



CLMD-RM-2026-492

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

21 July 2025

Regional Memorandum
No. 492, s. 2026

**PROGRESS AND CONFORMANCE MONITORING OF THE
SPECIAL PROGRAM IN THE ARTS (SPA)
CULMINATING ACTIVITY**

To: **Schools Division Superintendents**

1. Pursuant to DepEd Order No. 010, s. 2024, titled "*Policy Guidelines on the Implementation of the MATATAG Curriculum*," and in line with the continuous implementation of the Special Program in the Arts (SPA), this Office, through the Curriculum and Learning Management Division (CLMD), informs the field of the conduct of the Progress and Conformance Monitoring of the Special Program in the Arts (SPA) Culminating Activity. The monitoring activity shall be conducted during the End-of-Third-Term Block.
2. The progress and conformance monitoring will be carried out per cluster. Accordingly, all Education Program Supervisors (EPS) assigned to the same cluster shall operate as a team.
3. This joint regional initiative aims to achieve the following:
 - a. deliver systematic, objective-driven Technical Assistance (TA) to SPA coordinators, discipline teachers, and school heads regarding curriculum integration, artistic direction, and stage management via post-production evaluations;
 - b. establish a venue for field supervisors to gather, exchange, and benchmark best practices in production execution, logistics, and resource localization to foster a culture of excellence across their respective division offices;
 - c. conduct joint observation to critically assess learner competencies in live performance execution, technical design, backstage discipline, and overall artistic presentation; and
 - d. facilitate a formal post-conference dialogue between the monitoring team and the school's SPA production faculty to debrief, highlight institutional strengths, and address areas needing continuous improvement.

4. Attached hereto is the Monitoring Tool for guidance and reference.
5. Traveling expenses, per diems, and other incidental operational costs incurred by the regional and division supervisors during this joint activity shall be charged against their respective local funds or division MOOE, subject to usual accounting and auditing rules.
6. For questions and clarifications, you may contact **LOWIESITO O. ERNI**, Education Program Supervisor - MAPEH, and **VIERNALYN M. NAMA**, Chief Education Supervisor, CLMD, via landline at (02) 647-7487 loc 420.
7. Immediate dissemination of the Memorandum is desired.


CARLITO D. ROCAFORT
Director IV

02/ROC8

PROGRESS AND CONFORMANCE MONITORING OF THE SPECIAL PROGRAM IN THE ARTS (SPA) CULMINATING ACTIVITY

DepEd Order No. 46, s. 2012 (Implementing Guidelines on the Special Curricular Program)

School Name: _____

School ID: _____

Schools Division Office (SDO): _____

Date of Monitoring/Evaluation: _____

Name of School Head/Principal: _____

Date and Duration of Authentic Performance-Based Assessment: *(Kindly put
Remarks / Observations / Reasons for delay, if any)*

The Duration of performance is a maximum of two (2) hrs.

Instructions: This tool shall be accomplished jointly by the Education Program Supervisors (EPS) or designated Division Program Coordinators assigned to the functional division. Please check (✓) the column that corresponds to your validation based on live observations, review of instructional and production portfolios, and the formal Post-Conference Dialogue. Provide specific Means of Verification (MOVs) or qualitative notes in the remarks column.

- **FE** – (3 pts) Fully Evident (Compliance with clear, high-quality supporting evidence/MOVs)
- **PE** – (2 pts) Partially Evident (indicators are present but require refinement or further documentation)
- **NE** – (0 point) Not Evident (No evidence is observed or presented)

Domain A: Learner Outcomes & Performance-Based Assessment *(Critical assessment of learners' application of curriculum specializations and authentic mastery. Please check (/) one.)*

Indicators	FE	PE	NE	MOVs	Remarks
1. Learners demonstrate mastery creativity, originality, and critical thinking of core competencies and technical skills specific to their SPA specialization (<i>Music, Dance, Theater, Visual Arts, Creative Writing, Media Arts</i>).				<i>Actual live performance</i> <i>Observation notes</i> <i>Video/photo documentation</i>	
2. Learners exhibit a high level of discipline, confidence, and artistic focus during the live performance/exhibition execution.				<i>Actual live performance</i> <i>Observation notes</i> <i>Video/photo documentation</i>	
3. Execution of technical designs (<i>e.g., set, costumes, props, lighting</i>).				<i>Program brochure</i>	

audio) effectively complements and enhances the learners' performances rather than overshadowing them.				Selected learner outputs displayed during the recital	
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Domain B: Curriculum Integration & Stage Management (*Creative oversight, curriculum alignment, and smooth logistical flow of the learning delivery*)

Indicators	FE	PE	NE	MOVs	Remarks
1. The concept and overall artistic direction show strong integration of the DepEd SPA curriculum standards and thematic unity.				Program flow/ matrix	
2. Transitions between performances/segments are seamless, well-paced, and strictly adhere to time efficiency guidelines.				Script or technical run sheet	
3. Backstage management; Safety and child protection; Technical cueing system.				Competency mapping (1-page summary) Safety measures observed onsite Direct observation of transitions	
4. The performances are clearly mapped to specific SPA learning competencies and grade-level standards				Competency mapping (1-page summary)	

Domain C: Contextualization, Localization, & Best Practices (*Creative problem solving, contextualization of curriculum resources, and community linkage*)

Indicators	FE	PE	NE	MOVs	Remarks
1. Production materials, costumes, sets, and props utilize localized, contextualized resources reflecting community identity or thematic in nature.				Actual costumes, sets, props	
2. The culminating activity effectively engages the audience and communicates the intended artistic, cultural, or educational message.				Observed audience engagement	

3. Logistical planning demonstrates high cost-effectiveness, austerity compliance, and strong institutional/stakeholder support (PTA, LGU, etc.).				Stakeholder acknowledgement page in the program	
4. The school showcases unique, sustainable Best Practices in SPA implementation that are worthy of benchmarking by other schools/divisions.				A one-page Best Practice Brief	
5. Innovative Teaching Practices				A one-page Best Practice Brief	

Summary of Rating

90–100% = Highly Compliant

80–89% = Compliant

70–79% = Compliant with Recommendations

Below 70% = Needs Intensive Technical Assistance

Domain	FE	PE	NE	Overall Rating
Learner Outcomes & Assessment				
Curriculum Integration & Stage Management				
Contextualization & Best Practices				

POST-CONFERENCE DIALOGUE & TECHNICAL ASSISTANCE (TA) REPORT

To be accomplished during the formal debriefing with the School Head and SPA Teacher/Department Heads.

Technical Assistance Provided:

Agreement:

Overall Recommendation:

- ☐ Highly Compliant
- ☐ Compliant
- ☐ Compliant with Recommendations
- ☐ Needs Intensive Technical Assistance

VI. CONFORME

Monitored and Evaluated by (EPS Cluster Team):

Signature over Printed Name / Date

Signature over Printed Name / Date

Signature over Printed Name / Date

Conforme (School Head):

Signature over Printed Name of School Head / Date