.gov.ph	
Lowiesito L. Erni	Member	Education Program Supervisor	lowiesito.erni@deped.gov.ph	Tanauan City
Almer D. Mayo		Education Program Supervisor	almer.mayo@deped.gov.ph	Lipa City
Michael P. Glorial		Administrative Officer V		Calamba City
Colleen Marhey R. Lacuesta		Education Program Specialist II	colleen.lacuesta@deped.gov.ph	Santo Tomas City
Wilbert C. Ulpindo		Project Development Officer II	wilbert.ulpindo001@deped.gov.ph	
Ma. Joan Paula D. Dino		Project Development Officer II	majoanpaula.dino@deped.gov.ph	
Leonel Q. Domingo Jr.		Accountant II	leonel.domingo@deped.gov.ph	
Team 7				
Jisela N. Ulpina	Team Leader	Chief - HRDD	jisela.ulpina@deped.gov.ph	
Buenalyn M. Manuel	Assistant Team Leader	Education Program Supervisor	buenalyn.manuel01@deped.gov.ph	
Donna L. Lago	Member	Education Program Supervisor	donna.lago@deped.gov.ph	Batangas Province
Margaret P. Musa		Education Program Supervisor	margaret.musa@deped.gov.ph	Batangas City
Adrian A. Bullo		Planning Officer III	adrian.bullo@deped.gov.ph	Calaca City

Ma. Rojane C. Miranda		Administrative Officer IV	maria.miranda007@deped.gov.ph	
Johnalen Aira S. Soberano		Nutritionist Dietitian II	aira.soberano@deped.gov.ph	
Nenette Arcelle Joy P. Larinay		Librarian II	nenette.larinay@deped.gov.ph	
Laarni A. Evaristo		Administrative Officer V	laarni.evaristo@deped.gov.ph	