



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

14 JUL 2026

DIVISION MEMORANDUM

No. 298, s. 2026

**REVISED GUIDELINES, FORMATS, AND FORMS FOR RESEARCH AND INNOVATION
INCLUDING THE ADOPTION OF ADDITIONAL PROVISIONS ON THE USE OF
ARTIFICIAL INTELLIGENCE (AI) IN BASIC AND ACTION RESEARCH**

To: Assistant Schools Division Superintendent
OIC, Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
Heads of Public Elementary, Secondary and Integrated Schools
All Others Concerned

1. In consonance with DepEd Order No. 16, s. 2017 (Research Management Guidelines), Division Memorandum No. 315, s. 2025 on the Guidelines and Format for Research and Innovation, and Regional Memorandum No. 593, s. 2026 entitled Adoption and Implementation of the Guidelines on the Use of Artificial Intelligence (AI) in Basic and Action Research, this Office, through the School Governance and Operations Division (SGOD) – Planning and Research Section, hereby issues the **Revised Guidelines, Formats, and Forms for Research and Innovation**, including the adoption of additional provisions on the ethical, safe, and responsible utilization of Artificial Intelligence (AI) in Basic and Action Research.

2. This Memorandum aims to:
- strengthen the implementation of research and innovation initiatives in the Schools Division of Capiz;
 - revise and standardize research guidelines, formats, forms, appraisal instruments, and monitoring tools utilized in the conduct, evaluation, and management of research and innovation projects;
 - ensure compliance with current national and regional research policies and standards;
 - promote research integrity, transparency, accountability, ethical conduct, and data privacy; and
 - institutionalize the responsible, ethical, and safe use of Artificial Intelligence (AI) in Basic and Action Research.

3. All teaching and non-teaching personnel undertaking research and innovation projects shall comply with the revised guidelines and utilize the prescribed formats and forms attached to this Memorandum. All previously issued research and innovation forms, appraisal instruments, monitoring tools, and other related documents that are inconsistent with this issuance are hereby amended, superseded, or modified accordingly.



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4. In addition to the existing provisions under Division Memorandum No. 315, s. 2025, the following provisions on Artificial Intelligence (AI) shall be observed:

A. Permissible Uses of AI

AI tools may be utilized strictly as ancillary support mechanisms in research activities such as:

- a. grammatical refinement and language enhancement;
- b. citation verification and reference management;
- c. organization and management of research data; and
- d. technical assistance in quantitative and qualitative data analysis, subject to researcher validation and interpretation.

B. Prohibited Uses of AI

Researchers are strictly prohibited from:

- a. generating synthetic or fabricated research data;
- b. creating fictitious respondents, sources, citations, references, or statistical results;
- c. submitting wholly AI-generated manuscripts as original scholarly work;
- d. allowing AI systems to replace researcher interpretation, analysis, conclusions, and recommendations; and
- e. inputting personally identifiable information (PII), learner reference numbers (LRNs), names of participants, and sensitive personal information into AI platforms.

C. Research Integrity and Accountability

Researchers shall maintain full professional responsibility and accountability for the accuracy, originality, authenticity, integrity, ethical compliance, and quality of their research outputs. The use of AI shall not absolve researchers from liability for plagiarism, research misconduct, data privacy violations, or inaccuracies in submitted manuscripts.

D. Data Privacy Compliance

All proponents shall comply with Republic Act No. 10173 or the Data Privacy Act of 2012 and shall ensure that participant data are anonymized, protected, securely stored, and utilized solely for legitimate research purposes.

5. All research proposals, completed studies, and innovation projects shall undergo evaluation using the prescribed appraisal forms and instruments issued under this Memorandum. The Schools Division Research Committee (SDRC), District Research Committees, School Research Committees, and designated evaluators shall utilize the revised appraisal tools during screening, technical review, monitoring, validation, and evaluation activities.

6. To ensure the quality, relevance, originality, and alignment of research and innovation initiatives with the Division, Regional, and National Research Agenda, all proponents shall comply with the following procedures prior to submission:

- A. Title Verification. Before preparing and submitting a research or innovation proposal, the proponent shall verify the proposed title through the official title



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verification database by encoding the proposed title in the following link:

<https://tinyurl.com/AR-BR-Innovation-ProposalTitle>

This process shall help prevent duplication of studies and facilitate the consolidation of research initiatives within the Schools Division.

- B. District-Level Technical Appraisal. Upon completion of the proposal, the proponent shall submit the research or innovation proposal to the District Research Focal Person (DRFP) for technical review and appraisal.
- C. Accomplished Appraisal Form. The duly accomplished and signed Research Proposal Appraisal Form shall be attached to the left side of the proposal folder upon submission to the Schools Division Office.
- D. Mandatory Attachment of Forms. All prescribed forms and documentary requirements included in this Memorandum shall be completely accomplished and attached to the research or innovation proposal folder. Incomplete submissions shall not be accepted for evaluation.
- E. Submission of Complete Research Folder. The proposal folder shall contain, at a minimum, the following documents:
 - a. Approval Sheet;
 - b. Research or Innovation Proposal following the prescribed format;
 - c. Research Proposal Appraisal Form duly accomplished by the District Research Focal Person;
 - d. Research Integrity Declaration Form;
 - e. Declaration of Anti-Plagiarism Form;
 - f. AI Declaration Form; and
 - g. Other supporting documents specified in the Revised Guidelines for Research and Innovation.
- F. Research and innovation proposals submitted without the required forms and appraisal documents shall be returned to the proponent for compliance and shall not proceed to division-level evaluation.

7. To ensure accessibility, uniform implementation, and proper utilization of all prescribed documents, the complete set of revised guidelines, formats, forms, appraisal tools, monitoring instruments, and research templates may be accessed and downloaded through this link: <https://tinyurl.com/AR-BR-Innovation>.

All schools and offices are directed to use only the latest versions of the documents available in the link. Previously issued forms and templates inconsistent with this Memorandum shall no longer be utilized.

8. The Senior Education Program Specialist for Planning and Research shall oversee the implementation of these revised guidelines, formats, and forms, provide technical assistance to schools and offices, and ensure compliance with research standards, ethical requirements, appraisal procedures, monitoring protocols, and AI-related provisions.

9. The following documents are enclosed and form integral parts of this Memorandum:
Enclosure No. 1 – Revised Guidelines for Research and Innovation



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- Enclosure No. 2 – Templates
- Enclosure No. 3 – Approval Sheet for Research and Innovation Projects
- Enclosure No. 4 – Research Proposal Appraisal Forms
- Enclosure No. 5 – Research and Innovation Monitoring Tool
- Enclosure No. 6 – Research Integrity Declaration Form
- Enclosure No. 7 – Declaration of Anti-Plagiarism Form
- Enclosure No. 8 – AI Declaration Form

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

ROEL F. BERMEJO

Schools Division Superintendent

Encl.: As stated

References: DepEd Order No. 16, s. 2017 – Research Management Guidelines; Division Memorandum No. 315, s. 2025 – Guidelines and Format for Research and Innovation; and Regional Memorandum No. 593, s. 2026 – Adoption and Implementation of the Guidelines on the Use of Artificial Intelligence (AI) in Basic and Action Research

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

GUIDELINES

RESEARCH

INNOVATION

RESEARCH MANAGEMENT



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Enclosure No. 1 to Division Memorandum No. 298, s. 2026

THE EXPANDED GUIDELINES FOR WRITING AN ACTION RESEARCH PROPOSAL

*(Based on DepEd Order No. 16, s. 2017, Regional Memorandum No. 78, s. 2024,
and SDM No. 315, s. 2025)*

Action Research is a systematic, reflective, and participatory process conducted by teachers, school heads, and non-teaching personnel to improve educational practices, address contextual issues, and contribute to evidence-based decision-making in basic education. Action Research aims to provide practical solutions to educational problems affecting learners, teachers, schools, and other education stakeholders through the implementation of appropriate interventions, innovations, and strategies.

The proposal shall follow the format and guidelines below.

I. CONTEXT AND RATIONALE

The Context and Rationale explains the educational problem, establishes the need for the study, and justifies the conduct of the research. The researcher shall discuss the problem comprehensively by presenting the specific issue to be addressed, identifying when and where it occurs, describing its signs and symptoms, identifying affected stakeholders, and explaining the degree or severity of its effects. Relevant quantitative and qualitative evidence should be presented to demonstrate the existence and significance of the problem.

The study must identify and justify its alignment with the appropriate Basic Education Research Agenda (BERA) thematic area, namely: Teaching and Learning, Curriculum and Learning Delivery, Assessment, Child Protection, Disaster Risk Reduction and Management (DRRM), Gender and Development (GAD), Human Resource Development, or Governance.

The researcher shall establish the study's relevance to educational outcomes by explaining how the research contributes to the goals of the Revised K to 12 Curriculum, Quality Basic Education Development Plan (QBEDP), and other current DepEd priorities. The discussion should demonstrate the potential contribution of the study to learner achievement, literacy and numeracy development, teacher effectiveness, school improvement, access, equity, governance, resilience, and well-being.

The timeliness of the problem should likewise be established by showing its alignment with BERA priorities, literacy and numeracy initiatives, learning recovery programs, current educational concerns, and other DepEd reform initiatives. The section should also introduce the proposed Intervention, Innovation, or Strategy (IIS) by identifying its name and briefly explaining how it



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addresses the identified problem. Finally, the researcher should justify why the study should be conducted, identify the intended beneficiaries, and explain the expected contributions of the findings.

II. PROPOSED INNOVATION, INTERVENTION, AND STRATEGY (IIS)

This section describes the intervention, innovation, or strategy that will be implemented to address the identified problem. The researcher shall clearly state the name of the IIS and discuss its distinctive features, purpose, intended users, and expected contribution to educational improvement. The rationale for selecting or developing the intervention should likewise be explained. The discussion should identify the individuals who will be involved in implementing the intervention, define its scope, and specify the target performance, behavior, skill, or outcome that it seeks to improve. The researcher should also discuss the limitations of the intervention by identifying related concerns that are not covered by the study. The proposal should clearly explain how the IIS is expected to improve the identified performance, behavior, or outcome and describe the anticipated benefits to participants.

A Component Activity Matrix should be included to present all planned activities. Each component activity should indicate the activity description, required resources, timeline, venue or setting, and persons responsible. The intervention should be supported by appropriate theories, concepts, models, research studies, best practices, and professional experiences that establish its plausibility and effectiveness.

III. ACTION RESEARCH QUESTIONS

The Action Research Questions shall provide direction to the entire study and serve as the basis for data gathering and analysis. The section should begin with a general statement of the problem that clearly reflects the primary purpose of the study, the research setting, learning area or research focus, participants, and proposed intervention, innovation, or strategy.

The proposal should include the quintessential Action Research Question, which generally asks how the proposed IIS may be used to improve the target performance, behavior, or outcome of the participants. Specific research questions should investigate the current status of the target performance, behavior, or outcome before implementation of the intervention. They should also examine the experiences of participants and the researcher during implementation, including challenges encountered and facilitating factors that contributed to the success of the intervention. After implementation, the questions should determine the results and improvements achieved. The proposal should also include questions related to future implementation, utilization, scaling-up, sustainability, and enhancement of the intervention. All research questions must be aligned with the title and objectives of the study.





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IV. ACTION RESEARCH METHOD

A. Participants/Sources of Data and Information

This section identifies and describes the participants and other sources of data involved in the study. The researcher should explain the sampling procedure, inclusion criteria, and reasons for selecting the participants. Since Action Research is participatory in nature, the researcher is also considered part of the research process.

Participants should be comprehensively described in terms of their number, sex distribution, grade level, strand, curriculum, specialization, age range, socioeconomic profile, and community profile. The researcher should also provide a brief professional profile indicating educational qualifications, current position, years in service, and relevant experiences related to the study.

B. Data Gathering Methods

The Data Gathering Methods section presents a detailed plan explaining how information will be collected. Each research question should have a corresponding data source and data gathering method. Action Research proposals should include qualitative data collection methods and may also utilize quantitative methods when appropriate.

The proposal should identify and describe the instruments to be used, such as interviews, observations, focus group discussions, reflection journals, survey questionnaires, checklists, documentary analysis forms, and other relevant tools. For each instrument, the researcher should explain its purpose, validation process, and the type of data it will generate. Data collection procedures should clearly indicate the schedule, venue, and specific steps involved in gathering data.

C. Ethical Issues

This section should discuss the ethical safeguards that will be observed throughout the conduct of the study. The researcher should explain how informed consent will be secured and how voluntary participation, confidentiality, anonymity, data privacy, and participant protection will be ensured. Compliance with copyright laws and intellectual property regulations must also be discussed, particularly when utilizing copyrighted materials, instruments, resources, and secondary data.

The proposal should demonstrate commitment to academic integrity by ensuring proper citation of sources, originality of work, and avoidance of plagiarism. If Artificial Intelligence (AI) tools are utilized in any stage of the research process, the researcher should disclose the AI tools used, explain their purpose, verify and validate all AI-assisted outputs, and maintain accountability for all content included in the study. All AI-related practices should be consistent with the principles of responsible AI use in education and research.





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D. Data Analysis Plan

The Data Analysis Plan explains how collected data will be processed, analyzed, and interpreted. The researcher should present a matrix that aligns each research question with the corresponding data source, data gathering method, and data analysis method.

For quantitative data, analysis methods may include frequency counts, percentages, means, gain scores, and other descriptive statistical procedures. For qualitative data, thematic analysis, content analysis, coding procedures, and similar qualitative techniques may be employed. The researcher should justify the appropriateness of the selected data analysis methods and explain how these methods will adequately answer the research questions.

V. ACTION RESEARCH WORK PLAN AND TIMELINE

The Action Research Work Plan and Timeline presents the schedule of activities necessary to complete the study. An introductory narrative should briefly explain the implementation schedule. The work plan should be presented in an APA-formatted table and organized into three major phases: Preparation, Implementation, and Dissemination.

Preparation activities may include proposal writing, securing approvals, instrument development, and instrument validation. Implementation activities may include participant selection, intervention implementation, monitoring, and data gathering. Dissemination activities may include data analysis, report writing, presentation of findings, and submission of the completed research. The work plan should specify the schedule, duration, responsible persons, and expected outputs for every activity.

VI. COST ESTIMATES (*Optional if not applying for BERF funding*)

The Cost Estimates section shall provide an itemized budget of all resources necessary for the implementation of the study. The budget should indicate the item description, unit, quantity, unit cost, and total cost for each item. All proposed expenditures should comply with the DepEd Research Management Guidelines and existing Commission on Audit (COA) regulations. Researchers who are not seeking external funding may omit this section.

VII. PLANS FOR DISSEMINATION AND UTILIZATION

This section explains how the findings of the study will be disseminated and utilized. The researcher should describe how the results will be shared through school presentations, district research conferences, division research conferences, publications, professional learning communities, and other appropriate venues.

The proposal should also explain how the findings will be utilized for classroom improvement, school improvement, policy recommendations, program enhancement, and other educational initiatives. The discussion should emphasize how research findings will contribute to evidence-based decision-making and continuous improvement.





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VIII. REFERENCES

The References section shall contain all sources cited in the proposal. Citations and reference entries should strictly follow the APA 7th Edition format. The proposal should contain complete in-text citations and complete reference entries. The majority of sources should be published within the last ten (10) years to ensure currency and relevance. Exceptions may include laws, DepEd issuances, policies, seminal theories, and foundational works that remain relevant to the study. Researchers are encouraged to use only credible and scholarly sources.

IX. APPENDICES

The Appendices section shall contain supporting documents relevant to the proposed study. These may include approval letters, consent forms, research instruments, validation forms, the Component Activity Matrix, Work Plan and Timeline, Budget Matrix, learning materials, intervention materials, and documentation templates that support the implementation of the research.

CURRICULUM VITAE

The proposal shall conclude with the researcher's Curriculum Vitae. The Curriculum Vitae should include the researcher's updated professional profile, educational background, professional experience, research experience (if any), trainings attended, and a recent 2×2 photograph. This document provides information regarding the researcher's qualifications and capability to conduct the proposed Action Research.





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THE EXPANDED GUIDELINES FOR WRITING A COMPLETED ACTION RESEARCH

*(Based on DepEd Order No. 16, s. 2017, Regional Memorandum No. 78, s. 2024,
and SDM No. 315, s. 2025)*

A Completed Action Research is a comprehensive report of the entire research process, from problem identification to the implementation of an intervention and the presentation of findings, conclusions, recommendations, and utilization of results. It demonstrates how research-generated evidence was used to improve educational practices, address contextual problems, and contribute to evidence-based decision-making in basic education. The completed paper shall follow the format and guidelines below.

ABSTRACT

The Abstract provides a concise summary of the entire study. It should clearly present the research problem, purpose of the study, research setting, participants, intervention, research methods, major findings, conclusions, and recommendations. The abstract should provide readers with a clear overview of the study without requiring them to read the entire paper. It should be written in a concise and coherent narrative form and should accurately reflect the contents of the completed research.

ACKNOWLEDGMENT

The Acknowledgment recognizes the individuals, offices, institutions, and stakeholders who contributed to the successful completion of the study. The researcher should acknowledge the assistance provided by school heads, supervisors, research coordinators, validators, participants, colleagues, family members, and other individuals or organizations that supported the conduct of the research.

RESEARCH BULLETIN / POLICY NOTE

The Research Bulletin or Policy Note summarizes the study and presents the significance of its findings. This section should briefly discuss the problem addressed, the intervention implemented, the major findings obtained, the implications of the results, and the recommendations for practice, policy, or future implementation. It should clearly identify the intended users of the research findings and emphasize how the results may contribute to educational improvement and decision-making.

I. CONTEXT AND RATIONALE

The Context and Rationale explains the educational problem addressed by the study and provides the justification for conducting the Action Research. The researcher shall discuss the specific problem that was investigated by presenting when and where the problem was observed, describing its signs and symptoms, identifying affected stakeholders, and explaining the extent and severity of its impact. Relevant baseline data and evidence should be presented to establish the significance of the problem and the need for intervention.



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The study shall identify and justify its alignment with the appropriate Basic Education Research Agenda (BERA) thematic area, specifically Teaching and Learning, Curriculum and Learning Delivery, Assessment, Child Protection, Disaster Risk Reduction and Management (DRRM), Gender and Development (GAD), Human Resource Development, or Governance. The discussion shall further establish the study's relevance to educational outcomes by explaining its contribution to the goals of the Revised K to 12 Curriculum, QBEDP outcomes, and other current DepEd priorities. The researcher should demonstrate how the study contributed to learner achievement, literacy and numeracy development, teacher effectiveness, school improvement, access, equity, governance, resilience, and well-being. The section should also establish the timeliness of the study, identify the intervention implemented, and discuss the significance and contributions of the completed research.

II. ACTION RESEARCH QUESTIONS

The Action Research Questions establish the focus of the completed study and guide the presentation of findings. The section shall present the general statement of the problem, which should clearly reflect the primary purpose of the study, the research setting, learning area or research focus, participants, and the intervention, innovation, or strategy implemented.

The discussion shall include the quintessential Action Research Question that examined how the intervention was used to improve the target performance, behavior, or outcome of the participants. Specific research questions should investigate the condition of the target outcome before implementation, the experiences of participants and the researcher during implementation, the challenges encountered and facilitating factors, and the results obtained after implementation of the intervention. Questions concerning utilization, sustainability, enhancement, and possible scaling-up of the intervention should likewise be included. All research questions should remain aligned with the title, objectives, findings, and conclusions of the study.

III. PROPOSED INNOVATION, INTERVENTION, AND STRATEGY (IIS)

This section describes the intervention that was implemented during the conduct of the study. The researcher shall discuss the name of the intervention, its distinctive features, purpose, intended users, and expected contribution to educational improvement. The rationale for selecting or developing the intervention should also be explained.

The discussion should identify the individuals involved in implementation, define the scope of the intervention, and specify the target performance, behavior, skill, or outcome that it intended to improve. Limitations of the intervention should likewise be discussed. The researcher shall explain how the intervention addressed the identified problem and describe both the intended and actual benefits experienced by participants. Component activities, resources used, timelines followed, implementation venues, and persons responsible should be clearly presented. The intervention





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should be supported by theories, concepts, frameworks, models, related studies, best practices, and professional experiences that establish its effectiveness and relevance.

IV. ACTION RESEARCH METHOD

A. Participants/Sources of Data and Information

This section describes the participants and other sources of data involved in the study. The researcher shall explain the sampling procedure, inclusion criteria, participant selection process, and rationale for selecting the participants. Since Action Research is participatory in nature, the researcher should also explain his or her role in the study.

The discussion should provide a comprehensive description of the participants, including the number of participants, sex distribution, grade level, strand, curriculum, specialization, age range, socioeconomic profile, and community profile. Information regarding the researcher's educational qualifications, current position, years of service, and relevant professional experiences should also be presented.

B. Data Gathering Methods

The Data Gathering Methods section explains how information was collected throughout the conduct of the study. The researcher shall discuss the data sources, data gathering methods, and research instruments that were used to answer the research questions. Examples may include interviews, observations, focus group discussions, reflection journals, survey questionnaires, checklists, documentary analysis, and learning assessments.

For each instrument utilized, the researcher should explain its purpose, validation process, and the type of data generated. The section should also discuss the actual data collection procedures followed, including schedules, timelines, venues, and activities conducted during the implementation phase. Particular attention should be given to the qualitative methods employed, as Action Research requires the collection of qualitative data to support reflective inquiry and understanding of participant experiences.

C. Ethical Issues

The Ethical Issues section discusses the ethical safeguards observed during the conduct of the study. The researcher shall explain how informed consent was secured and how voluntary participation, confidentiality, anonymity, data privacy, and participant protection were maintained. Compliance with copyright laws and intellectual property regulations should also be discussed, particularly in relation to the use of instruments, learning resources, and other materials.

The researcher should demonstrate adherence to academic integrity through proper citation of sources, originality of work, and avoidance of plagiarism. When AI tools are used during any stage of the research process, the completed study should disclose the AI applications utilized, explain



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their purpose, describe the validation process undertaken, and affirm that all AI-assisted outputs were reviewed and verified by the researcher. The researcher remains fully accountable for the accuracy, integrity, and ethical quality of the study.

D. Data Analysis Plan

The Data Analysis Plan describes how data were processed, analyzed, and interpreted. The researcher should explain how each research question was addressed through corresponding datasets and appropriate analytical procedures. Quantitative data may be analyzed using frequency counts, percentages, means, gain scores, and other descriptive statistical techniques, while qualitative data may be analyzed through thematic analysis, content analysis, coding, categorization, and related qualitative procedures.

The discussion should justify the appropriateness of the selected methods and explain how the results of the analyses answered the research questions and contributed to the achievement of the study's objectives.

V. DISCUSSION OF RESULTS AND REFLECTION

The Discussion of Results and Reflection presents the findings of the study and examines their meaning and implications. The Findings and Discussion section should present results corresponding to each research question, interpret the significance of the findings, and relate the results to theories, concepts, and related studies. Appropriate quantitative and qualitative evidence should be presented to support interpretations and conclusions. The effectiveness of the intervention should also be discussed in relation to the target performance, behavior, or outcome.

The Summary should present a synthesis of the most important findings of the study. The Conclusions should answer the research questions and objectives based on the evidence presented. Recommendations should be directly derived from the findings and should provide practical suggestions for learners, teachers, school leaders, policymakers, and other stakeholders. The Reflection section should discuss the researcher's experiences, lessons learned, challenges encountered, successes achieved, and insights gained throughout the implementation of the study. An Action Plan should also be included to outline future activities, responsible persons, timelines, expected outputs, and indicators of success for sustaining or enhancing the intervention.

VI. ACTION RESEARCH WORK PLAN AND TIMELINE

The completed paper shall include the approved Work Plan and Timeline used during the conduct of the study. The section should present the activities completed during the Preparation, Implementation, and Dissemination phases, together with their schedules, durations, responsible persons, and expected outputs. The work plan serves as evidence that the research was implemented in accordance with the approved proposal.





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VII. COST ESTIMATES (*Optional if BERF-funded*)

The Cost Estimates section presents the actual expenses incurred during the conduct of the study. The budget should indicate the item description, unit, quantity, unit cost, and total cost for each expenditure. All expenses should comply with the DepEd Research Management Guidelines and applicable Commission on Audit regulations. Researchers who did not receive funding may omit this section.

VIII. DISSEMINATION AND UTILIZATION

This section explains how the findings of the completed study were disseminated and utilized. The researcher should discuss presentations conducted during school, district, division, regional, or national research conferences, Learning Action Cell sessions, publications, or other dissemination platforms. The discussion should also explain how the findings are being utilized for classroom improvement, school improvement, program enhancement, policy development, and evidence-based decision-making. The section should further describe existing or planned strategies for sustaining and maximizing the impact of the research findings.

IX. REFERENCES

The References section shall contain all sources cited in the study. Reference entries and in-text citations should strictly follow APA 7th Edition guidelines. The completed paper should use credible and scholarly references, and the majority of references should have been published within the last ten years to ensure relevance and currency. Exceptions include laws, DepEd issuances, policies, seminal theories, and foundational works directly relevant to the study.

X. APPENDICES

The Appendices section shall contain supporting documents related to the completed study. These may include approval letters, consent forms, research instruments, validation forms, pre-test and post-test results, Table of Specifications (TOS), item analysis results, intervention materials, activity sheets, documentation photographs, statistical outputs, transcripts, research bulletins, action plans, and other Means of Verification (MOVs) that support the conduct and findings of the study.

CURRICULUM VITAE

The completed Action Research Paper shall conclude with the Curriculum Vitae of the researcher. The Curriculum Vitae should contain the researcher's educational background, professional qualifications, present position, years of service, relevant trainings and seminars attended, research experience, research accomplishments, professional memberships, and a recent 2×2 photograph. This section serves as documentation of the researcher's qualifications and capability to conduct educational research.





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FORMAT FOR WRITING ACTION RESEARCH MANUSCRIPTS

(Based on SDM No. 315, s. 2025, SDM No. 211, s. 2024, and DepEd Order No. 16, s. 2017)

To ensure uniformity, consistency, and quality in the preparation and submission of Action Research manuscripts, all teacher-researchers shall follow the prescribed format and technical requirements outlined below.

I. FOLDER AND BINDING REQUIREMENTS

The Action Research manuscript should be placed in a white short folder without borders, decorations, designs, colored backgrounds, or embellishments.

All pages of the manuscript should be securely fastened at the upper portion of the folder. The folder should contain the complete manuscript and all required supporting documents.

II. PAPER SPECIFICATIONS AND FORMATTING REQUIREMENTS

The manuscript should be prepared using white short bond paper (8.5 × 11 inches).

The following formatting requirements should be observed throughout the manuscript:

- Font Style: Arial
- Font Size: 11
- Text Alignment: Justified
- Left Margin: 1 inch
- Right Margin: 1.5 inches
- Top Margin: 1 inch
- Bottom Margin: 1 inch
- No page number

The manuscript should use the official header and footer prescribed by the Schools Division Office of Capiz. The prescribed Division format should be consistently applied throughout the manuscript.

III. HEADINGS AND SUBHEADINGS

Major section headings should be centered on the page.

Examples include:

- Context and Rationale
- Proposed Innovation, Intervention, and Strategy
- Research Questions
- Action Research Method
- Discussion of Results and Reflection





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- Summary
- Conclusions
- Recommendations
- References

Subheadings should be aligned at the left margin.

Examples include:

- Participants and Other Sources of Data
- Data Collection Method
- Ethical Issues
- Data Analysis Plan
- Findings
- Reflection
- Action Plan

Consistency should be observed throughout the manuscript.

IV. RESEARCH QUESTIONS

The Action Research Proposal should contain five (5) research questions aligned with the objectives of the study and the implementation of the intervention, innovation, or strategy.

- Research Question 1: Status of the Problem Before and After the Intervention
The first research question determines the level, status, proficiency, performance, behavior, skill, or condition of participants before and after the implementation of the intervention.
- Research Question 2: Quintessential Action Research Question
The second research question serves as the quintessential Action Research question and examines how the intervention, innovation, or strategy improves the identified problem.
- Research Question 3: Experiences of the Participants
The third research question examines the experiences of participants before, during, and after implementation of the intervention.
- Research Question 4: Experiences of the Researcher
The fourth research question examines the experiences of the researcher before, during, and after implementation of the intervention.
- Research Question 5: Post-Implementation Actions
The fifth research question focuses on actions to be undertaken after implementation, including utilization, sustainability, enhancement, replication, or scaling-up of the intervention.





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Alignment of Research Questions

RQ1	Status of the problem before and after intervention
RQ2	Effectiveness of the intervention (Quintessential Question)
RQ3	Experiences of participants
RQ4	Experiences of the researcher
RQ5	Utilization, sustainability, action plan, and future implementation

V. PROPOSED INNOVATION, INTERVENTION, AND STRATEGY (IIS)

The Proposed Innovation, Intervention, and Strategy should first be presented in narrative form.

The discussion explains:

- The intervention, innovation, or strategy;
- The rationale for its use;
- The objectives of the intervention;
- The key features of the intervention;
- The intended beneficiaries; and
- How the intervention addresses the identified problem.

The narrative discussion is followed by:

Table 1
Component Activity Matrix

Strategies	Description of Strategies	Resources Needed	Timeline/Place Schedule	Persons Responsible
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Table Requirements

All tables should follow APA 7th Edition format.

Observe the following:

- Table number placed above the table;
- Table title placed above the table;
- No vertical lines;
- Minimal horizontal lines;
- Clear row and column headings; and
- Discussion of tables within the text.

VI. PARTICIPANTS AND OTHER SOURCES OF DATA

This section describes the participants and other sources of data involved in the study.



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The discussion includes:

- Number of male participants;
- Number of female participants;
- Total number of participants;
- Age bracket;
- Section;
- School;
- Socioeconomic status;
- Geographical location; and
- Other relevant participant characteristics.

The section also describes the profile of the researcher including:

- Educational attainment;
- Length of service; and
- Current subject area and/or grade level assignment.

The narrative discussion is followed by:

Table 2
Participants of the Study

Pseudonym	Sex	Age	Economic Status	Geographical Location
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***Pseudonyms** are fictitious names used to protect participant confidentiality and anonymity.

VII. DATA COLLECTION METHOD

The Data Collection Method is first discussed in narrative form.

The discussion explains:

- Data collection methods employed;
- Research instruments used;
- Purpose of each instrument;
- Data gathering schedule; and
- Procedures followed in collecting data.

The narrative discussion is followed by:

Table 3
Research Questions and Corresponding Data Source and Data Gathering Method

Research Questions	Data Source	Data Gathering	Method
--------------------	-------------	----------------	--------



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The table should follow APA 7th Edition format.

VIII. ETHICAL ISSUES

This section discusses the ethical safeguards observed throughout the conduct of the study.

The discussion addresses:

- Informed consent;
- Voluntary participation;
- Confidentiality;
- Anonymity;
- Data privacy;
- Participant protection;
- Copyright compliance;
- Proper acknowledgment of sources;
- Academic integrity; and
- Responsible use of Artificial Intelligence (AI), when applicable.

IX. DATA ANALYSIS PLAN

The Data Analysis Plan is first discussed in narrative form.

The discussion explains:

- Analytical procedures to be employed;
- Appropriateness of the selected methods;
- Treatment of quantitative and/or qualitative data; and
- How the analysis answers the research questions.

The narrative discussion is followed by:

Table 4

Research Questions, Data Source, Data Gathering Method, and Data Analysis Plan

Research Questions	Data Source	Data Gathering Method	Data Analysis Plan
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The table should follow APA 7th Edition format.

X. PLAN FOR DISSEMINATION AND UTILIZATION

This section describes how the findings will be shared and utilized.



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The discussion identifies:

- Intended users of the findings;
- Dissemination activities;
- Utilization plans;
- Sustainability strategies; and
- Contributions to educational improvement.

ADDITIONAL PARTS FOR COMPLETED ACTION RESEARCH

The completed Action Research manuscript contains the following additional sections:

- Discussion of Results and Reflection (Centered Heading)
- Findings/Discussion (Left-Aligned Subheading)
 - This section presents and interprets the findings according to each research question.
 - The discussion should:
 - Present quantitative and qualitative findings;
 - Analyze and interpret the results;
 - Relate findings to relevant theories and studies; and
 - Discuss implications of the findings.
- Summary
 - The Summary presents the major findings according to the sequence of the research questions.
- Conclusions
 - The Conclusions present evidence-based statements derived from the findings.
 - Conclusions should:
 - Answer the research questions;
 - Address the objectives of the study; and
 - Be directly supported by evidence.
- Recommendations
 - The Recommendations provide practical suggestions based on the findings and conclusions.
 - Recommendations may be addressed to:
 - Learners;
 - Teachers;
 - School heads;
 - Supervisors;
 - Policymakers; and
 - Future researchers.
- Reflection
 - The Reflection presents the researcher's insights and professional learning gained from conducting the study.





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- The discussion focuses on:
 - Lessons learned;
 - Challenges encountered;
 - Successes achieved;
 - Professional growth;
 - Areas for improvement; and
 - Future commitments.
- Action Plan
 - The Action Plan presents:
 - Objectives;
 - Activities;
 - Persons Responsible;
 - Timeline;
 - Resources Needed;
 - Success Indicators; and
 - Means of Verification.
 - References
 - All citations and references should follow the APA 7th Edition format.
 - The majority of references should be published within the last ten (10) years.
 - References older than ten years may be used only when citing:
 - Laws;
 - DepEd issuances;
 - Government policies;
 - Seminal theories; and
 - Foundational works.
- Appendices
 - The Appendices may include:
 - Letters and endorsements;
 - Consent forms;
 - Research instruments;
 - Checklists;
 - Focus Group Discussion (FGD) guides;
 - In-depth Interview guides;
 - Validation forms;
 - Intervention materials;
 - Documentation photographs; and
 - Other supporting documents.
- Means of Verification (MOVs)
 - The MOVs section contains documentary evidence supporting the implementation of the study.



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- Examples include:
 - Attendance sheets;
 - Accomplishment reports;
 - Monitoring reports;
 - Evaluation reports;
 - Photographs;
 - Certificates;
 - Meeting minutes; and
 - Other supporting records.
- Approved Action Research Proposal
 - A complete copy of the approved Action Research Proposal should be attached as the final appendix of the completed manuscript.

SUBMISSION REQUIREMENTS FOR COMPLETED ACTION RESEARCH

- Upon submission of the completed Action Research manuscript, attach the following documents on the left side of the folder:
- Accomplished Appraisal Form evaluated and signed by the District Research Coordinator; and
- Accomplished Monitoring Tool on the Implementation of Action/Basic Research monitored and evaluated by the Senior Education Program Specialist (SEPS) for Planning and Research.

These documents serve as evidence that the study underwent appraisal, monitoring, validation, and evaluation during implementation.



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GUIDELINES AND FORMAT FOR WRITING A BASIC RESEARCH PROPOSAL

(Based on DepEd Order No. 16, s. 2017 and Aligned with the Basic Research Proposal Template in SDM No. 315, s. 2025)

Basic Research is a systematic and objective investigation designed to generate new knowledge, explain educational phenomena, describe existing conditions, explore issues, or establish relationships among variables relevant to basic education. Its primary purpose is to provide empirical evidence that may inform educational policies, programs, projects, and decision-making processes. Unlike Action Research, which focuses on solving immediate and localized problems through the implementation of interventions, Basic Research seeks to contribute to the broader understanding of educational issues and concerns.

The proposal shall follow the format prescribed below.

I. INTRODUCTION AND RATIONALE

The Introduction and Rationale presents the background of the study and establishes the need for conducting the research. This section should clearly describe the issue, concern, trend, policy, practice, program, or phenomenon that serves as the focus of the investigation. The discussion should provide sufficient context for readers to understand the nature, relevance, and significance of the problem

The researcher should present relevant facts, observations, statistical data, reports, policy documents, or previous findings that demonstrate the existence of the issue being investigated. The discussion should explain how the identified concern affects learners, teachers, school leaders, schools, communities, or the educational system as a whole. The significance of the problem should be clearly established by discussing its implications on educational outcomes and stakeholder welfare.

The researcher should likewise identify the applicable Basic Education Research Agenda (BERA) thematic area and explain how the study contributes to addressing educational concerns within that area. The section should conclude by establishing the significance, relevance, and timeliness of the study and by identifying the intended beneficiaries and possible contributions of the research findings.

II. LITERATURE REVIEW

The Literature Review presents the theoretical and empirical foundations of the study. It demonstrates the researcher's familiarity with existing knowledge related to the topic and provides the basis for understanding the problem under investigation.



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The researcher should discuss relevant theories, concepts, principles, and frameworks that explain the variables or phenomena included in the study. Related literature and studies should be reviewed to determine what is already known about the topic and what aspects still require further investigation. The discussion should include both local and international sources whenever available.

Rather than presenting literature and studies separately as summaries, the researcher should synthesize information by identifying relationships, similarities, differences, patterns, inconsistencies, and emerging themes across various sources. The review should establish the research gap by identifying unanswered questions, underexplored areas, conflicting findings, or contextual limitations in previous studies. The section should end with a synthesis showing how the proposed study contributes to existing knowledge and addresses the identified gap.

III. RESEARCH QUESTIONS

The Research Questions provide direction to the study and define the information that the researcher intends to obtain. They serve as the foundation for the selection of participants, instruments, data collection methods, and data analysis procedures.

The section should begin with a General Statement of the Problem that presents the primary concern of the investigation. This should be followed by Specific Research Questions that clearly identify the aspects of the problem to be examined.

Research questions should be aligned with the title and purpose of the study. They should be logically organized, clearly stated, measurable, and capable of being answered through systematic inquiry. The set of research questions should collectively address the entire scope of the investigation and provide sufficient guidance for the conduct of the study.

IV. SCOPE AND LIMITATION

The Scope and Limitation defines the coverage and boundaries of the research. It informs readers about what the study intends to investigate and clarifies what is beyond its coverage.

The scope should identify the variables, concepts, issues, phenomena, participants, locale, and time frame included in the study. The discussion should establish the extent of the investigation and clearly define the focus of the research.

The limitation should explain conditions or constraints that may affect the conduct of the study or the interpretation of its findings. These limitations may be related to available resources, accessibility of participants, time constraints, geographic coverage, availability of data, methodological restrictions, or other factors beyond the control of the researcher. The discussion should provide realistic expectations regarding the applicability and interpretation of the findings.





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V. RESEARCH METHODOLOGY

The Research Methodology describes the procedures that will be employed in conducting the study. It explains how participants will be selected, how data will be collected, how ethical standards will be observed, and how data will be analyzed.

A. Sampling

The Sampling section identifies the participants or respondents involved in the study and explains how they will be selected. The researcher should describe the target population and justify why it is appropriate for the investigation.

The discussion should explain the sampling technique that will be employed and describe the inclusion and exclusion criteria used in selecting participants. Relevant participant characteristics should also be presented to provide a clear description of the population being studied. The researcher should justify the appropriateness of the selected participants in relation to the objectives and research questions of the study.

B. Data Collection

The Data Collection section explains how information will be gathered. The researcher should describe the research instruments and procedures that will be utilized to collect data from participants or other sources.

Each instrument should be described in terms of its purpose and appropriateness to the study. When applicable, information regarding instrument development, validation, and reliability should be provided. The researcher should explain the procedures that will be followed before, during, and after data collection, including the schedule, venue, and sequence of research activities. Proper procedures for recording, organizing, storing, and securing collected data should also be discussed.

C. Ethical Issues

The Ethical Issues section discusses the measures that will be implemented to protect participants and ensure adherence to ethical research standards.

The researcher should explain how informed consent will be obtained and how voluntary participation will be maintained throughout the conduct of the study. Measures for ensuring confidentiality, anonymity, privacy, and data protection should be discussed. The section should also address the ethical use of information, proper attribution of sources, copyright compliance, and safeguards against plagiarism and research misconduct.

If technological tools or artificial intelligence applications are utilized during the conduct of the research, the researcher should explain how their use will be monitored and validated to ensure accuracy, accountability, and research integrity.





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D. Plan for Data Analysis

The Plan for Data Analysis explains how collected information will be organized, processed, analyzed, and interpreted. The researcher should identify the specific data analysis procedures that will be used to answer each research question.

For quantitative studies, the discussion should indicate the statistical procedures that will be employed, such as frequency counts, percentages, means, weighted means, standard deviations, correlation coefficients, t-tests, analyses of variance, regression analyses, and other appropriate statistical techniques.

For qualitative studies, the researcher should explain the procedures that will be used in coding, categorizing, organizing, and interpreting qualitative information. Examples may include thematic analysis, content analysis, narrative analysis, and other qualitative analytical approaches.

The discussion should justify why the selected analysis procedures are appropriate for the type of data collected and how they will enable the researcher to address the research questions and objectives of the study.

VI. TIMETABLE / GANTT CHART

The Timetable or Gantt Chart presents the schedule of activities for the implementation of the study. It should provide a realistic timeline covering all major activities from proposal development to dissemination of findings.

The timetable should include activities such as proposal preparation, review of literature, instrument development, validation, securing approvals, data collection, data processing, data analysis, report writing, final submission, and dissemination of results. The schedule should clearly indicate the duration and target completion dates of each activity to demonstrate the feasibility of completing the research within the proposed timeframe.

VII. COST ESTIMATES

The Cost Estimates section presents the budgetary requirements of the study. This section should provide an itemized projection of all expenses necessary for the conduct of the research.

The budget should include the description of each item or activity requiring funding, the quantity needed, corresponding unit cost, total amount, and a brief justification for the expenditure. All proposed expenses should be reasonable, necessary, and directly related to the implementation of the research. The budget should comply with existing government regulations and policies pertaining to the utilization of resources.





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VIII. PLANS FOR DISSEMINATION AND ADVOCACY

The Plans for Dissemination and Advocacy section explains how the findings of the study will be communicated, promoted, and utilized after the completion of the research.

The researcher should discuss strategies for sharing research findings through research conferences, school presentations, professional learning communities, publications, policy briefs, forums, or other appropriate dissemination mechanisms. The section should likewise identify the intended users of the findings and explain how the results may be utilized to improve educational policies, programs, instructional practices, management systems, or decision-making processes.

The advocacy component should explain how awareness, support, or action related to the research findings may be promoted among stakeholders to maximize the impact and utilization of the study.

IX. REFERENCES

The References section contains all sources cited in the proposal. It serves as evidence of the scholarly foundation of the study and demonstrates the researcher's engagement with existing knowledge relevant to the topic.

All in-text citations and reference entries shall strictly follow the American Psychological Association (APA) 7th Edition format. The researcher is responsible for ensuring that all sources cited in the manuscript are accurately reflected in the reference list and that all entries in the reference list are cited in the text.

The researcher should ensure that:

- References are complete, accurate, and consistent with APA 7th Edition guidelines.
- In-text citations correspond with the entries in the reference list.
- Sources used are relevant to the study and support the discussion of the problem, literature review, and methodology.
- The majority of references are published within the last ten (10) years to ensure currency and relevance.
- Older references may be used when citing seminal theories, foundational works, laws, government issuances, policies, and other authoritative documents that remain relevant to the study.
- Sources are scholarly, credible, and obtained from reputable journals, books, conference proceedings, research reports, government publications, and recognized institutions.

The References section should be arranged alphabetically according to the surname of the first author and formatted in accordance with APA 7th Edition standards.



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GUIDELINES AND FORMAT FOR WRITING A COMPLETED BASIC RESEARCH PAPER

(Based on DepEd Order No. 16, s. 2017 and Aligned with the Completed Basic Research Template in SDM No. 315, s. 2025)

A Completed Basic Research Paper is the final report of a systematic investigation conducted to generate knowledge, explain educational phenomena, describe conditions, examine relationships among variables, or provide evidence for educational planning, policy formulation, and program improvement. The completed research should present the entire research process, findings, conclusions, recommendations, and plans for utilization of results.

The completed research paper shall follow the format below.

I. TITLE PAGE

The Title Page provides essential information about the research study. It should contain the complete title of the study, the name of the researcher, school or office affiliation, position or designation, Schools Division Office, and the date of submission. The title should clearly reflect the focus, variables, participants, and scope of the study. It should be concise, specific, and representative of the investigation conducted.

II. ABSTRACT

The Abstract provides a concise summary of the completed study. It should briefly present the research problem, objectives, methodology, participants, major findings, conclusions, and recommendations. The abstract should provide readers with a clear overview of what the study investigated, how it was conducted, and what results were obtained.

The abstract should be written in a single coherent narrative and should accurately reflect the contents of the completed research paper. It should focus on the most important aspects of the study and avoid unnecessary details.

III. ACKNOWLEDGMENT

The Acknowledgment section recognizes the individuals, offices, institutions, and organizations that contributed to the successful completion of the study. The researcher may acknowledge the support of school heads, supervisors, mentors, research coordinators, validators, respondents, colleagues, family members, funding institutions, and other stakeholders who provided assistance throughout the research process.

IV. INTRODUCTION OF THE RESEARCH

The Introduction of the Research presents the background and rationale of the study. It should clearly discuss the educational issue, problem, concern, trend, policy, practice, program, or phenomenon that was investigated.

The discussion should provide sufficient context and supporting evidence through reports, observations, statistics, documents, and previous findings. The researcher should establish the significance of the issue, identify affected stakeholders, and explain the implications of the problem on educational outcomes or educational processes.



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The section should also discuss the relevance of the study to basic education and explain its contributions to educational improvement, policy formulation, program enhancement, or decision-making. The rationale should clearly justify why the study was conducted and identify its intended beneficiaries.

V. LITERATURE REVIEW

The Literature Review presents the theoretical and empirical foundations of the study. This section should discuss theories, principles, concepts, frameworks, literature, and studies relevant to the research topic.

The discussion should demonstrate how previous literature and studies relate to the present investigation. The researcher should synthesize information by identifying patterns, consistencies, differences, trends, and gaps among related studies and literature.

The review should establish how the completed study contributes to existing knowledge and how it addressed gaps or limitations identified in previous investigations.

VI. RESEARCH QUESTIONS

The Research Questions section presents the questions that guided the entire investigation. These questions serve as the basis for data collection, analysis, interpretation, and discussion of findings. The General Statement of the Problem should present the primary concern investigated by the study. The Specific Research Questions should identify the information sought and the relationships, conditions, variables, or phenomena explored during the research.

The completed study should demonstrate that the findings, conclusions, and recommendations directly respond to the research questions presented in this section.

VII. SCOPE AND LIMITATION

The Scope and Limitation section explains the boundaries of the study and clarifies the coverage of the investigation.

The discussion should identify the participants or respondents, locale, variables, concepts, and time frame covered by the study. It should also specify aspects that were intentionally excluded from the investigation.

The researcher should discuss limitations encountered during the conduct of the study and explain how these limitations may affect the interpretation, transferability, or applicability of findings. This section helps readers understand the conditions under which the findings should be interpreted.

VIII. RESEARCH METHODOLOGY

The Research Methodology explains how the study was conducted and how data were collected and analyzed.



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A. Sampling

The Sampling section should describe the participants or respondents involved in the study. The researcher should discuss the sampling technique used, the inclusion criteria applied, and the rationale for selecting the participants.

The discussion should also present the demographic characteristics of participants relevant to the study, including age, sex, position, specialization, grade level, or other pertinent variables. The section should demonstrate that the selected participants were appropriate sources of data for answering the research questions.

B. Data Collection

The Data Collection section explains how information was gathered during the conduct of the study. The researcher should describe the instruments utilized, their purposes, the validation procedures employed, and the type of information generated by each instrument. The section should also explain the procedures followed during data collection, including schedules, venues, permissions secured, and steps undertaken from the beginning to the completion of data gathering.

The discussion should provide sufficient detail for readers to understand how the data used in the study were obtained.

IX. DISCUSSION OF RESULTS AND RECOMMENDATIONS

This section presents the findings of the study and explains their significance.

Presentation and Discussion of Findings

The results should be organized according to the research questions. The researcher should present tables, figures, graphs, narratives, themes, or other forms of evidence as appropriate.

The discussion should not merely describe the results. It should interpret findings, explain their meaning, and relate them to existing theories, concepts, literature, and previous studies. Similarities and differences with previous findings should also be discussed whenever applicable.

Conclusions

The conclusions should be directly derived from the findings of the study. They should answer the research questions and address the objectives of the investigation.

The researcher should avoid introducing new information in the conclusion section. Conclusions should be based solely on evidence presented in the study.

Recommendations

Recommendations should logically follow from the conclusions and findings. The researcher should provide realistic, practical, and actionable recommendations for teachers, school leaders, policymakers, program implementers, stakeholders, and future researchers.

Recommendations should focus on how the findings may be utilized to improve educational policies, programs, practices, systems, and decision-making processes.





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X. DISSEMINATION AND ADVOCACY PLANS

The Dissemination and Advocacy Plans section explains how the findings of the completed study will be shared and promoted among intended users and stakeholders.

The researcher should discuss strategies for presenting the findings through school research forums, district and division research conferences, publications, policy briefs, professional learning communities, and other dissemination mechanisms.

The section should also explain how the findings may be advocated for adoption, utilization, or consideration in educational policies, programs, systems, and practices. Intended users and beneficiaries of the research should be clearly identified.

XI. REFERENCES

The References section contains all sources cited in the completed research paper. It demonstrates the scholarly foundation and credibility of the study.

All in-text citations and reference entries shall strictly follow the American Psychological Association (APA) 7th Edition format. The researcher should ensure that all cited sources appear in the reference list and that all entries in the reference list have corresponding citations in the manuscript.

The researcher shall ensure that:

- References are complete, accurate, and formatted according to APA 7th Edition guidelines.
- Sources are relevant, credible, and scholarly.
- The majority of references were published within the last ten (10) years to ensure relevance and currency.
- References older than ten (10) years are used only when citing seminal theories, foundational studies, laws, government issuances, and policy documents that remain applicable to the study.

The References section should be arranged alphabetically according to the surname of the first author.

XII. FINANCIAL REPORT

The Financial Report presents the actual expenses incurred during the conduct of the study whenever funding support was provided.

The report should include documentation of expenditures, utilization of funds, supporting receipts and relevant accounting records, when applicable. It should clearly indicate how funds were utilized during the implementation of the research and demonstrate compliance with existing financial management policies and regulations.

If the study was not funded or did not require financial support, the researcher may indicate that no financial assistance was received and that no financial report is applicable.



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The completed Basic Research Paper should present a clear, organized, accurate, and evidence-based account of the entire research process and should demonstrate how the findings contribute to improving educational policies, programs, practices, and decision-making in basic education.



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GUIDELINES FOR WRITING AN INNOVATION PROJECT PROPOSAL
(Based on the Innovation Proposal Template Prescribed in SDM No. 315, s. 2025)

An innovation is a new, improved, enhanced, localized, contextualized, modified, or adapted product, process, system, strategy, tool, program, or practice that addresses an identified educational need, challenge, gap, inefficiency, or opportunity. An Innovation Proposal serves as the planning document for the development and implementation of the innovation project. It presents the rationale, purpose, implementation procedures, expected outputs and outcomes, and sustainability measures of the proposed innovation.

PROJECT INFORMATION

The proposal begins with the Project Information section. This section contains the name of the proponent, project title, project timeframe, and project contacts.

The project title reflects the proposed innovation and should clearly indicate its nature and purpose. The project timeframe indicates the duration of implementation. The Project Contacts table identifies all individuals involved in the project, including their position or designation, roles and responsibilities, contact numbers, and email addresses. This section establishes accountability and clarifies the organizational structure of the project.

I. OVERVIEW

The Overview presents the background and justification of the innovation project. This section discusses the problem, challenge, need, gap, inefficiency, or opportunity that prompted the development of the innovation.

The discussion provides evidence supporting the need for the innovation. Evidence may include observations, reports, performance indicators, monitoring results, evaluation findings, stakeholder feedback, school records, or other documented information. The current situation should be clearly described to establish the significance of the identified concern.

The section also discusses how the innovation supports educational priorities, school improvement initiatives, organizational effectiveness, service delivery enhancement, learner development, or stakeholder welfare. The intended beneficiaries should be identified and described.

The Overview establishes:

- the problem or need being addressed;
- the significance of the problem or need;
- the stakeholders affected by the concern;
- the justification for developing the innovation; and
- the beneficiaries expected to benefit from the project.

II. INNOVATION DESCRIPTION

The Innovation Description presents a comprehensive explanation of the proposed innovation.



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This section describes the innovation, its purpose, components, functions, unique characteristics, and expected contribution to educational improvement. The discussion explains how the innovation works and how it differs from existing tools, systems, procedures, programs, strategies, or practices.

The section contains a detailed description of:

- the nature of the innovation;
- the problem or need being addressed;
- the key features and components of the innovation;
- the procedures or mechanisms through which the innovation operates;
- the intended users and beneficiaries; and
- the anticipated benefits of implementation.

The discussion should establish that the innovation is practical, relevant, feasible, and responsive to the identified need.

III. GOAL STATEMENT

The Goal Statement presents the overall purpose and intended outcomes of the innovation project. This section identifies the general goal and specific objectives of the project. The objectives describe the outputs, outcomes, improvements, efficiencies, or changes that are expected from the implementation of the innovation.

The discussion establishes:

- the overall purpose of the innovation;
- the specific outcomes the innovation seeks to achieve;
- the improvements expected from implementation; and
- the indicators that will be used to measure project success.

The objectives should be aligned with the identified need and should provide a clear direction for implementation, monitoring, and evaluation.

IV. IMPLEMENTATION PROCEDURE

The Implementation Procedure describes how the innovation will be developed, introduced, implemented, monitored, and evaluated.

This section presents the sequence of activities from project initiation to completion. Activities should be arranged chronologically and explained systematically.

The discussion may include:

- preparation activities;
- development activities;
- pilot testing activities, when applicable;
- implementation procedures;
- monitoring mechanisms; and
- evaluation activities.





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The section identifies the resources needed, the persons responsible, the implementation setting, and the timeline for each major activity. The discussion should clearly present how the innovation will be carried out from planning to implementation. [Innovation...plate 2025 | Word]

V. EXPECTED OUTPUTS / OUTCOMES

The Expected Outputs and Outcomes section presents the anticipated accomplishments of the innovation project.

Outputs refer to the tangible products, materials, services, systems, tools, or deliverables generated by the innovation. Outcomes refer to the improvements, benefits, changes, efficiencies, or impacts that may result from implementation.

The discussion identifies:

- expected outputs;
- expected outcomes;
- intended beneficiaries;
- output indicators; and
- performance measures.

This section is presented using the prescribed matrix indicating:

- Outputs/Outcomes;
- Beneficiaries; and
- Output Indicators (Quantitative or Qualitative).

The indicators provide the basis for assessing the effectiveness and success of the innovation.

VI. SUSTAINABILITY PLAN

The Sustainability Plan presents the strategies that will be used to maintain, improve, replicate, expand, or institutionalize the innovation after its initial implementation.

The discussion explains how the innovation will continue to operate and generate benefits beyond the project period. Strategies may include institutionalization, capacity-building activities, maintenance mechanisms, policy support, stakeholder engagement, monitoring activities, and resource mobilization.

The Sustainability Plan is presented using the prescribed matrix containing:

- Objectives;
- Strategies/Activities;
- Time Frame;
- Persons Involved; and
- Expected Outputs.

The section demonstrates the long-term viability and sustainability of the innovation project.





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REFERENCES

The References section contains all sources cited in the proposal.

All citations and reference entries follow the APA 7th Edition format. References should be complete, accurate, relevant, and obtained from credible and authoritative sources.

The majority of references should have been published within the last ten (10) years to ensure relevance and currency. References older than ten years may be used when citing laws, policies, standards, seminal works, and foundational materials directly related to the innovation.

References are arranged alphabetically according to the surname of the first author.

SAMPLE LAYOUT OF THE INNOVATION

The Sample Layout of the Innovation presents a visual representation of the proposed innovation.

This section may contain:

- prototype designs;
- screenshots;
- sample outputs;
- mock-ups;
- flowcharts;
- process diagrams;
- system architecture;
- illustrations; and
- product designs.

The presentation should clearly show the appearance, structure, components, functions, and operation of the innovation.

CURRICULUM VITAE

The proposal concludes with the Curriculum Vitae of the innovator.

The Curriculum Vitae contains the innovator's educational background, professional qualifications, work experience, relevant trainings, innovation-related experiences, recognitions, awards, and a recent 2×2 photograph. This section provides information regarding the innovator's qualifications and capability to implement the proposed innovation project.



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GUIDELINES FOR WRITING A COMPLETED INNOVATION PROJECT
(Based on the Innovation Completed Template Prescribed in SDM No. 315, s. 2025)

A Completed Innovation Project documents the actual implementation, accomplishments, outputs, outcomes, reflections, and sustainability plans of an approved innovation. It provides evidence of implementation and demonstrates the effectiveness, usefulness, and impact of the innovation on its intended beneficiaries.

PROJECT INFORMATION

The completed project begins with the Project Information section containing the name of the proponent, project title, project timeframe, and project contacts.

The Project Contacts table identifies all individuals involved in the project and their respective roles during implementation.

I. OVERVIEW

The Overview presents a summary of the completed innovation project.

This section revisits the identified problem, describes the implementation context, and summarizes the accomplishments achieved during project implementation. The discussion explains the significance of the innovation and its contribution to the intended beneficiaries and stakeholders.

The section provides an overview of:

- the problem addressed;
- the rationale for implementation;
- the implementation setting;
- the beneficiaries served; and
- the major accomplishments achieved.

II. INNOVATION DESCRIPTION

The Innovation Description presents a comprehensive discussion of the innovation as implemented.

This section describes the innovation, its key features and components, intended users, implementation experiences, and operational procedures. The discussion explains how the innovation functioned during implementation and how it addressed the identified problem or need.

The discussion also includes any modifications, adjustments, enhancements, or improvements introduced during implementation.

III. GOAL STATEMENT

The Goal Statement revisits the original goals and objectives of the innovation project.

This section discusses:

- the intended goals of the project;
- the objectives that guided implementation;
- the extent to which objectives were achieved;



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- evidence supporting accomplishment of objectives; and
- significant accomplishments resulting from implementation.

The discussion establishes the relationship between intended goals and actual project outcomes.

IV. IMPLEMENTATION PROCEDURE

The Implementation Procedure documents the actual implementation of the innovation project.

This section explains:

- activities conducted;
- resources utilized;
- persons involved;
- implementation schedules followed;
- monitoring activities conducted;
- evaluation activities undertaken;
- challenges encountered; and
- corrective actions implemented.

The discussion presents the implementation process from beginning to completion and documents how the innovation was carried out.

V. OUTPUTS / OUTCOMES

The Outputs and Outcomes section presents the accomplishments of the innovation project.

This section discusses:

- outputs produced;
- outcomes achieved;
- beneficiaries served;
- quantitative accomplishments;
- qualitative accomplishments; and
- impact on stakeholders.

The prescribed matrix contains:

- Outputs/Outcomes;
- Beneficiaries; and
- Output Indicators (Quantitative or Qualitative).

The discussion should be supported by appropriate evidence demonstrating the results achieved through implementation.

VI. REFLECTION

The Reflection section presents the innovator's insights and learning experiences throughout project implementation.



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The discussion focuses on:

- lessons learned;
- challenges encountered;
- strategies used to address difficulties;
- successes achieved;
- professional growth experienced;
- areas for improvement; and
- future enhancements of the innovation.

The reflection should demonstrate how the implementation process contributed to continuous improvement, professional learning, organizational development, and improved service delivery.

VII. SUSTAINABILITY PLAN

The Sustainability Plan presents future directions for maintaining, improving, replicating, expanding, or institutionalizing the innovation.

The discussion explains how the innovation will continue to operate and generate benefits after project completion.

The Sustainability Plan is presented using the prescribed matrix containing:

- Objectives;
- Strategies/Activities;
- Time Frame;
- Persons Involved; and
- Expected Outputs.

The section demonstrates the innovation's capacity for long-term implementation and continued utilization.

REFERENCES

The References section contains all sources cited in the completed project.

All citations and reference entries follow APA 7th Edition format. References should be complete, accurate, and obtained from credible and relevant sources.

The majority of references should have been published within the last ten (10) years. References older than ten years may be used when citing policies, laws, standards, seminal works, and foundational materials directly relevant to the innovation.

The References section is arranged alphabetically according to the surname of the first author.

APPENDICES

The Appendices section contains supporting documents related to the completed innovation project.



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These may include:

- project documentation;
- monitoring reports;
- evaluation reports;
- user feedback forms;
- training materials;
- technical manuals;
- certificates;
- supporting records; and
- other pertinent project documents.

The documents included in this section provide supplementary evidence supporting project implementation and accomplishments. [Innovation...plate 2025 | Word]

MEANS OF VERIFICATION (MOVs)

The Means of Verification (MOVs) section contains documentary evidence supporting the implementation and accomplishments of the innovation project.

MOVs may include:

- attendance sheets;
- monitoring reports;
- photographs;
- screenshots;
- accomplishment reports;
- evaluation results;
- testimonials;
- meeting minutes;
- certificates;
- recognition documents;
- system-generated reports; and
- utilization records.

All MOVs should be properly labeled, organized, and referenced to facilitate validation, monitoring, and evaluation of the completed innovation project.



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Enclosure No. 2 to Division Memorandum No. _____, s. 2026

A. BASIC RESEARCH PROPOSAL TEMPLATE

- I. Introduction and Rationale
- II. Literature Review
- III. Research Questions
- IV. Scope and Limitations
- V. Research Methodology
 - a. Sampling
 - b. Data Collection
 - c. Ethical Issues
 - d. Plan for Data Analysis
- VI. Timetable/Gantt Chart
- VII. Cost Estimates
- VIII. Plans for Dissemination and Advocacy
- IX. References

B. ACTION RESEARCH TEMPLATE

- I. Context and Rationale
- II. Action Research Questions
- III. Proposed Innovation, Intervention, and Strategy
- IV. Action Research Methods
 - a. Participants and/or Sources of Data and Information
 - b. Data Gathering Methods
 - c. Ethical Issues
 - d. Data Analysis Plan
- V. Action Research Work Plan and Timelines
- VI. Cost Estimates
- VII. Plans for Dissemination and Utilization
- VIII. References

C. PROPOSAL PROJECT FOR INNOVATION IN SCHOOLS TEMPLATE

- I. Overview
- II. Innovation Description
- III. Goal Statement
- IV. Implementation Procedure
- V. Expected Outputs/Outcomes
 - a. Table 1. Expected Outputs/outcomes, beneficiaries and output indicators
- VI. Sustainability Plan
 - a. Table 2 Sustainability plan of the innovation project
- VII. References



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D. COMPLETED BASIC RESEARCH TEMPLATE

- I. Title Page
- II. Abstract
- III. Acknowledgement
- IV. Introduction of the Research
- V. Literature Review
- VI. Research Questions
- VII. Scope and Limitation
- VIII. Research Methodology
 - a. Sampling
 - b. Data Collection
- IX. Discussion of Results and Recommendations
- X. Dissemination and Advocacy Plans
- XI. References
- XII. Financial Report

E. COMPLETED ACTION RESEARCH TEMPLATE

- I. Title Page
- II. Abstract
- III. Acknowledgement
- IV. Context and Rationale
- V. Innovation, Intervention, and Strategy
- VI. Action Research Questions
- VII. Action Research Methods
 - a. Participants and/or Sources of Data and Information
 - b. Data Gathering Methods
- VIII. Discussion of Results and Reflection
- IX. Action Plan
- X. References
- XI. Financial Report

F. COMPLETED PROJECT FOR INNOVATION IN SCHOOLS TEMPLATE

- I. Overview
- II. Innovation Description
- III. Goal Statement
- IV. Implementation Procedure
- V. Output/Outcomes
- VI. Reflection
- VII. Sustainability Plan
- VIII. References
- IX. Appendices



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Enclosure No. 3 to Division Memorandum No. _____, s. 2026

**Action Research Proposal/Completed Action Research
for Teaching Personnel**

TITLE

Prepared by:

Position
School
District

Noted:

Principal ____

Public Schools District Supervisor

Recommending Approval:

AILEEN MAY F. ISIDERIO EdD
Senior Education Program Specialist, Research & Planning

Education Program Supervisor in _____

MERLIE J. RUBIO EdD
OIC-Chief – Curriculum Implementation Division

LUZ U. BANSON EdD
Assistant Schools Division Superintendent

Approved:

ROEL F. BERMEJO
Schools Division Superintendent



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**Action Research Proposal/Completed Action Research
for Non-Teaching Personnel**

TITLE

Prepared by:

Position
School
District

Noted:

Principal _____

Public Schools District Supervisor

Recommending Approval:

AILEEN MAY F. ISIDERIO EdD
Senior Education Program Specialist, Research & Planning

EDNA B. AZCARRAGA PhD
OIC-Chief – School Governance and Operations Division

LUZ U. BANSON EdD
Assistant Schools Division Superintendent

Approved:

ROEL F. BERMEJO
Schools Division Superintendent



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**Basic Research Proposal/Completed Basic Research
for Teaching Personnel**

TITLE

Prepared by:

Position
School
District

Noted:

Principal _____

Public Schools District Supervisor

Recommending Approval:

AILEEN MAY F. ISIDERIO EdD
Senior Education Program Specialist, Research & Planning

Education Program Supervisor in _____

MERLIE J. RUBIO EdD
OIC-Chief – Curriculum Implementation Division

LUZ U. BANSON EdD
Assistant Schools Division Superintendent

Approved:

ROEL F. BERMEJO
Schools Division Superintendent



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**Basic Research Proposal/Completed Basic Research
for Non-Teaching Personnel**

TITLE

Prepared by:

Position
School
District

Noted:

Principal _____

Public Schools District Supervisor

Recommending Approval:

AILEEN MAY F. ISIDERIO EdD
Senior Education Program Specialist, Research & Planning

EDNA B. AZCARRAGA PhD
OIC-Chief – School Governance and Operations Division

LUZ U. BANSON EdD
Assistant Schools Division Superintendent

Approved:

ROEL F. BERMEJO
Schools Division Superintendent



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**Proposal Project for Innovation in Schools/Completed Project for Innovation in Schools
for Teaching Personnel**

TITLE

Prepared by:

Position
School
District

Noted:

Principal _____

Public Schools District Supervisor

Recommending Approval:

AILEEN MAY F. ISIDERIO EdD
Senior Education Program Specialist, Research & Planning

Education Program Supervisor in _____

MERLIE J. RUBIO EdD
OIC-Chief – Curriculum Implementation Division

LUZ U. BANSON EdD
Assistant Schools Division Superintendent

Approved:

ROEL F. BERMEJO
Schools Division Superintendent



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**Proposal Project for Innovation in Schools/Completed Project for Innovation in Schools
for Non-Teaching Personnel**

TITLE

Prepared by:

Position
School
District

Noted:

Principal ____

Public Schools District Supervisor

Recommending Approval:

AILEEN MAY F. ISIDERIO EdD
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EDNA B. AZCARRAGA PhD
OIC-Chief – School Governance and Operations Division

LUZ U. BANSON EdD
Assistant Schools Division Superintendent

Approved:

ROEL F. BERMEJO
Schools Division Superintendent

Enclosure No. 3 to Division Memorandum No. _____, s. 2026



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Enclosure No. 4 to Division Memorandum No. _____, s. 2026

APPRAISAL FORM FOR ACTION RESEARCH PROPOSAL

(Revised and Aligned with SDM No. 315, s. 2025; Expanded Action Research Rubric; Revised K to 12 Curriculum; QBEDP Outcomes; and RM No. 593, s. 2026 on Responsible AI Use)

Name of Proponent:		Position:	
School:		District:	
Title of Research:			

Instruction: Place a check mark (✓) in the appropriate column based on the presence of the indicator in the proposal.

I. CONTEXT AND RATIONALE			
Criteria	Level of Quality and Description	Evident	Not Evident
Research Problem	Clearly states the specific problem that the study intends to address.		
Problem Occurrence	Specifies when the problem occurs and where it is observed.		
BERA Alignment	Identifies and justifies the applicable BERA thematic area: Teaching and Learning; Curriculum and Learning Delivery; Assessment; Child Protection; DRRM; GAD; Human Resource Development; or Governance.		
Signs and Symptoms	Describes observable indicators or manifestations of the problem.		
Affected Stakeholders	Identifies the learners, teachers, parents, school personnel, or stakeholders affected by the problem.		
Magnitude of the Problem	Presents evidence of the extent, frequency, severity, or impact of the problem.		
Research Setting	Describes and analyzes the classroom, school, office, or community where the study will be conducted.		
Relevance to Educational Outcomes	Explains how the study contributes to the Revised K to 12 Curriculum, QBEDP outcomes, and DepEd priorities.		
Timeliness of the Research Problem	Demonstrates alignment with current educational priorities, literacy and numeracy goals, BERA priorities, learning recovery, or emerging concerns.		
Proposed IIS	Clearly identifies and briefly explains the proposed intervention, innovation, or strategy.		
Rationale for Conducting the Study	Justifies the necessity, significance, and expected benefits of the study.		
Organization and Writing Quality	Presents ideas logically with minimal grammatical, spelling, and mechanical errors.		
II. PROPOSED INNOVATION, INTERVENTION, AND STRATEGY			



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Name of the IIS	Clearly states the name of the intervention, innovation, or strategy.		
Distinctive Features	Describes the unique and important characteristics of the IIS.		
Component Activities	Enumerates all activities included in the IIS.		
Persons Involved	Identifies all individuals involved in the implementation of the IIS.		
Personal Motivation	Explains why the researcher developed or selected the IIS.		
Scope of the IIS	Specifies the performance, behavior, or outcome to be improved.		
Limitations of the IIS	Identifies related concerns not covered by the intervention.		
Problem-Solution Alignment	Explains how the IIS addresses the identified problem.		
Roles and Responsibilities	Defines the duties of persons involved in each component activity.		
Activity Schedule	Provides implementation schedules and timelines.		
Venue/Setting of Activities	Specifies where each activity will be conducted.		
Theoretical Foundation	Identifies theories, concepts, or frameworks supporting the IIS.		
Scholarly Support	Uses related literature, studies, or evidence-based practices to support the IIS.		
Organization and Writing Quality	Presents ideas clearly and logically with minimal errors.		
III. ACTION RESEARCH QUESTIONS			
General Statement of the Research Problem	Clearly includes the primary purpose, research setting, learning area/research focus, participants, and proposed IIS.		
Quintessential Action Research Question	Includes a question on how the proposed IIS can achieve the desired effect on the target performance, behavior, or outcome of the participants.		
Alignment of Research Questions with the Research Title	The IIS, target participants, and target performance, behavior, or outcome identified in the title are reflected in the research questions.		
Questions on Target Performance, Behavior, or Outcome	Includes questions describing the target performance, behavior, or outcome before, during, and after the implementation of the IIS.		
Questions on Experiences During Implementation	Includes questions about the experiences, challenges, facilitating factors, or insights of participants and the researcher during the implementation of the IIS.		



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Questions on Post-Study Plans	Includes questions regarding sustainability, utilization, improvement, scaling-up, or future implementation of the IIS.		
Logical Progression and Writing Quality	Research questions are logically sequenced, clearly stated, and contain minimal grammatical and mechanical errors.		
IV. ACTION RESEARCH METHOD			
A. Participants/Sources of Data and Information			
Participants Identified	Clearly identifies the participants and other data sources.		
Sampling Method	Specifies and justifies the sampling procedure used.		
Inclusion Criteria	Defines the criteria for participant selection.		
Need for the IIS	Explains why the participants require the intervention.		
Number of Participants	States the total number of participants.		
Grade Level/Discipline	Specifies grade level, strand, curriculum, or specialization.		
Sex Distribution	Provides the number or distribution of male and female participants.		
Socio-Demographic Profile	Describes age, socio-economic status, community profile, or other relevant characteristics.		
Researcher Profile	Includes educational qualification, years in service, current assignment, and relevant experience.		
Organization and Writing Quality	Information is clearly presented and logically organized.		
B. Data Gathering Methods			
Research Questions and Data Collection Alignment	Every research question has a corresponding data collection method.		
Qualitative Data Collection	Includes qualitative methods appropriate for action research.		
Research Instruments	Clearly describes all instruments to be used.		
Data Collection Procedures	Presents systematic procedures for gathering data.		
Timeline and Venue	Specifies schedules and locations of data collection activities.		
Justification of Data Collection Methods	Explains why each data collection method is appropriate.		
Organization and Writing Quality	Information is clearly presented and logically organized.		
C. Ethical Issues and Responsible AI Use			
Informed Consent	Describes procedures for obtaining informed consent.		
Confidentiality and Anonymity	Explains how participant privacy and identity will be protected.		



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Data Privacy Protection	Describes measures for securing and protecting data.		
Copyright Compliance	Secures permission for copyrighted materials, tools, or datasets where applicable.		
Anti-Plagiarism and Academic Integrity	All borrowed ideas, concepts, data, instruments, figures, and statements are properly cited; the proposal demonstrates originality and adherence to academic integrity standards.		
AI Use Disclosure	Declares whether AI tools were used and indicates their purpose and extent of use.		
Human Validation of AI Outputs	Confirms that AI-assisted outputs were reviewed and verified by the researcher.		
Responsible AI Compliance	Demonstrates adherence to transparency, accountability, fairness, accuracy, and research integrity requirements.		
D. Data Analysis Plan			
Alignment of Data and Analysis	Every dataset has a corresponding analysis method.		
Suitability of Analysis Methods	Analysis methods are appropriate for the collected data.		
Research Question Alignment	Analysis procedures can adequately answer the research questions.		
Analysis Procedures	Clearly explains how quantitative and/or qualitative data will be analyzed.		
Tools or Software	Identifies software or tools used for data analysis, when applicable.		
Justification of Analysis Methods	Explains why the selected analysis methods are appropriate.		
Organization and Writing Quality	Information is clearly presented and logically organized.		
V. ACTION RESEARCH WORK PLAN AND TIMELINE			
Introductory Narrative	Provides an overview of the work plan.		
APA-Formatted Work Plan	Presents the work plan in APA-compliant table format.		
Preparation Activities	Includes activities related to planning and preparation.		
Implementation Activities	Includes activities related to intervention and data gathering.		
Dissemination Activities	Includes activities related to reporting and sharing findings.		
Schedule and Duration	Indicates timelines and durations of activities.		
Responsible Persons and Outputs	Identifies responsible persons and expected outputs.		
VI. COST ESTIMATES (Optional for BERF-Funded Research)			
Introductory Narrative	Provides a brief explanation of the proposed budget.		



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Expense Matrix	Presents an itemized budget matrix.		
Quantity and Unit Cost	Specifies quantity and unit cost of each item.		
Budget Computation	Reflects accurate total cost computation.		
Compliance with RMG and COA Guidelines	Proposed expenditures comply with applicable policies and guidelines.		
VII. PLANS FOR DISSEMINATION AND UTILIZATION			
Dissemination Plan	Describes how findings will be shared with intended users and stakeholders.		
Utilization Plan	Explains how findings will be adopted or used for improvement and decision-making.		
VIII. REFERENCES			
In-Text Citations	Uses appropriate and consistent in-text citations throughout the proposal.		
Reference List	Provides complete and accurate references corresponding to all cited sources.		
Currency of Sources	Majority of references are published within the last ten (10) years, unless citing seminal, legal, policy, or foundational works.		
Credibility of Sources	Uses credible and scholarly sources such as peer-reviewed journals, books, government issuances, policy documents, conference proceedings, and recognized institutional publications.		
APA 7th Edition Compliance	Follows APA 7th Edition guidelines consistently in both in-text citations and reference entries.		
IX. APPENDICES			
Letters and Approvals	Includes approval letters and related documents.		
Research Instruments	Includes questionnaires, interview guides, checklists, or other instruments.		
Intervention Materials	Includes materials used in the IIS.		
Documentation	Includes relevant photos and supporting evidence.		
Curriculum Vitae	Includes updated curriculum vitae with 2×2 photo.		

COMMENTS/SUGGESTIONS:

Checked by:

District Research Coordinator

Date: _____



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APPRAISAL FORM FOR COMPLETED ACTION RESEARCH

(Revised and Aligned with SDM No. 315, s. 2025; Expanded Action Research Rubric; Revised K to 12 Curriculum; QBEDP Outcomes; and RM No. 593, s. 2026 on Responsible AI Use)

Name of Proponent:		Position:	
School:		District:	
Title of Research:			

Instruction: Place a check mark (✓) in the appropriate column based on the presence and quality of the indicator in the completed action research.

PRELIMINARY PAGES			
Criteria	Level of Quality and Description	Evident	Not Evident
Acknowledgment	Acknowledgment section is included and properly written.		
Abstract	Presents the purpose, participants, methodology, findings, conclusions, and recommendations.		
Research Bulletin/Policy Note	Research Bulletin or Policy Note is included and aligned with study findings.		
I. CONTEXT AND RATIONALE			
Research Problem	Clearly states the specific problem addressed by the study.		
Problem Occurrence	Specifies when and where the problem was observed.		
BERA Alignment	Identifies and justifies the applicable BERA thematic area.		
Signs and Symptoms	Describes observable indicators of the problem.		
Affected Stakeholders	Identifies the learners, teachers, parents, or stakeholders affected by the problem.		
Magnitude of the Problem	Presents evidence of the extent, severity, or impact of the problem.		
Research Setting	Describes the classroom, school, office, or community where the study was conducted.		
Relevance to Educational Outcomes	Explains how the study contributes to the Revised K to 12 Curriculum, QBEDP outcomes, and DepEd priorities.		
Timeliness of the Research Problem	Demonstrates alignment with literacy, numeracy, BERA priorities, learning recovery, or emerging educational concerns.		
Proposed IIS	Clearly identifies and explains the intervention, innovation, or strategy used.		



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Rationale for Conducting the Study	Justifies the necessity and significance of the study.		
Organization and Writing Quality	Ideas are logically organized and contain minimal grammatical errors.		
II. ACTION RESEARCH QUESTIONS			
General Statement of the Research Problem	Clearly includes the primary purpose, research setting, learning area/research focus, participants, and proposed IIS.		
Quintessential Action Research Question	Includes a question on how the IIS achieved the desired effect on the target performance, behavior, or outcome.		
Alignment of Research Questions with Research Title	The IIS, participants, and intended outcomes in the title are reflected in the research questions.		
Questions on Target Performance, Behavior, or Outcome	Includes questions describing the target performance, behavior, or outcome before, during, and after implementation.		
Questions on Experiences During Implementation	Includes questions about participants' and researcher's experiences, challenges, and insights.		
Questions on Post-Study Plans	Includes questions on sustainability, utilization, improvement, or scaling up of the IIS.		
Logical Progression and Writing Quality	Questions are logically sequenced and contain minimal grammatical errors.		
III. INTERVENTION, INNOVATION, OR STRATEGY			
Name of the IIS	Clearly states the intervention, innovation, or strategy implemented.		
Distinctive Features of the IIS	Describes the unique and important features of the IIS.		
Component Activities	Enumerates the activities implemented.		
Persons Involved	Identifies stakeholders involved in implementation.		
Scope of the IIS	Specifies the target performance, behavior, or outcome improved by the IIS.		
Limitations of the IIS	Identifies aspects not covered by the intervention.		
Problem-Solution Alignment	Explains how the IIS addressed the identified problem.		
Roles and Responsibilities	Specifies the duties of persons involved in implementation.		
Activity Schedule and Venue	Presents timelines and locations of implementation activities.		
Theoretical Foundation	Identifies theories, concepts, or frameworks supporting the IIS.		
Scholarly Support	Uses related literature and studies to support the IIS.		



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Organization and Writing Quality	Information is organized and clearly presented.		
IV. ACTION RESEARCH METHOD			
A. Participants/Sources of Data and Information			
Participants Identified	Clearly identifies participants and other data sources.		
Sampling Method	Specifies and justifies the sampling procedure used.		
Inclusion Criteria	Clearly defines participant selection criteria.		
Need for the IIS	Explains why participants required the intervention.		
Number of Participants	States the actual number of participants.		
Grade Level/Discipline	Specifies grade level, strand, curriculum, or specialization.		
Sex Distribution	Presents sex distribution of participants.		
Socio-Demographic Profile	Describes age, socioeconomic status, community profile, and other characteristics.		
Researcher Profile	Includes educational qualification, years in service, and relevant experience.		
Organization and Writing Quality	Information is clearly presented.		
B. Data Gathering Methods			
Research Questions and Data Collection Alignment	Each research question has a corresponding data collection method.		
Qualitative Data Collection	Includes appropriate qualitative data collection methods.		
Research Instruments	Clearly describes all instruments used.		
Data Collection Procedures	Presents actual procedures followed in gathering data.		
Timeline and Venue	Specifies actual schedule and location of data collection.		
Justification of Data Collection Methods	Explains the appropriateness of each method.		
Organization and Writing Quality	Information is clearly presented and logically organized.		
C. Ethical Issues and Responsible AI Use			
Informed Consent	Secured informed consent from participants.		
Confidentiality and Anonymity	Protected participant identity and confidentiality.		
Data Privacy Protection	Implemented appropriate safeguards for research data.		
Copyright Compliance	Secured permission for copyrighted materials, instruments, or datasets.		



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Anti-Plagiarism and Academic Integrity	All borrowed ideas, instruments, tables, figures, and statements are properly cited and acknowledged.		
AI Use Disclosure	Declares AI tools used, if any, and their purpose.		
Human Validation of AI Outputs	AI-assisted outputs were reviewed and verified by the researcher.		
Responsible AI Compliance	Demonstrates transparency, accountability, accuracy, fairness, and ethical AI use.		
D. Data Analysis Plan			
Alignment of Data and Analysis	Each dataset has a corresponding analysis method.		
Suitability of Analysis Methods	Analysis methods are appropriate for the data collected.		
Research Question Alignment	Analysis procedures adequately answer the research questions.		
Analysis Procedures	Clearly explains how qualitative and quantitative data were analyzed.		
Tools or Software	Identifies software or tools used in data analysis.		
Justification of Analysis Methods	Explains why the chosen methods were appropriate.		
Organization and Writing Quality	Information is clearly presented.		
V. DISCUSSION OF RESULTS AND REFLECTION			
Findings and Discussion			
Presentation of Findings	Findings directly answer the research questions.		
Interpretation of Results	Results are properly explained and interpreted.		
Use of Supporting Evidence	Findings are supported by data, tables, or qualitative evidence.		
Link to Literature and Theory	Findings are connected to relevant studies, theories, or concepts.		
Summary			
Summary of Major Findings	Presents the most important results of the study.		
Conclusions			
Conclusions Based on Findings	Conclusions are directly supported by research findings.		
Recommendations			
Actionable Recommendations	Recommendations are practical and based on study results.		
Reflection			
Researcher Reflection	Includes insights, lessons learned, challenges, and improvements in practice.		
Action Plan			



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Action Plan	Provides a feasible action plan based on study findings and recommendations.		
VI. DISSEMINATION AND UTILIZATION			
Dissemination Activities	Findings have been presented, shared, or communicated to stakeholders.		
Utilization of Findings	Findings are used or proposed for use in improving practices, programs, policies, or decision-making.		
Sustainability Plan	Describes plans for sustaining or expanding the intervention.		
VII. REFERENCES			
In-Text Citations	Uses appropriate and consistent in-text citations.		
Reference List	Provides complete and accurate references.		
Currency of Sources	Majority of references are published within the last ten (10) years, except seminal works, laws, policies, and foundational theories.		
Credibility of Sources	Uses credible and scholarly sources.		
APA 7th Edition Compliance	Consistently follows APA 7th Edition guidelines.		
VIII. APPENDICES			
Approval and Consent Documents	Includes approval letters and consent forms.		
Research Instruments	Includes questionnaires, interview guides, observation instruments, checklists, or similar tools.		
Intervention Materials	Includes copies of activity sheets, modules, intervention materials, or learning resources.		
Supporting Data and Documentation	Includes photos, reports, computations, transcripts, and other supporting evidence.		
Curriculum Vitae	Includes updated curriculum vitae with 2x2 picture.		

COMMENTS/SUGGESTIONS:

Appraised/Evaluated:

District Research Coordinator

Recommending Approval:

AILEEN MAY F. ISIDERIO EdD
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APPRAISAL FORM FOR BASIC RESEARCH PROPOSAL

(Revised and Aligned with SDM No. 315, s. 2025; Expanded Action Research Rubric; Revised K to 12 Curriculum; QBEDP Outcomes; and RM No. 593, s. 2026 on Responsible AI Use)

Name of Proponent:		Position:	
School:		District:	
Title of Research:			

Instruction: Place a check mark (✓) in the appropriate column based on the presence of the indicator in the proposal.

I. INTRODUCTION / BACKGROUND OF THE STUDY			
Criteria	Level of Quality and Description	Evident	Not Evident
Research Problem	Clearly states the research problem to be investigated.		
Context of the Study	Provides sufficient background and context of the problem.		
Problem Evidence	Presents relevant data, observations, statistics, or documents supporting the existence of the problem.		
BERA Alignment	Identifies and justifies the applicable BERA thematic area.		
Significance of the Problem	Explains why the problem is important and worthy of investigation.		
Relevance to Educational Outcomes	Explains how the study contributes to learner achievement, teaching quality, school improvement, governance, access, equity, or well-being.		
Timeliness of the Study	Demonstrates alignment with current educational priorities and emerging concerns.		
Significance of the Study	Identifies the potential beneficiaries and expected contributions of the study.		
Organization and Writing Quality	Ideas are logically organized and contain minimal grammatical and mechanical errors.		
II. REVIEW OF RELATED LITERATURE AND STUDIES			
Relevant Literature	Includes literature directly related to the research problem.		
Relevant Studies	Includes local, national, and international studies related to the topic.		
Synthesis of Literature	Synthesizes literature and studies instead of merely summarizing them.		
Identification of Research Gap	Clearly identifies the gap that the study intends to address.		



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Conceptual/Theoretical Foundation	Presents an appropriate theoretical or conceptual framework.		
Currency of Sources	Majority of sources were published within the last ten (10) years, except seminal works, laws, policies, and foundational theories.		
Organization and Writing Quality	Literature is organized logically with proper transitions.		
III. RESEARCH QUESTIONS			
General Statement of the Problem	Clearly states the overall problem of the study.		
Specific Research Questions	Clearly identifies specific questions that guide the study.		
Alignment with Research Title	Research questions are aligned with the title and objectives of the study.		
Measurable and Researchable Questions	Questions can be answered through systematic data collection and analysis.		
Logical Sequencing	Questions are logically arranged from general to specific concerns.		
Grammar and Writing Quality	Questions are clearly stated with minimal grammatical errors.		
IV. RESEARCH OBJECTIVES			
General Objective	Clearly states the overall purpose of the study.		
Specific Objectives	Clearly identifies the specific objectives of the study.		
Alignment with Research Questions	Objectives are directly aligned with the research questions.		
Measurability	Objectives are specific, measurable, and attainable.		
V. RESEARCH METHOD			
A. Research Design			
Research Design Identified	Clearly identifies the research design to be used.		
Justification of Design	Explains why the research design is appropriate.		
Alignment with Research Questions	Design is suitable for answering the research questions.		
B. Participants / Respondents			
Participants Identified	Clearly identifies participants/respondents.		
Sampling Method	Specifies and justifies the sampling procedure.		
Inclusion Criteria	Defines participant selection criteria.		
Number of Participants	States the intended number of participants.		
Participant Characteristics	Describes age, sex, grade level, specialization, position, or other relevant characteristics.		
Researcher Profile	Includes relevant qualifications and experiences of the researcher.		
C. Research Instruments			
Instrument Description	Clearly describes all research instruments.		



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Instrument Alignment	Instruments are aligned with research questions and objectives.		
Validation Procedure	Describes the validation process of instruments.		
Reliability Procedure	Includes reliability measures where applicable.		
D. Data Gathering Procedures			
Procedures Identified	Presents clear and systematic data gathering procedures.		
Timeline and Venue	Specifies schedule and location of data collection.		
Data Sources	Clearly identifies data sources.		
Alignment with Objectives	Procedures support the achievement of study objectives.		
E. Ethical Issues and Responsible AI Use			
Informed Consent	Describes procedures for obtaining informed consent.		
Confidentiality and Anonymity	Explains measures to protect participants' identities and information.		
Data Privacy Protection	Describes procedures for securing research data.		
Copyright Compliance	Secures permission for copyrighted materials and instruments where necessary.		
Anti-Plagiarism and Academic Integrity	Demonstrates originality and proper citation of borrowed ideas, data, figures, and instruments.		
AI Use Disclosure	Declares whether AI tools were used and identifies their purpose.		
Human Validation of AI Outputs	Confirms that AI-assisted outputs were reviewed and verified by the researcher.		
Responsible AI Compliance	Demonstrates transparency, accountability, fairness, accuracy, and ethical AI use.		
F. Data Analysis Plan			
Alignment of Data and Analysis	Each research question has a corresponding analysis method.		
Quantitative Analysis Methods	Appropriate statistical tools are identified where applicable.		
Qualitative Analysis Methods	Appropriate qualitative analysis procedures are identified where applicable.		
Research Question Alignment	Analysis methods can answer the research questions.		
Software/Tools Identified	Specifies software or tools to be used in analysis.		
Justification of Analysis Methods	Explains why the selected analysis methods are appropriate.		
VI. WORK PLAN AND TIMELINE			
Introductory Narrative	Provides an overview of the work plan.		
APA-Formatted Work Plan	Presents the work plan in APA-compliant table format.		



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Preparation Phase	Includes planning and preparation activities.		
Data Gathering Phase	Includes data collection activities.		
Data Analysis Phase	Includes analysis activities.		
Report Writing and Dissemination Phase	Includes report preparation and dissemination activities.		
Duration and Schedule	Specifies timelines and duration of activities.		
Responsible Persons and Outputs	Identifies responsible persons and expected outputs.		
VII. COST ESTIMATES (Optional for BERF-Funded Research)			
Expense Matrix	Presents an itemized budget matrix.		
Quantity and Unit Cost	Specifies quantities and costs of budget items.		
Budget Computation	Reflects accurate budget calculations.		
Compliance with RMG and COA Guidelines	Proposed expenditures are allowable and necessary.		
VIII. DISSEMINATION AND UTILIZATION PLAN			
Dissemination Plan	Identifies strategies for sharing research findings.		
Target Users	Identifies intended users of the research results.		
Utilization Plan	Explains how findings may be used to improve policy, programs, or practice.		
IX. REFERENCES			
In-Text Citations	Uses consistent and appropriate in-text citations.		
Reference List	Provides complete and accurate references.		
Currency of Sources	Majority of references are published within the last ten (10) years, except seminal works, laws, policies, and foundational theories.		
Credibility of Sources	Uses credible and scholarly references.		
APA 7th Edition Compliance	Consistently follows APA 7th Edition guidelines.		
X. APPENDICES			
Research Instruments	Includes copies of research instruments.		
Letters and Approvals	Includes endorsement and approval documents.		
Consent Forms	Includes informed consent forms where applicable.		
Supporting Documents	Includes relevant supporting materials and references.		
Curriculum Vitae	Includes updated curriculum vitae with 2x2 photo.		

COMMENTS/SUGGESTIONS:



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Checked by:

District Research Coordinator

Date: _____



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APPRAISAL FORM FOR COMPLETED BASIC RESEARCH

(Revised and Aligned with SDM No. 315, s. 2025; Expanded Action Research Rubric; Revised K to 12 Curriculum; QBEDP Outcomes; and RM No. 593, s. 2026 on Responsible AI Use)

Name of Proponent:		Position:	
School:		District:	
Title of Research:			

Instruction: Place a check mark (✓) in the appropriate column based on the presence and quality of the indicator in the completed action research.

PRELIMINARY PAGES			
Criteria	Level of Quality and Description	Evident	Not Evident
Acknowledgment	Acknowledgment section is included and appropriately written.		
Abstract	Clearly presents the problem, objectives, methodology, participants, findings, conclusions, and recommendations.		
Research Bulletin/Policy Note	Research bulletin or policy brief is included and aligned with the study findings.		
I. INTRODUCTION / BACKGROUND OF THE STUDY			
Research Problem	Clearly presents the problem investigated by the study.		
Context of the Study	Provides sufficient background and context of the research problem.		
Evidence of the Problem	Presents relevant data, observations, reports, or documents supporting the existence of the problem.		
BERA Alignment	Identifies and justifies the applicable BERA thematic area: Teaching and Learning; Curriculum and Learning Delivery; Assessment; Child Protection; DRRM; GAD; Human Resource Development; or Governance.		
Significance of the Problem	Explains why the problem is important and worthy of investigation.		
Relevance to Educational Outcomes	Establishes contribution to the Revised K to 12 Curriculum, QBEDP outcomes, and DepEd priorities.		
Timeliness of the Study	Demonstrates alignment with current educational priorities and emerging concerns.		
Significance of the Study	Identifies the beneficiaries and expected contributions of the findings.		
Organization and Writing Quality	Ideas are logically organized and contain minimal grammatical and mechanical errors.		
II. REVIEW OF RELATED LITERATURE AND STUDIES			
Relevant Literature	Includes literature directly related to the study.		



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Relevant Local Studies	Includes relevant local studies supporting the investigation.		
Relevant International Studies	Includes relevant international studies supporting the investigation.		
Synthesis of Literature	Synthesizes literature and studies instead of merely summarizing them.		
Research Gap	Clearly establishes the gap addressed by the study.		
Theoretical Foundation	Presents an appropriate theoretical framework.		
Conceptual Framework	Presents and explains the conceptual framework of the study.		
Currency of Sources	Majority of references are published within the last ten (10) years, except seminal works, laws, policies, and foundational theories.		
Credibility of Sources	Uses credible and scholarly sources.		
Organization and Writing Quality	Review is logically organized and clearly presented.		
III. RESEARCH QUESTIONS AND OBJECTIVES			
General Statement of the Problem	Clearly states the overall problem addressed by the study.		
Specific Research Questions	Clearly identifies the specific questions investigated.		
General Objective	Clearly states the overall purpose of the study.		
Specific Objectives	Clearly states measurable and attainable objectives.		
Alignment of Questions and Objectives	Research questions and objectives are aligned with each other and with the research title.		
Researchability of Questions	Questions are measurable and answerable through systematic inquiry.		
Organization and Writing Quality	Statements are clear, concise, and grammatically correct.		
IV. RESEARCH METHODOLOGY			
A. Research Design			
Research Design	Clearly identifies the research design used.		
Appropriateness of Design	Justifies why the selected research design is appropriate.		
Alignment with Objectives	Research design aligns with the research questions and objectives.		
B. Participants / Respondents			
Respondents Identified	Clearly identifies the respondents or participants.		
Sampling Procedure	Describes and justifies the sampling method used.		
Inclusion Criteria	Specifies participant selection criteria.		



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Number of Participants	States the actual number of participants/respondents.		
Participant Characteristics	Describes relevant demographic characteristics.		
Researcher Profile	Includes relevant qualifications and experiences of the researcher.		
C. Research Instruments			
Instrument Description	Clearly describes the instruments used.		
Instrument Alignment	Instruments are aligned with objectives and variables.		
Validation Process	Presents instrument validation procedures.		
Reliability Measures	Presents reliability measures where applicable.		
D. Data Gathering Procedures			
Data Collection Procedures	Clearly explains the procedures followed in gathering data.		
Ethical Protocols During Data Collection	Demonstrates observance of ethical procedures.		
Data Sources	Clearly identifies sources of data.		
Alignment with Research Objectives	Procedures support the attainment of research objectives.		
E. Ethical Issues and Responsible AI Use			
Informed Consent	Obtained informed consent from participants.		
Confidentiality and Anonymity	Protected participant confidentiality and anonymity.		
Data Privacy Protection	Implemented measures to secure research data.		
Copyright Compliance	Properly acknowledged and secured permissions for copyrighted materials when necessary.		
Anti-Plagiarism and Academic Integrity	Demonstrates originality and proper citation of borrowed ideas, figures, instruments, and data.		
AI Use Disclosure	Declares AI tools used, if any, and specifies their purpose.		
Human Validation of AI Outputs	AI-assisted outputs were reviewed and verified by the researcher.		
Responsible AI Compliance	Demonstrates transparency, accountability, accuracy, fairness, and ethical AI use.		
F. Data Analysis			
Alignment of Data and Analysis	Each research question has a corresponding method of analysis.		
Statistical Treatment	Appropriate statistical tools and techniques were used.		
Qualitative Analysis	Appropriate qualitative analysis procedures were employed when applicable.		
Analysis Procedures	Clearly explains how data were analyzed.		



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Software/Tools Used	Identifies statistical or qualitative analysis software/tools utilized.		
Justification of Analysis Methods	Explains the suitability of the chosen methods.		
V. RESULTS AND DISCUSSION			
Presentation of Findings	Findings are presented clearly and systematically.		
Alignment with Research Questions	Findings directly answer the research questions.		
Alignment with Objectives	Findings address the stated objectives.		
Accuracy of Data Presentation	Tables, figures, and narratives are accurate and properly labeled.		
Statistical Interpretation	Statistical results are correctly interpreted.		
Discussion of Findings	Findings are thoroughly explained and interpreted.		
Link to Literature and Theory	Findings are connected to relevant studies, theories, or frameworks.		
Organization and Writing Quality	Results and discussion are coherent and well presented.		
VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS			
Summary			
Summary of Findings	Presents the major findings of the study.		
Conclusions			
Evidence-Based Conclusions	Conclusions are directly supported by findings.		
Alignment with Objectives	Conclusions answer the objectives and research questions.		
VII. DISSEMINATION AND UTILIZATION			
Dissemination Activities	Findings have been presented or shared with relevant stakeholders.		
Utilization of Findings	Findings are utilized or proposed for use in improving policies, programs, or practices.		
Sustainability Plan	Provides strategies for sustaining or extending the benefits of the study.		
VIII. REFERENCES			
In-Text Citations	Uses complete and consistent in-text citations.		
Reference List	Provides complete and accurate reference entries.		
Currency of Sources	Majority of references are published within the last ten (10) years, except seminal works, laws, policies, and foundational theories.		
Credibility of Sources	Uses credible, scholarly, and authoritative references.		



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APA 7th Edition Compliance	Consistently follows APA 7th Edition guidelines.		
IX. APPENDICES			
Research Instruments	Includes copies of instruments used in the study.		
Letters and Approvals	Includes approvals, endorsements, and permissions.		
Consent Forms	Includes signed informed consent forms where applicable.		
Statistical Outputs	Includes statistical computations, software outputs, or analysis results where applicable.		
Supporting Documents	Includes additional supporting evidence and documents.		
Curriculum Vitae	Includes updated curriculum vitae with 2x2 picture.		

COMMENTS/SUGGESTIONS:

Appraised/Evaluated:

District Research Coordinator

Recommending Approval:

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APPRAISAL FORM FOR INNOVATION PROPOSAL

*(Aligned with Innovation Proposal Template 2025, SDM No. 315, s. 2025, RM No. 78, s. 2024,
and RM No. 593, s. 2026)*

Name of Proponent:		Position:	
School:		District:	
Project Title:			

Instruction: Place a check mark (✓) in the appropriate column.

I. OVERVIEW			
Criteria	Level of Quality and Description	Evident	Not Evident
Project Information	Name of proponent, project title, timeframe, and project contacts are complete and accurate.		
Need for the Innovation	Clearly establishes the problem, gap, need, or opportunity being addressed.		
Project Context	Provides adequate background and context of the innovation.		
Beneficiaries Identified	Clearly identifies intended beneficiaries.		
Organization and Writing Quality	Information is clearly written and logically organized.		
II. INNOVATION DESCRIPTION			
Innovation Description	Clearly describes the innovation and its purpose.		
Novelty of the Innovation	Demonstrates that the innovation is new, improved, localized, contextualized, or adapted.		
Relevance to Educational Outcomes	Explains how the innovation contributes to learner outcomes, teaching effectiveness, school improvement, governance, access, equity, or well-being.		
Alignment with DepEd Priorities	Demonstrates alignment with DepEd priorities, QBEDP outcomes, and the Revised K to 12 Curriculum.		
Target Beneficiaries	Clearly identifies target users and beneficiaries.		
Potential Impact	Explains the expected impact of the innovation.		
Organization and Writing Quality	Information is clearly presented and easy to understand.		
III. GOAL STATEMENT			
General Goal	Clearly states the overall purpose of the project.		
Specific Objectives	Clearly identifies the intended outcomes of the innovation.		
Alignment with the Identified Need	Goals and objectives directly address the identified problem or need.		
Measurability	Goals and objectives are specific, realistic, and measurable.		
IV. IMPLEMENTATION PROCEDURE			



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Implementation Process	Clearly explains how the innovation will be implemented.		
Sequence of Activities	Activities are presented in a logical and systematic manner.		
Roles and Responsibilities	Duties of persons involved are clearly identified.		
Required Resources	Resources, materials, technology, or equipment needed are identified.		
Timeline	Schedule and timeframe for implementation are specified.		
Feasibility	Innovation can be realistically implemented using available resources.		
Organization and Writing Quality	Information is coherent and logically presented.		
V. EXPECTED OUTPUTS/OUTCOMES			
Outputs Identified	Expected outputs are clearly specified.		
Outcomes Identified	Expected outcomes or changes are clearly specified.		
Beneficiaries Identified	Beneficiaries are identified for each output or outcome.		
Output Indicators	Quantitative and/or qualitative indicators are clearly identified.		
Alignment with Objectives	Outputs and outcomes are aligned with project goals and objectives.		
VI. SUSTAINABILITY PLAN			
Sustainability Objectives	Sustainability objectives are clearly specified.		
Sustainability Strategies	Appropriate strategies and activities are provided.		
Time Frame	Sustainability timeline is indicated.		
Persons Involved	Responsible persons are clearly identified.		
Expected Outputs	Sustainability outputs are clearly indicated.		
Replicability and Scalability	Demonstrates potential for replication, adaptation, or expansion.		
VII. ETHICAL ISSUES, RESEARCH INTEGRITY, AND RESPONSIBLE AI USE			
Protection of Beneficiaries	Innovation does not expose beneficiaries to unnecessary risks.		
Data Privacy Compliance	Protects confidential and personal information when applicable.		
Copyright Compliance	Proper permissions are secured for copyrighted materials, software, designs, or resources.		
Anti-Plagiarism and Academic Integrity	Demonstrates originality and proper attribution of borrowed ideas, images, designs, concepts, and materials.		
AI Use Disclosure	AI use, if any, is disclosed including its purpose.		



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Human Validation of AI Outputs	AI-generated content has been reviewed and validated by the proponent.		
Responsible AI Compliance	Demonstrates transparency, fairness, accountability, and ethical AI use.		
VIII. REFERENCES			
In-Text Citations	Uses appropriate and consistent citations where applicable.		
Reference List	Provides complete and accurate references.		
Currency of Sources	Majority of references are published within the last ten (10) years, except policies, laws, standards, and seminal works.		
Credibility of Sources	Uses credible and authoritative references.		
APA 7th Edition Compliance	Follows APA 7th Edition guidelines consistently.		
IX. APPENDICES			
Sample Layout of the Innovation	Includes prototype, design, model, screenshot, or layout of the innovation.		
Supporting Documents	Includes manuals, guides, instructional materials, or related documents.		
Documentation	Includes photos, illustrations, or supporting evidence as applicable.		
Curriculum Vitae	Updated curriculum vitae is attached.		

COMMENTS/SUGGESTIONS:

Checked by:

District Innovation Coordinator / Evaluator

Date: _____



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APPRAISAL FORM FOR COMPLETED INNOVATION PROJECT

(Aligned with Innovation Completed Template 2025, SDM No. 315, s. 2025, RM No. 78, s. 2024, QBEDP Outcomes, Revised K to 12 Curriculum, and RM No. 593, s. 2026 on Responsible AI Use)

Name of Proponent:		Position:	
School:		District:	
Project Title:			
Project Time Frame:			

Instruction: Place a check mark (✓) in the appropriate column based on the presence and quality of the indicator in the completed innovation project.

PRELIMINARY PAGES			
Criteria	Level of Quality and Description	Evident	Not Evident
Project Information	Project title, proponent information, timeframe, and project contacts are complete and accurate.		
Organization and Writing Quality	Preliminary pages are properly organized and presented.		
I. OVERVIEW			
Need for the Innovation	Clearly presents the problem, need, gap, or opportunity addressed by the innovation.		
Context of the Innovation	Describes the educational, organizational, classroom, school, or office context where the innovation was implemented.		
Beneficiaries Identified	Clearly identifies the target beneficiaries.		
Relevance to Educational Outcomes	Demonstrates contribution to learner achievement, teaching effectiveness, school improvement, governance, access, equity, or well-being.		
Alignment with DepEd Priorities	Aligns with QBEDP outcomes, Revised K to 12 Curriculum, and other DepEd priorities.		
Organization and Writing Quality	Information is clearly written and logically organized.		
II. INNOVATION DESCRIPTION			
Description of the Innovation	Clearly describes the innovation implemented.		
Novelty and Creativity	Demonstrates innovation, originality, localization, contextualization, adaptation, or improvement.		
Relevance and Usefulness	Addresses an identified need or problem and provides practical value.		
Target Beneficiaries	Clearly identifies users and beneficiaries of the innovation.		



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Potential Educational Impact	Explains the expected and actual benefits of the innovation.		
Organization and Writing Quality	Description is coherent and understandable.		
III. GOAL STATEMENT			
General Goal Achieved	Clearly states and addresses the overall purpose of the innovation.		
Specific Objectives Achieved	Objectives are measurable and aligned with project outcomes.		
Alignment with Innovation Need	Goals and objectives address the identified problem or need.		
Evidence of Goal Attainment	Presents evidence that goals and objectives were achieved.		
IV. IMPLEMENTATION PROCEDURE			
Implementation Process	Clearly describes how the innovation was implemented.		
Sequence of Activities	Activities were carried out systematically and logically.		
Roles and Responsibilities	Responsibilities of persons involved are clearly defined.		
Resource Utilization	Available resources were effectively utilized.		
Timeline Compliance	Activities were implemented within the planned timeframe.		
Evidence of Implementation	Sufficient documentation of implementation is provided.		
Organization and Writing Quality	Procedures are clearly explained and documented.		
V. OUTPUTS / OUTCOMES			
Outputs Clearly Identified	Outputs produced by the innovation are clearly presented.		
Outcomes Clearly Identified	Outcomes or changes resulting from the innovation are clearly presented.		
Beneficiaries Identified	Target beneficiaries are clearly identified.		
Output Indicators	Quantitative and/or qualitative indicators are presented.		
Evidence of Outcomes	Results are supported by data, documentation, observations, testimonials, or records.		
Alignment with Goals and Objectives	Outputs and outcomes are aligned with project goals and objectives.		
Educational Impact	Demonstrates positive impact on beneficiaries, practices, systems, or processes.		
VI. REFLECTION			
Reflection on Implementation	Reflects on experiences during implementation.		
Lessons Learned	Identifies important lessons learned from the project.		



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Challenges Encountered	Discusses challenges encountered during implementation.		
Improvement Opportunities	Identifies opportunities for improvement and future enhancement.		
Personal and Professional Growth	Describes insights gained and professional learning from the innovation.		
VII. SUSTAINABILITY PLAN			
Sustainability Objectives	Sustainability objectives are clearly identified.		
Sustainability Strategies	Appropriate strategies and activities are identified.		
Time Frame	Sustainability timeline is specified.		
Persons Involved	Responsible persons are clearly identified.		
Expected Outputs	Expected sustainability outputs are stated.		
Replicability	Innovation can be replicated in similar settings.		
Scalability	Innovation demonstrates potential for expansion or wider adoption.		
VIII. ETHICAL ISSUES, RESEARCH INTEGRITY, AND RESPONSIBLE AI USE			
Protection of Beneficiaries	Innovation implementation protected the welfare of beneficiaries.		
Data Privacy Compliance	Personal and confidential information are adequately protected.		
Copyright Compliance	Appropriate permissions and acknowledgments are provided.		
Anti-Plagiarism and Academic Integrity	Demonstrates originality and proper attribution of borrowed concepts, images, materials, and resources.		
AI Use Disclosure	AI use, if any, is disclosed and explained.		
Human Validation of AI Outputs	AI-generated outputs were reviewed and validated by the proponent.		
Responsible AI Compliance	Demonstrates transparency, fairness, accountability, accuracy, and ethical AI use.		
IX. REFERENCES			
In-Text Citations	Uses appropriate and consistent citations where applicable.		
Reference List	Provides complete and accurate references.		
Currency of Sources	Majority of references were published within the last ten (10) years, except policies, laws, standards, and seminal works.		
Credibility of Sources	Uses credible, scholarly, government, institutional, or authoritative references.		
APA 7th Edition Compliance	Consistently follows APA 7th Edition guidelines.		
X. APPENDICES			



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Supporting Documents	Includes manuals, guides, tools, or innovation-related materials.		
Documentation	Includes photos, records, screenshots, reports, or evidence of implementation.		
Means of Verification (MOVs)	Includes supporting documents validating outputs and outcomes.		
Certificates, Endorsements, or Approvals	Includes supporting certifications and approvals where applicable.		
Curriculum Vitae	Updated curriculum vitae is attached.		

COMMENTS/SUGGESTIONS:

Appraised/Evaluated:

District Research Coordinator

Recommending Approval:

AILEEN MAY F. ISIDERIO EdD
Senior Education Program Specialist
Planning & Research



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Enclosure No. 5 to Division Memorandum No. _____, s. 2026

MONITORING TOOL ON THE IMPLEMENTATION OF ACTION/BASIC RESEARCH

(Revised Based on DO 16, s. 2017 and SDM No. 315, s. 2025)

Name of Teacher-Researcher:	
Date:	
Research Title:	
School:	
Type:	☐ Action Research ☐ Basic Research
Position:	

Instruction: Listed below are indicators in the conduct of Action/Basic Research implementation. Please indicate compliance by putting a check mark (✓) in the column that corresponds to your findings. Specify remarks/MOVs and technical assistance provided, if necessary.

Part I.

A. Research Implementation Indicators				
Indicators	Evident	Not Evident	Remarks/MOVs	Action Taken / TA Provided
1. Addresses an identified educational, classroom, school, office, or organizational problem.				
2. Implements activities consistent with the approved research proposal.				
3. Follows the approved work plan and timeline.				
4. Utilizes approved research instruments and data gathering procedures.				
5. Collects data in accordance with approved ethical protocols.				
6. Secures participants' rights through informed consent, confidentiality, and data privacy measures.				



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7. Maintains complete documentation and records of implementation activities.				
8. Demonstrates alignment between research activities, research questions, and objectives.				
9. Utilizes appropriate qualitative and/or quantitative data collection procedures.				
10. Implements the intervention, innovation, or strategy as described in the approved proposal (for Action Research).				
11. Demonstrates adherence to approved research design and methodology (for Basic Research).				
12. Uses evidence-based approaches to address identified concerns.				
13. Demonstrates progress toward achieving intended research outputs and outcomes.				
14. Observes anti-plagiarism, research integrity, and proper attribution practices.				
15. Discloses and validates AI-assisted outputs, when applicable, in accordance with RM No. 593, s. 2026.				
16. Demonstrates contribution to learner achievement, teacher effectiveness, governance, or school improvement.				
17. Shows potential for utilization, dissemination, and sustainability of findings.				
B. Research Output Indicators				
1. Generates data relevant to the research questions and objectives.				



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2. Produces evidence-based findings.				
3. Contributes new knowledge, insights, or solutions to educational issues.				
4. Supports improvement of teaching, learning, governance, or service delivery.				
5. Provides findings that are useful for policy, planning, or decision-making.				
6. Demonstrates potential for dissemination and utilization.				
7. Demonstrates sustainability or future application of findings.				

Part II. OTHER FINDINGS

Issues/Concerns	Person/s Involved	Technical Assistance Provided	Remarks

Best Practices Observed:



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Monitored/Evaluated by:

AILEEN MAY F. ISIDERIO EdD
Senior Education Program Specialist
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MONITORING TOOL ON THE IMPLEMENTATION OF INNOVATION PROJECT
(Revised Based on DO 16, s. 2017 and SDM No. 315, s. 2025)

Name of Teacher-Innovator:	
Date:	
Research Title:	
School:	
Position:	

Instruction: Listed below are indicators in the conduct of Innovation Project implementation. Please indicate compliance by putting a check mark (✓) in the column that corresponds to your findings.

Innovation Project Indicators

Indicators	Evident	Not Evident	Remarks/MOVs	Action Taken / TA Provided
1. Addresses a clearly identified educational, organizational, or operational need.				
2. Is functional, practical, and appropriate for the intended users and setting.				
3. Demonstrates novelty, improvement, adaptation, contextualization, or localization.				
4. Is implemented according to the approved implementation procedure.				
5. Follows the approved timeline and implementation schedule.				
6. Utilizes available resources efficiently and appropriately.				
7. Produces intended outputs and outcomes as stated in the proposal.				
8. Demonstrates positive impact on learners, personnel, stakeholders, or organizational processes.				

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Indicators	Evident	Not Evident	Remarks/MOVs	Action Taken / TA Provided
9. Contributes to learner achievement, teaching effectiveness, governance, school improvement, or service delivery.				
10. Aligns with QBEDP outcomes, DepEd priorities, and the Revised K to 12 Curriculum.				
11. Demonstrates acceptability among intended users and beneficiaries.				
12. Demonstrates appropriateness and feasibility in the implementation setting.				
13. Provides evidence of effectiveness through records, reports, observations, or documentation.				
14. Maximizes available resources and promotes efficiency.				
15. Has potential for replication, adaptation, or scaling-up.				
16. Demonstrates sustainability after initial implementation.				
17. Protects users' privacy, safety, and welfare when applicable.				
18. Observes copyright compliance and proper attribution of borrowed resources.				
19. Demonstrates originality and academic integrity.				
20. Declares and validates AI-assisted outputs, when applicable, consistent with RM No. 593, s. 2026.				



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Part II. OTHER FINDINGS

Issues/Concerns	Person/s Involved	Technical Assistance Provided	Remarks

Best Practices Observed:

Monitored/Evaluated by:

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Enclosure No. 6 to Division Memorandum No. _____, s. 2026

Research Integrity Declaration Form

A. Profile of the Proponent

Name of Lead Proponent: _____

Name of Proponent 2: _____

Name of Proponent 3: _____

Title of Research: _____

Type of Research: ☐ Basic Research ☐ Action Research

Schools Division Office: _____

B. Proponent's Declaration

In accordance with the Department of Education (DepEd) Research Management Guidelines (DO16 s.2017) and established ethical standards in educational research, I hereby declare that this Action/Basic Research was conducted with honesty, accountability, transparency, and professional responsibility. I affirm that the study is original, all sources and references were properly acknowledged, and all information and data presented are truthful and accurate to the best of my knowledge.

I further affirm that the rights, welfare, dignity, confidentiality, and privacy of all participants were respected and protected throughout the conduct of the research in accordance with the Data Privacy Act of 2012 (RA 10173).

C. Research Integrity Compliance Checklist

Instruction: Please put a check mark (/) in the appropriate column.

Indicators of Research Integrity Compliance	Yes	No	Remarks
1. The study aligns with DepEd research priorities and educational objectives.			
2. Proper approval was secured before the conduct of the study.			
3. The study was conducted in accordance with the DepEd Research Management Guidelines.			



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4. The study is original and has not been plagiarized.			
5. Proper citation and acknowledgment of references were observed.			
6. Data gathered were ethically collected and accurately reported.			
7. No data fabrication or falsification was committed in the conduct of the study.			
8. Participants were informed about the purpose of the study.			
9. Informed consent/Assent form was secured from participants before data collection.			
10. Confidentiality and privacy of participants were protected.			
11. Participation in the study was voluntary and can withdraw at any time.			
12. The study followed institutional and ethical research guidelines.			
13. AI-assisted tools, if used, were utilized responsibly and appropriately.			
14. The researcher accepts full responsibility for the content of the research.			
15. The researcher accepts full responsibility for the credibility, integrity, and ethical conduct of the research.			

D. Declaration of Accountability

I hereby certify that this Basic/Action Research complied with the ethical standards, policies, and research procedures prescribed by the Department of Education. I understand that any violation involving plagiarism, fabrication, falsification, unethical treatment of participants, misuse of artificial intelligence tools, or other forms of research misconduct may result in appropriate disciplinary action in accordance with institutional and legal policies.

Name and Signature of Lead Proponent



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Name and Signature of Proponent 2

Name and Signature of Proponent 3

Date

I certify that I have reviewed this Basic/Action Research and verified that the proponent/s complied with the ethical and academic standards required in the conduct of Basic/Action Research.

Name and Signature of Senior/ Education Program Specialist

Date

Noted by:

Name and Signature of Chairman SDRC

Date



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Enclosure No. 8 to Division Memorandum No. _____, s. 2026

AI DECLARATION FORM

This form shall be accomplished by the researcher/s to declare the utilization or non-utilization of Artificial Intelligence (AI) tools and/or AI-powered digital tools in the preparation of the research output, in compliance with the DepEd Region VI Guidelines on the Use of AI in Research.

Name of Proponent/s: _____

Title of Research: _____

Type of Research: ☐ Basic ☐ Action

Schools Division Office: _____

Date of Submission: _____

Declaration

☐ I did not utilize any AI tools and/or AI-powered digital tools in creating this output.

☐ I utilized an AI tool and/or AI-powered digital tools in creating my output.

Below are the details:

AI Tool Name and Link (Write the specific name of the AI tool used and its live URL)	Purpose of Use (Explain what the AI tool was used for, e.g., brainstorming, outlining, editing, etc.)	Exact Prompts Used (The precise text of the prompts or queries submitted to the AI tool)	Utilization of Output (Describe how the AI's output was used, modified, or integrated into your work)	Additional Remarks / Notes from Proponents



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Attestation

I attest that all information provided in this form is true and accurate. I have carefully complied with DepEd Region VI PPRD's Guidelines on the Use of AI in Research.

	Signature Over Printed Name	Date
Lead Proponent		
Proponent 2		
Proponent 3		



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