



Republic of the Philippines
Department of Education
DIGOS CITY DIVISION

Office of the Schools Division Superintendent
DIVISION MEMORANDUM
SGOD-2026-717

To : CID and SGOD Chiefs
Education Program Supervisors
Public Schools District Supervisors
School Heads and Teachers of Public
Elementary and Secondary Schools
All Non-teaching Personnel

Subject : REQUEST PARTICIPATION IN THE RESEARCH INITIATIVES ON TEACHER
EDUCATION YEAR 2

Date : July 2, 2026

In reference to the attached Regional Memorandum PPRD-2026-071, re: "Request Participation to the Research Initiatives in Teacher Education Year 2", this Office hereby informs the schools and offices relative to this request of the participation of teachers handling Special Curricular Programs (SCPs) to the study titled, "Examining the Intended and Implemented Special Curricular Programs of the Department of Education Towards Policy Recommendations" through link – <https://forms.gle/exDfN8LXEL7Qpmnx5> .

All interested public school personnel who would like to participate in this research activity shall comply with the policy on "No Disruption of Classes" per DepEd Order No. 9, s. 2005 entitled: "Institutionalizing Measures to Increase Engaged Time-on-task and ensuring Compliance Therewith". They shall likewise comply with data privacy requirements, and no government funds shall be used or incurred for this activity.

Queries can be channeled to tec25research@msugensan.edu.ph or t25@ust.edu.ph .

For information, guidance, and compliance.

DepEd Schools Division of Digos City

RECORDS SECTION

RELEASED

DATE: 02 JUL 2026 TIME: 4:35 PM

BY: _____


MELANIE P. ESTACIO, PhD, CESO VI
Schools Division Superintendent 

Enclosed: As stated.
SGOD/PR/mbr



Address: Roxas cor. Lopez Jaena Street, Zone II, Digos City (8002)
Telephone Nos.: (082) 553-8375; (082) 553-8396



Republic of the Philippines
Department of Education
 DAVAO REGION



June 25, 2026

REGIONAL MEMORANDUM
 PPRD-2026-071

REQUEST PARTICIPATION TO THE RESEARCH INITIATIVES IN TEACHER
 EDUCATION YEAR 2

To: Schools Division Superintendents

1. Pursuant to TEC Advisory No. 2, s. 2026 re: "Endorsement of Research Initiatives in Teacher Education Year 2 (RITE 2) Data Gathering Activities," this Office requests the participation of teachers handling Special Curricular Programs (SCPs) to the study titled "Examining the Intended and Implemented Special Curricular Programs of the Department of Education Towards Policy Recommendations" through the link- <https://forms.gle/exDfN8LXEL7Qpmnx5>.
2. Compliance to voluntary participation, non- disruption of classes and data privacy is desired.
3. Queries can be channeled to tec25research@msugensan.edu.ph or t25@ust.edu.ph.
4. Immediate dissemination and compliance with this Memorandum is highly desired.

ALLAN G. FARNAZO
 Director

Encl: as stated
 ROP2/jbac

DEPARTMENT OF EDUCATION - ROXAS
 RECORDS SECTION
RELEASED

By: JUN 26 2026

Date: _____ Time: _____



Address: F. Torres St., Davao City (8000)
 Telephone Nos.: (082) 291-0051
 Email Address: region11@deped.gov.ph
 Website: www.depedroxi.ph



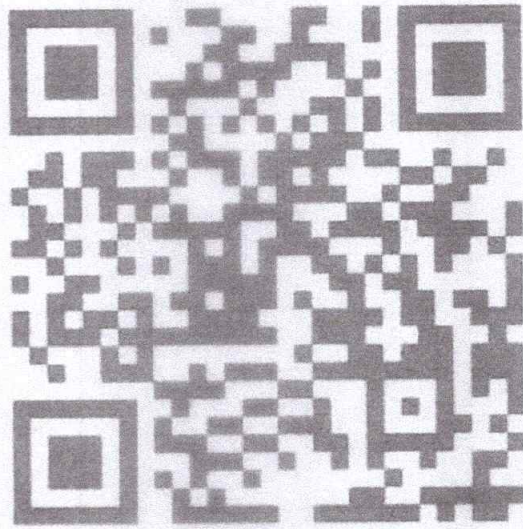


RTE

RESEARCH INITIATIVES IN TEACHER EDUCATION YEAR 2



<https://forms.gle/exDfN8LXEL7Qpmnx5>





REPUBLIC OF THE PHILIPPINES
TEACHER EDUCATION COUNCIL

TEC Advisory
No. 02, Series of 2026

FOR: Presidents of Teacher Education Institutions
Regional Directors of the Department of Education (DepEd) Regional Offices
Regional Directors of Commission on Higher Education (CHED) Regional Offices
Regional Directors of Technical Education and Skills Development Authority (TESDA) Regional Offices
Regional Directors of the Professional Regulation Commission (PRC) Regional Offices

SUBJECT: ENDORSEMENT OF RESEARCH INITIATIVES IN TEACHER EDUCATION YEAR 2 (RITE 2) DATA GATHERING ACTIVITIES

DATE: April 21, 2026

This Advisory is issued in connection with the implementation of the Research Initiatives in Teacher Education Year 2 (RITE 2) of the Teacher Education Council (TEC), undertaken pursuant to Republic Act No. 11713, otherwise known as the *Excellence in Teacher Education Act*.

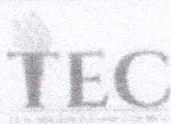
RITE 2, implemented in partnership with the University of Santo Tomas (UST) as the Project Management Team (PMT), is conducted to generate evidence-based insights to inform policymaking, strengthen teacher education institutions, and support systemic reforms in teacher education.

Purpose

The Council strongly encourages teacher education institutions (TEIs) and concerned agencies to support the data gathering activities and data requests of authorized RITE 2 research teams.

The active participation and cooperation of agencies and institutions are essential to ensure the integrity, completeness, and policy relevance of the studies, which are intended to inform national teacher education strategies and reforms.

Concerned agencies and institutions are requested to extend appropriate assistance to the RITE 2 research teams in facilitating timely processing of data requests, subject to their internal policies and procedures.



6th Floor, The Upper Glass Tower, Quizon Avenue cor. Seaside Keyes, Iriga, Pilihasion, Quezon City
secretariat@tec.gov.ph
www.tec.gov.ph



REPUBLIC OF THE PHILIPPINES
TEACHER EDUCATION COUNCIL

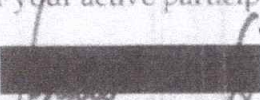
Data Privacy and Compliance

All data-gathering activities and data requests shall be conducted in full compliance with the Data Privacy Act of 2012 (Republic Act No. 10173) and other applicable laws, rules, and regulations.

List of Authorized Researchers and Projects

The list of authorized RITE 2 research teams and their respective projects is attached as *Annex A* of this Advisory.

For your active participation and support.


JENNIE V. JOCSON, PhD
Executive Director V
Teacher Education Council Secretariat

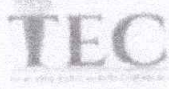


REPUBLIC OF THE PHILIPPINES
TEACHER EDUCATION COUNCIL

Annex A

List of RTE 2 Projects and their Data Collection Methods and Target Participants

Project Code and Title	Research Activities and Data Collection Methods	Target Participants
<p>TI0 - Development of an Assessment Tool to Identify Specialization Mismatch Among In-Service Teachers.</p>	<ul style="list-style-type: none"> • Tool development • Focus Group Discussions (FGDs) • Key Informant Interviews (KIIs) • Survey (Pilot testing) 	<ul style="list-style-type: none"> • In-Service Teachers <ul style="list-style-type: none"> ◦ Currently teaching Physical Science
<p>TI1 - Profiling of TEIs Phase 3 PROFILE-PH: A National Study on the Profiling of Teacher Education Institutions in the Philippines</p>	<ul style="list-style-type: none"> • Survey 	<ul style="list-style-type: none"> • Key Institutional Leaders / Official School Representatives from Teacher Education Institutions such as: <ul style="list-style-type: none"> ◦ Administrators ◦ Program Chairs ◦ Faculty Representatives TEI Selection Criteria <ul style="list-style-type: none"> • Both public and private TEIs • With active, accredited Teacher Education Programs • Have not participated in or have not completed in the Profiling Study of TEIs (Phase 1 & 2) from RTE 1.
<p>TI2 - Develop training programs addressing the results of LET analysis</p>	<ul style="list-style-type: none"> • Pilot testing activities such as: <ul style="list-style-type: none"> ◦ Face-to-face workshop sessions ◦ Asynchronous online learning ◦ School-based classroom application ◦ Peer learning sessions 	<ul style="list-style-type: none"> • Licensed in-service teachers <ul style="list-style-type: none"> ◦ Obtained credentials/license through the pre-2025 Licensure Examination for Professional Teachers (LEPT) ◦ From DepEd Schools Division Offices and schools ◦ Currently teaching within the Pilot Division
<p>TI3 - Developing teacher supply and demand framework</p>	<ul style="list-style-type: none"> • Focus Group Discussions (FGDs) • Key Informant Interviews (KIIs) • Surveys • Secondary Data Retrieval from select government agencies 	<ul style="list-style-type: none"> • TEI Administrators <ul style="list-style-type: none"> ◦ TEI must have produced Teacher Education Graduates in the past 5 years. • In-Service Teachers from TEIs • Recent Graduates from Teacher Education programs • Policymakers • DepEd HR Officers
<p>TI4 - Developing an Integrated Framework for Residential and Non-Conventional Academic Pathways in Teacher Education: A Mixed Methods Study</p>	<ul style="list-style-type: none"> • Focus Group Discussions (FGDs) • Key Informant Interviews (KIIs) • Survey 	<ul style="list-style-type: none"> • TEI Administrators & Academic Staff Members • College students, both Undergraduate and Graduate students • Policymakers from select government agencies



9th floor, The Upper Circle Tower, Quezon Avenue cor. Scout Reyes, Aljaya, Paligsahan, Quezon City
 secretariat@tec.gov.ph
 www.tec.gov.ph



<p>T15 - Development of assessment system for pre-service teachers' portfolio of attainment of the professional standards</p>	<ul style="list-style-type: none"> • Survey (Pilot testing) 	<ul style="list-style-type: none"> • Pre-service teachers (Third/Fourth year students in Teacher Education Programs) <ul style="list-style-type: none"> ○ Aged 18 or above ○ From select TEIs
<p>T16 - Development of literacy and numeracy test for Pre-service teachers</p>	<ul style="list-style-type: none"> • Tool development • Pilot testing (test administration) 	<ul style="list-style-type: none"> • Expert Participants for inclusion in a Technical Working Group (TWG) such as: <ul style="list-style-type: none"> ○ Rosch and SOLO framework specialists ○ Content Writers • Pre-service teachers (Third/Fourth year students in Teacher Education Programs) <ul style="list-style-type: none"> ○ Approximately 2,500 - 3,500 ○ Currently enrolled in a Teacher Education program ○ From various specialization areas (BCAEd, BSNEd, BECEd, BSEd, BIVTEd, BSPed, Special Education, IPed) ○ From different institution types (SUCs, LUCs, PHEIs)
<p>T17 - Development of regional assessment examinations for scholars</p>	<ul style="list-style-type: none"> • Tool development • Pilot testing (test administration) 	<p>Tool Development</p> <ul style="list-style-type: none"> • Item Writers (20) and Item Validators (10) <ul style="list-style-type: none"> ○ Strong knowledge in one of the following domains: Numeracy, Literacy, Scientific Literacy, and Teaching Aptitude ○ Master's degree or with relevant teaching experience in the subject area <p>Pilot Testing</p> <ul style="list-style-type: none"> • Grade 12 Students or SHS graduates who have chosen Teacher Education programs for college / First year pre-service teachers
<p>T18 - Assessing Literacy and Numeracy Skills in Diverse Contexts: Development and Validation of Context-Specific Assessment Tool for TESDA, College, and Senior High School Students</p>	<ul style="list-style-type: none"> • Tool development • Pilot testing (test administration) 	<p><i>(Pilot Testing)</i></p> <ul style="list-style-type: none"> • Senior High School and College Students <ul style="list-style-type: none"> ○ From public and private schools in both rural and urban areas across all island regions • Technical-Vocational (TECH-VOC) students <ul style="list-style-type: none"> ○ From TESDA centers across all island regions



<p>T19 - Developing a Context-Based Ecological Framework for Laboratory Schools of Teacher Education Institutions in the Philippines</p>	<ul style="list-style-type: none"> • Focus Group Discussions (FGDs) • Key Informant Interviews (KIIs) • Surveys 	<ul style="list-style-type: none"> • Key Institutional Leaders and Academic Staff from Laboratory Schools across the Philippines such as: <ul style="list-style-type: none"> ○ Administrators ○ School Heads ○ Principals ○ Pre-Service and Practice Teachers ○ College Supervisors ○ Cooperating Teachers
<p>T21 - Modeling the Incorporation of Internationally-aligned English Teaching Micro-Credentials into the Teacher Education Curriculum</p>	<ul style="list-style-type: none"> • Secondary Data Retrieval from select TEIs • Focus Group Discussions (FGDs) • Key Informant Interviews (KIIs) • Surveys 	<ul style="list-style-type: none"> • Administrators/Institutional Leaders and Academic Staff members from select TEIs <ul style="list-style-type: none"> ○ Must be involved in curriculum implementation within their TEI • English language teacher educators • Pre-Service English majors • Policymakers from select government agencies
<p>T22 - Modeling the Integration of English Language Proficiency Standards and Assessment within Pre-Service Teacher Education</p>	<ul style="list-style-type: none"> • Focus Group Discussions (FGDs) • Key Informant Interviews (KIIs) • Surveys (including APTIS test administration) 	<ul style="list-style-type: none"> • English, Math, and Science major Pre-Service Teachers • TEI Institutional Leaders such as School Deans • Policymakers from select government agencies
<p>T23 - Mainstreaming Indigenous and Contextualized Pedagogies of Pre-Service Teacher Education in Visayas and Mindanao: A Policy-Based Study under RA 11713</p>	<ul style="list-style-type: none"> • Secondary Data Retrieval from select government agencies • Focus Group Discussions (FGDs) • Key Informant Interviews (KIIs) 	<ul style="list-style-type: none"> • Key Institutional Leaders and Academic Staff members from Teacher Education Institutions such as: <ul style="list-style-type: none"> ○ Deans ○ Faculty Members ○ Pre-Service Teachers • Indigenous Peoples (IP) knowledge holders • Policymakers from select government agencies
<p>T24 - Impact of inclusive teaching strategies on the academic performance and social development of learners with disabilities in public elementary schools</p>	<ul style="list-style-type: none"> • Secondary Data Retrieval from select government agencies • Structured Observations • Focus Group Discussions (FGDs) • Key Informant Interviews (KIIs) 	<ul style="list-style-type: none"> • Key Institutional Leaders and Academic Staff members from Teacher Education Institutions such as: <ul style="list-style-type: none"> ○ Deans ○ Faculty Members/Teachers • Policymakers from select government agencies • Parents of learners with disabilities
<p>T25 - Examining the</p>	<ul style="list-style-type: none"> • Secondary Data Retrieval from select government agencies 	<ul style="list-style-type: none"> • Key Institutional Leaders and





<p>Intended and Implemented Special Curricular Programs of the Department of Education Towards Policy Recommendations</p>	<ul style="list-style-type: none"> • Structured Observations • Focus Group Discussions (FGDs) 	<p>Academic Staff members from Teacher Education Institutions involved in SPA, STE, and SPFL programs such as:</p> <ul style="list-style-type: none"> ○ Deans ○ Faculty Members/Teachers ○ Supervisors
<p>T26 - Mentorship that matters: An empirical study of predictive modeling for pre-service teachers among TEIs in Visayas and Mindanao</p>	<ul style="list-style-type: none"> • Secondary Data Retrieval from select TEIs • Focus Group Discussions (FGDs) • Key Informant Interviews (KIIs) 	<ul style="list-style-type: none"> • Key Institutional Leaders and Academic Staff members from Teacher Education Institutions in Visayas and Mindanao such as: <ul style="list-style-type: none"> ○ Administrators ○ Faculty Members/Mentors ○ Practice Teachers (currently in practicum)
<p>T27 - Support for Emerging Philippines' High-Potential Teacher Education Institutions for Centers of Excellence</p>	<ul style="list-style-type: none"> • Secondary Data Retrieval from select government agencies • Focus Group Discussions (FGDs) • Key Informant Interviews (KIIs) 	<ul style="list-style-type: none"> • Policymakers from select government agencies • Key Institutional Leaders and Academic Staff members from Teacher Education Institutions nationwide such as: <ul style="list-style-type: none"> ○ University administrators and academic leaders (e.g., presidents, vice presidents, deans, directors of research, extension, and quality assurance) ○ Faculty members ○ Current students and alumni who have completed or are undergoing the full Teacher Education program
<p>T28 - Qualitative School Organization and Staffing Standards (QSOSS)</p>	<ul style="list-style-type: none"> • Secondary Data Retrieval from select government agencies • Focus Group Discussions (FGDs) • Key Informant Interviews (KIIs) 	<ul style="list-style-type: none"> • Policymakers from select government agencies • School heads and teachers from selected public schools from Cordillera Administrative Region (CAR), CALABARZON, Eastern Visayas Region (Region 8) and Bangsamoro Autonomous Region in Muslim Mindanao (BARMM).
<p>T29 - TEC Fellows</p>	<p><i>Liberatory Mathematics for the Global South: Strengthening Teacher Identity and Pedagogy in Philippine Teacher Education</i></p> <ul style="list-style-type: none"> • Toolkit Development and Review <p><i>Development and Evaluation of SIBOL-COMPASS: Coursebook Mentor Providing Assistance & Smart Support</i></p> <ul style="list-style-type: none"> • Pilot testing (Practical application) 	<p><i>Liberatory Mathematics for the Global South: Strengthening Teacher Identity and Pedagogy in Philippine Teacher Education</i></p> <ul style="list-style-type: none"> • In-Service Teachers <ul style="list-style-type: none"> ○ Currently teaching secondary/tertiary-level mathematics with at least one (1) current teaching assignment in mathematics.



	<p>in teaching)</p> <ul style="list-style-type: none">• Focus Group Discussion (FGDs) <p><i>A Training on the Question Formulation Technique for Practice Teachers: Teaching Students How to Ask Their Own Questions</i></p> <ul style="list-style-type: none">• Pilot testing activities such as:<ul style="list-style-type: none">◦ Training◦ Practical application in teaching• Focus Group Discussion (FGDs) <p><i>CBT Training Module Development for Filipino Classrooms</i></p> <ul style="list-style-type: none">• Tool development (Module development/creation)• Focus Group Discussion (FGDs)• Key Informant Interviews (KIIs) <p><i>Well-Being and Coping of Community-Based Early Childhood Practitioners in Northern Mindanao</i></p> <ul style="list-style-type: none">• Surveys <p><i>Project Bihusa: A Generative AI-powered application that assesses learners' science skill profiles and generates personalized, evidence-based learning paths</i></p> <ul style="list-style-type: none">• Tool development (Application development)• Pilot testing activities (practical application through diagnostic assessment)• Focus Group Discussions (FGDs) <p><i>From Foundations to Futures: Review and Meta-Analysis of EDCOM II Publications from UPPEJA Fellows, Ateneo Fellows, and DLSU Researchers and PIIS</i></p> <ul style="list-style-type: none">• Document Review and analysis on select studies <p><i>Mapping of Current Trends and Development in Graduate Research in Teacher Education Institutions as Utilization Pathways for Policy and Practice</i></p> <ul style="list-style-type: none">• Document Analysis and review of completed dissertations from selected State Universities and Colleges (SUCs) from Western Visayas (Region VI)	<ul style="list-style-type: none">◦ Has at least one (1) year of teaching experience in mathematics <ul style="list-style-type: none">• Expert Validators<ul style="list-style-type: none">◦ Demonstrates expertise in any of the following: mathematics education or statistics education, teacher education curriculum and instruction / instructional design, educational assessment or research, equity, gender studies, multicultural education, inclusive education, or social justice education◦ Has at least three (3) years of professional experience in their field <p><i>Development and Evaluation of SIBOL-COMPASS: Coursebook Mentor Providing Assistance & Smart Support</i></p> <ul style="list-style-type: none">• Beginning teachers (Third/Fourth year pre-service teachers) from the Schools Division of Cabanatuan City and Nueva Ecija. <p><i>A Training on the Question Formulation Technique for Practice Teachers: Teaching Students How to Ask Their Own Questions</i></p> <ul style="list-style-type: none">• Practice Teachers (Third/Fourth year pre-service teachers) <p><i>CBT Training Module Development for Filipino Classrooms</i></p> <ul style="list-style-type: none">• Licensed professional teachers handling basic education in the past five years• Licensed mental health professionals using Cognitive Behavioral Technique (CBT) in handling children for the past five years <p><i>Well-Being and Coping of Community-Based Early Childhood Practitioners in Northern Mindanao</i></p> <ul style="list-style-type: none">• Child Development Teachers (CDTs), Child Development Workers (CDWs), and Supervised Neighborhood Play (SNP) Volunteers from within Cagayan de Oro city with at least six (6)
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	<p><i>BioBytes in Action: Empowering Teachers to Reimagine Science Education with Computational Thinking</i></p> <ul style="list-style-type: none">• Document analysis and review• Worksheet, Manual, and Game development <p><i>Beyond Licensure Outcomes: Understanding the Realities of Teacher Education Institutions in the Philippines</i></p> <ul style="list-style-type: none">• Focus Group Discussion (FGDs)• Key Informant Interviews (KIIs) <p><i>Development and Validation of a Socio-Culturally Responsive Social and Emotional Learning Competency Scale for Filipino Pre-Service Teachers</i></p> <ul style="list-style-type: none">• Focus Group Discussion (FGDs)• Survey	<p>months of continuous service at the time of data collection.</p> <p><i>Project Bahasa: A Generative AI-powered application that assesses learners' science skill profiles and generates personalized, evidence-based learning paths</i></p> <ul style="list-style-type: none">• Grade 8 students (pilot-testing)• Pre-service teachers who are second-year undergraduate students enrolled in public Teacher Education Institutions (TEIs) pursuing a Bachelor of Secondary Education with a major in Science. <p><i>From Foundations to Futures: Review and Meta-Analysis of EDCOM II Publications from UPPEJA Fellows, Ateneo Fellows, and DLSU Researchers and PIDS</i></p> <ul style="list-style-type: none">• No direct interaction with human participants. <p><i>Mapping of Current Trends and Development in Graduate Research in Teacher Education Institutions as Utilization Pathways for Policy and Practice</i></p> <ul style="list-style-type: none">• No direct interaction with human participants. <p><i>BioBytes in Action: Empowering Teachers to Reimagine Science Education with Computational Thinking</i></p> <ul style="list-style-type: none">• No data collection from human participants required.• Expert validators are selectively invited. <p><i>Beyond Licensure Outcomes: Understanding the Realities of Teacher Education Institutions in the Philippines</i></p> <ul style="list-style-type: none">• TEI Selection<ul style="list-style-type: none">◦ Officially recognized by the CHED and TEC◦ Offers both BEEd and BSEd regardless of specification or majorship◦ Has documented LEPT performance data for first-time takers over the past five years and with consistently low or
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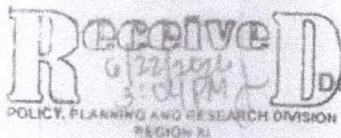


REPUBLIC OF THE PHILIPPINES

TEACHER EDUCATION COUNCIL

		<p>below-national passing rates during the same period;</p> <ul style="list-style-type: none">○ Within accessible regions in Luzon○ Of any accreditation status <ul style="list-style-type: none">● Academic Leaders within TEIs<ul style="list-style-type: none">○ Full-time employee○ Meets the minimum standards for their respective positions○ Has at least two (2) years of experience in their current leadership role <p><i>Development and Validation of a Socio-Culturally Responsive Social and Emotional Learning Competency Scale for Filipino Pre-Service Teachers</i></p> <ul style="list-style-type: none">● Pre-service teachers<ul style="list-style-type: none">○ From various provinces within the CALABARZON region○ Currently enrolled in Teacher Education programs○ From first to fourth year in both public and private higher education institutions
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DepEd XI Davao Region <region11@deped.gov.ph>

Re: Request for Assistance in Deploying Online Survey for TEC Project T25

1 message

MSU-GSC, TEC RESEARCH <tec25research@msugensan.edu.ph>
To: region11@deped.gov.ph

22 JUN 2026

Fri, Jun 19, 2026 at 8:36 AM

Greetings of peace and excellence.

We respectfully follow up on our letter regarding the dissemination of the online survey for Project T25, "Examining the Intended and Implemented Special Curricular Programs of the Department of Education Towards Policy Recommendations."

We would like to kindly inquire if our request to cascade the survey to teachers handling the various Special Curricular Programs (SPA, SPFL, SPJ, SPS, STE, and SPTVE) in your region has been received and endorsed for dissemination.

Your support in sharing the survey with the concerned teachers is highly valuable to the successful conduct of this study and the formulation of research-based policy recommendations for the improvement of DepEd Special Curricular Programs nationwide.

Should you require any additional information or documents, we would be glad to provide them. We may be reached through tec25research@msugensan.edu.ph or t25@ust.edu.ph. Thank you for your time and consideration. We look forward to your favorable response and continued support.

Respectfully yours,
MICHAEL B. CAHAPAY, PhD
T25 Project Leader
Mindanao State University – General Santos

KEN JOSEPH E. CLEMENTE, PhD
T25 Project Leader
University of Santo Tomas, Manila

On Mon, May 25, 2026 at 11:59 AM MSU-GSC, TEC RESEARCH <tec25research@msugensan.edu.ph> wrote:
Dear Director Farnazo:

Greetings of peace and excellence.

In connection with **TEC Advisory No. 02, Series of 2026, dated April 21, 2026**, endorsing the data gathering activities for the Research Initiatives in Teacher Education Year 2 (RITE 2), we respectfully request the assistance of your good office in cascading our online survey to teachers handling Special Curricular Programs (SCPs) of the Department of Education (DepEd) in your region.

Our study is listed under Project Code T25, entitled:
"Examining the Intended and Implemented Special Curricular Programs of the Department of Education Towards Policy Recommendations."

The project is implemented by the Teacher Education Council (TEC), in partnership with the **University of Santo Tomas** as the Project Management Team, and with **Mindanao State University – General Santos** and the **University of Santo Tomas, Manila** as implementing institutions for T25.

Specifically, may we respectfully request your office to forward the online survey to the concerned SCP teachers within your region, particularly those involved in the following:

1. Special Program in the Arts (SPA)
2. Special Program in Foreign Language (SPFL)
3. Special Program in Journalism (SPJ)

4. Special Program in Sports (SPS)
5. Science, Technology, and Engineering (STE) Program
6. Special Program in Technical-Vocational Education (SPTVE)

The survey consists of approximately 80 items and may be completed within 30–40 minutes. Participation is entirely voluntary. All responses will be treated with strict confidentiality and used solely for research and policy recommendation purposes. The study has also been cleared by the University of Santo Tomas Institutional Research Ethics Board (UST-IREB).

Attached for your reference are the following:

1. TEC Advisory No. 02, Series of 2026
2. T25 Survey Link and QR Code

For questions or clarifications, the research team may be reached through tec25research@msugensan.edu.ph or t25@ust.edu.ph.

We sincerely hope for your favorable consideration and support in disseminating this survey to the concerned SCP teachers in your region. Your assistance will meaningfully contribute to the development of research-based policy recommendations to strengthen DepEd SCPS nationwide.

Respectfully yours,

MICHAEL B. CAHAPAY, PhD
T25 Project Leader
Mindanao State University – General Santos

KEN JOSEPH E. CLEMENTE, PhD
T25 Project Leader
University of Santo Tomas, Manila

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