Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

NOV 05 2026

REGIONAL MEMORANDUM
No. 1276 s. 2026

REGIONAL AND DIVISION IMPLEMENTATION OF BUILDING TEACHER EXPERTISE: ENHANCING TEACHERS' COMPETENCE IN CONTENT AND PEDAGOGY

To: Assistant Regional Director
Schools Division Superintendents
All Others Concerned

1. Attached is DM-OULS-2026-457 dated October 8, 2026, on the Regional and Division Implementation of Building Teacher Expertise: Enhancing Teachers' Competence in Content and Pedagogy (BTE).

2. The program is intended for public school teachers assigned to learning areas that do not align with their academic preparation, field of specialization, or licensure, including teachers reassigned to teaching loads outside their specialization.

3. The Schools Division Offices, through the Curriculum Implementation Division (CID), shall identify eligible teacher-participants and select qualified resource persons in accordance with the attached guidelines. The Schools Governance and Operations Division (SGOD) shall provide the necessary logistical and administrative support.

4. Implementation shall follow the prescribed program phases: five-day face-to-face training, workplace application activities, and consolidation and monitoring. The Training Resource Packages (TRPs) developed and quality-assured by NEAP shall be used.

5. The Schools Division Offices may utilize HRDD, In-Service Training (INSET), or local funds for implementation, subject to existing budgeting, accounting, auditing, procurement, and other applicable rules and regulations.

Address: Batinguel, Dumaguete City, 6200
Telephone Nos:
Email Address: nir@deped.gov.ph
Website: depednir.net

6. All concerned offices shall coordinate the identification of participants, conduct of training, workplace application, monitoring, documentation, and reporting in accordance with the attached guidelines.

7. Immediate dissemination of and compliance with this Memorandum are directed.

RAMIR B. UYTICO EdD, CESO III
Regional Director

Encl: As stated
Reference: DM-OULS-2026-457 dated October 8, 2026, and its Enclosure 1
To be indicated in the Perpetual Index
under the following subjects:

PROGRAMS TRAINING PROFESSIONAL DEVELOPMENT

Address: Batinguel, Dumaguete City, 6200
Telephone Nos:
Email Address: nir@deped.gov.ph
Website: depednir.net

Republic of the Philippines
Department of Education
OFFICE OF THE UNDERSECRETARY FOR LEARNING SYSTEMS

MEMORANDUM
DM-OULS-2026-457

TO : **Regional Directors**
Schools Division Superintendents
All Concerned Personnel

Carmela C. Oracion

FROM : **CARMELA C. ORACION**
Undersecretary for Learning Systems

SUBJECT : **REGIONAL AND DIVISION IMPLEMENTATION OF BUILDING TEACHER EXPERTISE: ENHANCING TEACHERS' COMPETENCE IN CONTENT AND PEDAGOGY**

DATE : October 8, 2026

1. In line with the Department of Education's continuing commitment to strengthen teacher quality and improve learning outcomes, this Office announces the implementation of the Professional Development Program (PDP) titled Building Teacher Expertise: Enhancing Teachers' Competence in Content and Pedagogy as one of the priority programs for teachers' In-Service Training (INSET).

2. The program aims to enhance teachers' mastery of subject matter and pedagogical competence to improve the quality of classroom instruction. This initiative forms part of the mandate of the National Educators Academy of the Philippines (NEAP) under DepEd Order No. 11, s. 2019, which emphasizes the provision of responsive and needs-based professional development programs.

3. Specifically, the program is intended for:

- Non-specialist teachers who are assigned to teach a learning area that is not aligned with their academic preparation, field of specialization, or licensure.
- Teachers reassigned or provided teaching loads that do not align with their specialization.

4. Teachers who do not possess the prescribed academic qualifications or specialization in the subject but have been teaching the subject for at least five years may be considered as specialists for purposes of this particular professional development program only. This provision is consistent with the relevant provisions of DepEd Order No. 24, s. 2025.

5. Attached to this Memorandum as **Enclosure 1** are the **Guidelines on the Implementation of Building Teacher Expertise: Enhancing Teachers' Competence in Content and Pedagogy**, which shall serve as reference for all concerned offices in the planning and conduct of the program.

16th Floor, TechZone Condominium Corporation,
213 Sen. Gil Puyat Avenue, Brgy. San Antonio, Makati City, 1209
Email Address: ouct@deped.gov.ph | Website: www.deped.gov.ph

6. The Regional Offices (ROs) and Schools Division Offices (SDOs) shall utilize their Human Resource Development and Development (HRDD), In-Service Training (INSET), or local funds for the implementation of this program, subject to existing budgetary, accounting, and auditing rules and regulations.

7. For strict compliance and wide dissemination.

Enclosure 1

GUIDELINES ON THE IMPLEMENTATION OF BUILDING TEACHER EXPERTISE: ENHANCING TEACHERS' COMPETENCE IN CONTENT AND PEDAGOGY

I. RATIONALE

The Second Congressional Commission on Education (EDCOM II) highlighted persistent challenges related to teacher deployment and specialization, including the significant mismatch between teachers' field of specialization and the learning areas they are assigned to teach. This misalignment has been found to contribute to suboptimal instructional delivery and learning performance, particularly in key subject areas. In response, the National Educators Academy of the Philippines (NEAP) developed this program to enhance the content knowledge and pedagogical competence of teachers who are non-specialists or whose specialization does not align with their teaching assignment.

Through the NEAP Transformation framework, DO 11, s. 2019 positions professional development as a strategic solution to these challenges. It directs NEAP to ensure that teachers receive targeted intervention programs that build content expertise, strengthen pedagogical skills, and address actual classroom needs.

The training *Building Teacher Expertise: Enhancing Teachers' Competence in Content and Pedagogy* directly responds to the mandate. By enhancing teachers' competence in both content and pedagogy, the program provides a mechanism to bridge proficiency gaps created by subject-specialization mismatches. It equips teachers with the necessary knowledge and instructional strategies to effectively teach assigned learning areas, even when these fall outside their original specialization. This ensures continuity of instructional quality while the Department continues to address deployment concerns structurally.

II. SCOPE AND OBJECTIVES

This training covers public school teachers handling learning areas that are not aligned with their field of specialization, consistent with NEAP's mandate to provide needs-based and competency-driven professional development. Specifically, the program is intended for:

- Non-specialist teachers who are assigned to teach a learning area that is not aligned with their academic preparation, field of specialization, or licensure.

- Teachers reassigned or provided teaching loads that do not align with their specialization.

The training will focus on building both content expertise and pedagogical competence to ensure that all participating teachers—regardless of specialization—are equipped to deliver high-quality, developmentally appropriate, and standards-based instruction.

Generally, the objectives of this PD Program are:

1. Enhance their understanding of essential content standards, learning competencies, and pedagogical principles aligned with the learning area they teach, particularly for teachers whose specialization is not aligned with their current teaching assignment.
2. Develop and apply effective instructional strategies, assessment practices, and lesson designs that are content-accurate, learner-centered, and responsive to diverse classroom contexts.
3. Strengthen professional commitment to continuous learning, instructional excellence, and shared responsibility in addressing learning gaps caused by specialization mismatch.
4. Demonstrate a positive and growth-oriented mindset toward retooling, mentoring, and adapting instructional practices to improve teaching effectiveness and learner outcomes.

II. PROGRAM COMPONENTS AND TIMELINE

a. Program Design

The *Building Teacher Expertise: Enhancing Teachers' Competence in Content and Pedagogy* program adopts the Philippine Normal University's *Engage–Practice–Consolidate (EPC) Framework*, a structured professional development approach designed to deepen teachers' understanding, strengthen their instructional competence, and ensure sustained application of learning in the classroom.

1. **ENGAGE:** In-Person Sessions. The Engage phase provides teachers with intensive learning experiences through five days of in-person training sessions. These sessions focus on strengthening both content knowledge and pedagogical skills aligned with the learning area assigned to them. Trained Resource Persons shall utilize NEAP-developed Training Resource Packages to ensure standardized, coherent, and high-quality instruction across regions.

The Engage phase ensures that all participating teachers take the program with solid foundational inputs and clear expectations for application.

2. **PRACTICE:** Evidence of Learning and Workplace Application. The Practice phase focuses on classroom-based application, where teachers implement what they have learned during the in-person sessions. This phase allows teachers to contextualize their learning, refine their instructional practices, and deepen content-specific strategies directly with their learners.

   After the 5-day in-person engagement, teachers will produce Evidence of Learning (EOL) showcasing their understanding and initial application of concepts discussed during the sessions. The EOL package include sample lesson plans, learning activity sheets, instructional materials, or content-based outputs demonstrating improved mastery of the subject area.

   On the other hand, the accomplishment of Workplace Application Plan will serve as evidence of application of learning - how the improved or newly-acquired competencies are translated into practice.

   During this stage, school heads, mentors, and supervisors may provide coaching and mentoring support by offering developmental feedback and conducting non-evaluative observations to further guide teacher growth. These support mechanisms ensure that teachers receive continuous, needs-based assistance as they implement enhanced content and pedagogical strategies in their classrooms.

   *Who will coach? Clarify how and who will take the EOL, and the length of accomplishing.

3. **CONSOLIDATE:** Monitoring, Evaluation, and Reporting. The Consolidate phase strengthens the sustainability and effectiveness of the program by requiring reporting of monitoring and evaluation (M&E) results from Regions and Schools Division Offices. This phase gathers evidence on the program's implementation such as teacher portfolio, teacher progress, challenges encountered, and emerging best practices.

   By completing the Consolidate phase, the system ensures that learning is not only delivered and applied but is also continuously assessed for quality and impact.

b. Program Design Implementation Framework

Guided by the Program Design, the table below details the implementation process of the Professional Development Program.

ACTIVITIES	ROLES	EXPECTED OUPUTS
ENGAGE PHASE		
Face to Face Training ***Duration:* 5 Days** **40 hours** Orientation on the program objectives, framework, and expectations Diagnostic assessment to identify content and pedagogical gaps Content deepening sessions aligned with the learning area standards Pedagogical enhancement sessions (learner-centered strategies, differentiation, assessment for learning)	***Facilitators:*** Facilitate content and pedagogy sessions using NEAP-developed Training Resource Packages. Clarify concepts, address misconceptions, and respond to participant learning needs. Encourage active participation, collaboration, and professional dialogue. ***Participants:*** Actively engage in all training sessions, discussions, and learning activities. Participate in diagnostic and formative assessments. Collaborate with peers during workshops and group tasks.	***Session Outputs*** Learning Assessment Results (Pre and Post Tests) Training Evaluation Results
PRACTICE PHASE		
Asynchronous Activities ***Duration:* 1 month** **40 Hours** Accomplish assigned task such as but not limited to:	***Coaches and Mentors:*** Model effective instructional strategies and content-accurate teaching practices. Guide participants in accomplishing learning tasks and Evidence of Learning (EOL).	Completed EOL aligned with training objectives Strengthened content and pedagogical understanding

Demonstration teaching and modeling of effective instructional practices Guided lesson planning using the NEAP-developed Training Resource Packages (TRPs) Collaborative learning tasks (lesson study, group workshops, peer discussions) Development and submission of Evidence of Learning (EOL)	Encourage active participation, collaboration, and professional conversations. ***Participants:*** Develop and submit required Evidence of Learning outputs aligned with training objectives. Reflect on content and pedagogical gaps and identify areas for improvement.	
Work Application Plan Implementation ***Duration:* 4-6 months** Accomplish WAP Activities such as but not limited to: Classroom implementation of enhanced lessons and strategies Application of content-correct and pedagogically sound instructional approaches Development and use of contextualized learning materials Documentation of classroom practices and learner responses Peer mentoring and coaching sessions Non-evaluative classroom observations and feedback from	***Coaches and Mentors:*** Provide instructional coaching during classroom implementation. Conduct non-evaluative classroom observations focused on improving practice. Offer constructive feedback based on observed teaching and learner responses. Support participants in refining lesson delivery, strategies, and assessments. Monitor progress and provide guidance on documentation requirements. ***Participants:*** Implement enhanced lessons and strategies in actual classroom settings.	***Teacher Portfolio*** Implemented lessons with documented evidence Teacher reflection reports or practice logs Samples of learner outputs or assessment results

School Heads, mentors, PSDS, or EPS Teacher reflection on challenges, adjustments, and improvements	Apply content-accurate and learner-centered instructional approaches. Document teaching practices, learner outputs, and reflections through a portfolio. Engage in coaching conversations and respond constructively to feedback. Adjust instructional practices based on mentoring support and learner needs.	
CONSOLIDATE PHASE		
***Duration:* 1 Month** Program focal persons will facilitate the following: Collection of monitoring data from schools and divisions Review and analysis of teacher outputs, reflections, and implementation evidence Conduct of post-implementation evaluation (surveys, interviews, focus group discussions, as applicable) Consolidation of Monitoring and Evaluation (M&E) findings at the division and regional levels Documentation of best practices, lessons learned, and	***Coaches and Mentors:*** Assist in collecting and validating implementation data and documentation. Support participants in analyzing results and reflecting on teaching improvements. Contribute insights and observations to division or school-level monitoring reports. Help identify best practices, challenges, and recommendations. ***Participants:*** Submit required documentation, reflections, and implementation evidence. Participate in evaluation activities such as surveys, interviews, or FGDs. Reflect on professional growth and changes in instructional practice.	Division and regional M&E reports Recommendations for program enhancement Inputs for future policy and professional development planning

implementation challenges Preparation and submission of narrative and statistical reports to NEAP	Provide feedback on the effectiveness and relevance of the program.	

c. Training Resource Packages (TRPs)

NEAP has developed comprehensive TRPs for the implementation of this program. The Training Resource Packages (TRPs) were collaboratively developed and validated by both internal and external content experts to ensure their practicality and relevance, effectively bridging theory and classroom practice. They are carefully aligned with the Revised K to 12 Curriculum, supported by current research findings, and comply with related laws and policies to ensure legal and educational soundness. The packages take into account both content accuracy and contextual appropriateness, making them adaptable to diverse teaching environments. Each LRP includes comprehensive learning and program evaluation tools, session guides, slide decks, worksheets, supplementary references, Evidence of Learning (EOL) materials, and a Workplace Application (WAP) template to facilitate the practical application of learning.

These TRPs were utilized during the national conduct of the Training of Mentors for the following learning areas:

- Key Stage 1: Early Childhood Education
- Key Stage 2: AP, English, EPP, Filipino, GMRC, MAPEH, Math, Physical Science
- Key Stage 3: AP, English, Filipino, MAPEH, Math, Physical Science, TLE, Values Education
- Special Needs Education

To ensure uniformity, quality, and alignment with NEAP's professional development standards, all Resource Persons, facilitators, and implementing units are required to utilize the TRPs specifically developed and quality-assured for this program. These TRPs have undergone expert review and validation to guarantee that training content, activities, and assessments meet the expected competencies and learning outcomes. TRPs may be requested through: https://bit.ly/Registration_SCPTRP.

d. Criteria for Resource Speakers

Resource Persons must belong to any of the following groups specified in the memorandum:

1. *NEAP-Trained Trainers* who completed:
   a. *Building Teacher Expertise: Enhancing Teachers' Competence in Content and Pedagogy- Mentoring of Mentors*; and/or
   b. NEAP-led National Training for the relevant learning area.

2. *Master Teachers* with specialization aligned with the learning area to be delivered.
3. *School Heads* whose academic preparation or prior teaching experience matches the subject/learning area.
4. *Public Schools District Supervisors (PSDS)* with sufficient subject-area competence based on their specialization, teaching experience, or academic background.
5. *Education Program Supervisors (EPS)* whose program assignment or field of specialization directly aligns with the training subject area.

Additionally, all Resource Persons must meet the minimum standards set by the Professional Regulation Commission, specifically:

1. *Valid PRC Professional Teacher License*
   a. Must hold an active and valid license with no pending administrative or legal cases.
2. *Relevant Specialization*
   a. Major, minor, or graduate-level coursework must be directly related to the learning area to be handled.
3. *Graduate Education Requirement*
   a. Must hold at least a Master's Degree, preferably in the relevant field of specialization, education, curriculum, or related disciplines.
4. *Demonstrated competence*
   a. Preferably with at least two (2) years of teaching or supervisory experience in the subject area aligned with the training.
5. *Continuing Professional Development (CPD)*
   a. Should have participated in relevant content or pedagogy-related CPD programs over the past three years (NEAP, PRC-accredited, or international programs).

III. IMPLEMENTATION

a. Roles and Responsibilities

To ensure the efficiency and effectiveness of the training program, the following roles and responsibilities are defined:

iii. *SCHOOLS DIVISION OFFICE – CURRICULUM IMPLEMENTATION DIVISION (CID)*

The CID shall lead the content and instructional aspects, and quality assurance of program implementation at the division level, ensuring alignment with curriculum standards and teacher competency needs.

1. Identify teacher-participants based on specialization mismatch and division competency data.
2. Select Resource Persons from qualified NEAP-Trained Trainers, EPS, PSDS, Master Teachers, and School Heads whose specialization aligns with the subject area.
3. Oversee the conduct of in-person sessions, ensuring proper use of TRPs and required Evidence of Learning (EOL).
4. Provide technical assistance to schools, mentors, and teacher-participants during the Practice (Workplace Application) phase.
5. Monitor training implementation focusing on content delivery, teacher outputs, and application of learning.
6. Document best practices, innovations, and challenges encountered.

iv. *SCHOOLS DIVISION OFFICE – SCHOOLS GOVERNANCE AND OPERATIONS DIVISION (SGOD)*

The SGOD shall provide operational, logistical, and administrative support to ensure smooth implementation of the program.

1. Coordinate venue arrangements, schedules, participant management, and required training materials.
2. Facilitate procurement of supplies and services in accordance with accounting and auditing rules and regulations.
3. Ensure timely issuance of communications, memoranda, and schedules related to the training.
4. Manage the utilization of HRDD, INSET, or local funds as appropriate and ensure proper documentation.
5. Facilitate the application to the Professional Regulation Commission (PRC) for Continuing Professional Development (CPD) accreditation of the program, in coordination with CID, ensuring all documentary requirements are complete and submitted on time.
6. Oversee attendance, participation, and completion records of training activities.
7. Document program implementation (photos, reports, narratives) for transparency and record-keeping.
8. Assist CID in the consolidation of required monitoring reports during and after the training, including teacher outputs and documentation.

9. Ensure that all schools receive timely information and guidance regarding program implementation.

These Terms of Reference clarify the roles and responsibilities of the Regional Office, CID, and SGOD to ensure a coordinated, well-supported, and high-quality implementation of *Building Teacher Expertise: Enhancing Teachers' Competence in Content and Pedagogy* across all levels of the education system.

b. Funding

Regional and Schools Division Offices may utilize HRDD, INSET, or Local funds for the conduct of this program, subject to existing accounting and auditing rules and regulations.