



Republic of the Philippines
Department of Education
Region VI - Western Visayas
SCHOOLS DIVISION OF CAPIZ

October 19, 2023

DIVISION MEMORANDUM
NO. 522, s. 2023

CONDUCT OF ACTION RESEARCH

To: OIC, Office of the Assistant Schools Division Superintendent
Chief Education Supervisor, CID
OIC, Office of the Chief Education Supervisor, SGOD
Education Program Supervisors
Public Schools District Supervisors
Heads of Public Elementary, Secondary, and Integrated Schools

1. In line with DepEd Order No. 16, s. 2017 titled "Research Management Guidelines", this Office through the Research and Planning Unit of the School Governance and Operations Division (SGOD) is calling researchers from the schools to submit research proposals related to improving teaching-learning and organizational development and effectiveness.
2. Research that will be conducted should convey information on raising the quality of education in the division and be anchored on the MATATAG Agenda: (1) **MA**ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens; (2) **TA**ke steps to accelerate delivery of basic education facilities and services; (3) **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment, and; (4) **G**ive support to teachers to teach better.
3. Moreover, one of the duties and responsibilities of Master Teachers as reflected in the Position and Competency Profile is to conduct at least one (1) action research on instructional problems every year. Doing action research helps teachers grow professionally, shows how they are extending their own professional knowledge and helps create better classrooms. *(Please see attached Compendium/Position Competency Profile for Master Teachers).*
4. Anent this, Master Teachers are enjoined to conduct one (1) action research or in-depth study on instructional problems every year. Other teachers and non-teaching personnel are also encouraged.



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5. Immediate dissemination of and compliance with this Memorandum are desired.


Maj
MIGUEL MAC D. APOSIN EdD, CESO V
Schools Division Superintendent

Enclosure: As Stated
Reference: As Stated

To be indicated in the Perpetual Index
under the following subjects:

TEACHERS RESEARCH BASIC EDUCATION

POSITION AND COMPETENCY PROFILE

 Department of Education	POSITION AND COMPETENCY PROFILE	PCP No. _____	Revision Code: 00
Position Title	Master Teacher I-IV	Salary Grade	18-20
Parentetical Title			
Office Unit		Effectivity Date	
Reports to		Pages	
Position Supervised			

JOB SUMMARY

Performs 30-50% teaching load; takes charge of curriculum enrichment, teacher coaching/mentoring, professional development, research, community linkages, (professional development) and provided at least 20% assistance to school head in program implementation

QUALIFICATION STANDARDS

A. CSC Prescribed Qualifications

Education	Bachelor of Elementary/Secondary Education or bachelor's degree plus 18 professional ut in Education and 18 units for a Master's degree in Education or its equivalent (MT-I), Bachelor of Elementary/Secondary Education or bachelor's degree plus 18 professional ut in Education and 24 units for a Master's degree in Education or its equivalent (MT-II), Completion of academic requirements for a Master's degree in Education or its equivalent (MT-III -IV)
Experience	3 years of relevant experience (MT-I), 1 year as MT-I or 4 years as Teacher III (MT-II), 1 year as Master Teacher II or 5 years as Teacher III (MT-III), 1 year as Master Teacher III or 5 years as Teacher III (MT-IV)
Eligibility	RA 1080
Trainings	None requires (MT-I), 4 hours of relevant training (MT-II), 8 hours of relevant training (MT-III), 16 hours of relevant training (MT-IV)

B. Preferred Qualifications

Education	Masters Degree Graduate
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POSITION AND COMPETENCY PROFILE

DUTIES AND RESPONSIBILITIES

Master Teacher I

1. Attends professional meetings, in-service trainings and related activities for self-growth and advancement.
2. Prepares daily logs and visual aids related to the lesson.
3. Conducts remedial episodes classes for slow learners.
4. Updates parents on children's progress and problems through dialogues, conferences and PTA meetings.
5. Assists the guidance counselor in handling students with problems.
6. Gets involved in community and civic-organization activities.
7. Maintains harmonious relationships with superiors, students, local and public officials and co-teachers.
8. Observes proper decorum.
9. Conducts echo seminars for co-teachers.
10. Mentors co-teachers in content and skills difficulties.
11. Helps in the proper and accurate dissemination/implementation of school policies.
12. Assists principals in instructional monitoring of teachers.
13. Guides co-teachers in the performance of duties and responsibilities.
14. Leads in the preparation and enrichment of curriculum, leads in the discussion of professional ideas, problems, issues and concerns.
15. Initiates projects and programs that will enhance the curriculum and its delivery.
16. Makes the needed instructional materials available to teachers and students.
17. Attends school heads in class monitoring.
18. Conducts in-depth studies or action researches on instructional problems.
19. Coordinates with the grade chairman in disseminating information about school problems, awards, promotion.
20. Conducts demonstration teaching, sharing effective techniques or strategies and helps identify potential demonstration teachers.
21. Monitors the maintenance of discipline between and among teachers and learners.
22. Assists in designing capacity development programs for teachers.
23. Serves as trainer in school-based INSET.
24. Evaluates teacher-made tests and interpret results.
25. Checks regularly lesson plans of teachers in the assigned grade/subject area.
26. Carries regular teaching load for the grade/subject area.
27. Serves as a demonstration teacher.

POSITION AND COMPETENCY PROFILE

Master Teacher II-III

1. Provides technical assistance to teachers to improve their competencies
2. Takes active participation in the planning and implementation of training programs in school, district and division levels
3. Initiates improvement in instructional programs
4. Leads in the preparation of instructional materials
5. Introduces innovative teaching approaches and strategies
6. Serves as demonstration teacher, facilitator or resource person at the school level
7. Performs regular class monitoring using process observation tools
8. Assists the school selection committee in the evaluation of credentials when hiring or promoting teachers
9. Represents the school in conferences or events as delegated by the school head
10. Conducts post conferences with teachers for feedback on teaching-learning process
11. Participates actively in school strategic planning process involving internal and external stakeholders
12. Carries regular teaching loads for the assigned grade/subject
13. Conducts at least one action research every year
14. Takes charge of the school reading recovery program, remedial and/or enrichment program
15. Teaches/Takes over the class if the assigned teacher is absent, works beyond official time
16. Enriches the curriculum of his/her field of specialization
17. Serves as OIC of the school in the absence of the school head
18. Functions as head/coordinator of the department in the absence of an Head Teacher/Department Head
19. Consolidates and interprets competency assessment results
20. Designs and validates training programs for teachers
21. Checks, improves and prepares sample lesson plans for the assigned grade/subject area
22. Interprets test results and utilizes them for improvement of instruction
23. Helps identify potential demonstration teachers
24. Gives demonstration to new/striving teachers