



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

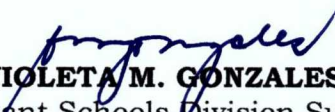
**Office of the Schools Division
Superintendent**

MEMORANDUM

**DIVISION PROCESS OF DISSEMINATION AND UTILIZATION OF RESEARCH
RESULTS/OUTPUTS IN SCHOOLS AND LEARNING CENTERS**

To: Assistant Schools Division Superintendent
Chiefs, CID and SGOD
Education Program Supervisors
Public Schools District Supervisors
Section/Unit Heads
School Heads of Public Elementary and Secondary Schools
All Others Concerned

1. Pursuant to DepEd Order No. 16, s. 2017 (Research Management Guidelines) and in support of the Department's learning recovery efforts and catch-up programs, this Office through Curriculum Implementation Division (CID) in collaboration with School Governance and Operations Division (SGOD) hereby issues the **Division Process of Dissemination and Utilization of Research Results/Outputs in Schools and Learning Centers** to help address literacy and numeracy gaps.
2. This policy aims to institutionalize the effective and systematic use of research findings and recommendations from the previous conduct of research parliament in planning, implementing, and evaluating literacy and numeracy programs, projects, and interventions in schools and learning centers.
3. All schools and concerned personnel are enjoined to adhere to the provisions of the said guidelines to ensure that research outputs are maximized for evidence-based decision-making and improved learner outcomes.
4. Immediate and wide dissemination of this Memorandum is desired.


VIOLETA M. GONZALES CESO VI
Assistant Schools Division Superintendent
Officer In-Charge
Office of the Schools Division Superintendent

Encl: As stated

Reference: As stated

To be indicated in the Perpetual Index

Under the following subjects

RESEARCH UTILIZATION

LITERACY

NUMERACY

MDE/DIVISION PROCESS OF DISSEMINATION AND UTILIZATION OF RESEARCH RESULTS/OUTPUTS IN SCHOOLS AND LEARNING CENTERS

498 /November 20, 2025

UN-2025-498



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Enclosure No. 1

DIVISION PROCESS OF DISSEMINATION AND UTILIZATION OF RESEARCH RESULTS/OUTPUTS IN SCHOOLS AND LEARNING CENTERS

I. Rationale

As the Schools Division Office of Muntinlupa City continuously faces persistent challenges in achieving mastery levels in literacy and numeracy among basic education learners, it becomes increasingly vital to adopt targeted, data-driven interventions that are responsive to the diverse and evolving needs of its school communities. Hindering factors such as urban poverty, varying levels of parental support, transient learner populations, and large class sizes in congested barangays contribute to these difficulties.

In response to these contextual challenges, the division recognizes the critical importance of maximizing the use of research outputs generated by teachers and school-based researchers. These locally conducted studies offer contextualized strategies, innovative practices, and evidence-based interventions that can bridge identified learning gaps and enhance instructional effectiveness at the school level. However, the absence of a formal mechanism for systematically utilizing these research outputs often results in missed opportunities to scale successful practices across schools.

In recognition of these contextual realities, it is imperative to utilize the wealth of research outputs produced by basic education researchers of the schools division. The studies conducted often provide locally validated strategies and innovations that can directly address the unique learning gaps of learners in the public schools.

This policy institutionalizes a structured approach to ensure that every intervention, innovation, or program related to curriculum enhancement particularly the literacy and numeracy is grounded on research evidence, aligned with DepEd Muntinlupa City's goals, and implemented with ethical integrity. Moreover, it promotes a cyclical process of research utilization, program implementation, and continuous study for sustainable improvement.

II. Objectives

This policy aims to:

1. establish a division-wide system for dissemination and structured utilization of research outputs in designing, implementing, and evaluating literacy and numeracy interventions;
2. mandate that all innovations and interventions on literacy and numeracy be research-based, citing findings and recommendations of existing studies conducted within or relevant to SDO's context;



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3. institutionalize ethical practices in research dissemination and utilization, ensuring proper acknowledgment of authors and adherence to DepEd research ethics standards;
4. develop a Division Research Utilization Monitoring Tool (DRUMT) to document the use and impact of research outputs in schools; and
5. foster a culture of continuous improvement through iterative cycles of research adaptation, program enhancement, and new studies, aimed at resolving evolving literacy and numeracy challenges within the city division.

III. Scope and Coverage

This policy shall cover:

- a. All public elementary and secondary schools in SDO Muntinlupa City.
- b. School heads, teachers, learning area supervisors or coordinators, school/district research coordinators.
- c. Functional divisions involved in curriculum, supervision, and research initiatives.
- d. Winning research outputs recognized during conference at division, regional, and national levels, focusing on literacy and numeracy enhancement

IV. Policy Statements

1. Research Utilization Mandate

- a. All innovations and interventions designed to implement literacy and numeracy programs in the schools shall be evidence-based or anchored on research findings or results. This ensures that initiatives are NOT mere trial-and-error solutions but are informed by data-driven findings.
- b. The schools must align their School Improvement Plans (SIP) and Learning Action Cell (LAC) sessions with research outputs directly addressing literacy and numeracy gaps within the context of the school community. For example, studies that explored effective reading strategies or interventions for low-performing learners in poor communities should be referenced and utilized.
- c. The compiled or consolidated research abstracts of the winning papers during the previously conducted research parliament or conferences that are contextually applicable to the school contexts are hereby recommended for wider implementation. The files of research abstracts may be downloaded through this OneDrive link <https://bit.ly/RESEARCH-UTILIZATION> for your reference.



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- d. All innovations implemented in schools must be explicitly cited in research recommendations and findings and should also be reflected in program proposals and accomplishment reports.
- e. Research outputs shall be utilized not only for timely program implementation but also as bases for follow-up studies, impact evaluation, and the continuous modification/enhancement of literacy and numeracy programs.

2. *Ethical Standards and Acknowledgment of Research Writer/ Author*

- a. All research outputs used in any form of program implementation, reproduction, or derivative work must acknowledge the original authors/researchers in reports, presentations, and documentation materials.
- b. Schools intending to scale-up or adapt a research output for wider use must secure written consent from the research authors, fostering a collaborative and respectful culture.
- c. Teacher-researchers who adopted/ utilized other author's research outputs and are planning to conduct a follow-up study based on the same topic shall first secure validation and approval from the Schools Division Research Committee (SDRC). This process ensures that proposed studies are properly aligned, ethically sound, and do not duplicate or replicate any existing or previously approved research within the Division. Only those validated and approved by the SDRC shall be authorized to proceed with data collection and implementation.
- d. Research authors shall be given opportunities to serve as resource persons, mentors, or technical consultants in programs that utilize their research findings.
- e. The SDO through Planning and Research Section shall ensure that all teachers or basic education researchers who conducted and utilized research-based outputs, interventions, or innovations shall be issued with certificate of research utilization that may be used as a means of verification (MOV) for NCOIs during evaluation and other similar purposes.
- f. Same process shall be applied for all other research themes [Child Protection, Human Resource and Development, and Governance, Disaster Risk Reduction and Management, Gender and Development, and Inclusive Education], if deemed necessary.



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3. *Research Utilization Monitoring Tool (DRUMT)*

- a. The schools division shall adopt a Research Utilization Monitoring Tool (DRUMT) specifically designed to track the utilization and impact of research outputs related to literacy and numeracy.
- b. The DRUMT shall contain:
 - Research Title and Author(s)
 - Research Recommendations Utilized
 - Specific Innovation/Intervention Implemented
 - Number of Beneficiaries (learners, teachers, schools)
 - Literacy and Numeracy Performance Data (pre- and post-intervention)
 - Challenges Faced during Utilization
 - Recommendations for Improvement or Follow-up Research
- c. The schools shall include in the submission of accomplishment reports to the SDO the consolidated DRUMT which may be used as reference or bases for policy recommendation/formulation not only for program enhancement but also for evaluation of the effectiveness and scalability of research-based innovations about curriculum.

4. *Capacity Building and Support Mechanisms*

- a. The Division, through a collaboration of CID and SGOD, shall conduct capacity-building sessions on research-based instructional strategies, innovation management, and program evaluation.
- b. Technical Assistance (TA) provision may be done by concerned PSDS and/or Learning Area Supervisor per cluster of schools or per group of teachers to assist in the contextual adaptation of research outputs, ensuring that interventions remain relevant to specific learner needs.
- c. A Division Research Repository of basic education researchers (BERs) conducted shall be established, where teachers and school heads can access a curated list of validated research outputs focused on each research theme specifically on literacy and numeracy.
- d. The Division shall actively encourage action research projects that evaluate the effectiveness of ongoing literacy and numeracy programs, promoting a continuous improvement loop.



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V. Roles and Responsibilities

Schools Division Research Committee (SDRC):

- a. Develop and regularly update the DRUMT.
- b. Validate research outputs for Division-wide dissemination and implementation.
- c. Provide technical assistance to schools regarding research utilization and contextualization.
- d. Consolidate DRUMT submissions and analyze trends to inform division policy and program directions.
- e. Ensure adherence to research ethics and intellectual property policies.

School/Department Heads and Learning Area Supervisors:

- a. Disseminate relevant research findings to teachers
- b. Oversee the integration of research recommendations into SIPs, LACs, and intervention programs
- c. Ensure that every literacy and numeracy innovation in the school is evidence-based
- d. Prepare and submit DRUMT reports to the concerned office

Research Authors:

- a. Provide clarifications and updates regarding their research outputs when consulted.
- b. Serve as resource persons or mentors in programs that utilize their research outputs as best practice.
- c. Conduct further studies if deemed necessary to refine interventions and validate long-term impacts on teaching and learning.

VI. Monitoring and Evaluation

The SDRC, in collaboration with CID and SGOD, shall conduct evaluation on:

- a. The extent of research utilization across schools.
- b. The effectiveness of research-based interventions in improving PHIL-IRI, Numeracy Assessments, and NAT results.



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- c. Challenges faced in the implementation and scalability of research-based intervention programs.
- d. Identification of areas requiring further study and innovation.

Findings will be used to enhance division policies, craft targeted technical assistance, and design future research agenda focused on the sustainable improvement of literacy and numeracy in SDO Muntinlupa.

VII. Effectivity

This policy shall take effect immediately upon approval. All schools and personnel are enjoined to fully implement and comply with its provisions, ensuring that literacy and numeracy improvement initiatives in the entire schools division are firmly rooted in research and continuous learning cycles.



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Enclosure No. 2:

**Flowchart of Research Utilization Process in Classroom
 Teaching and Learning**

Process Step	Responsible Person/Group	Description of Activity	Means of Verification
1. School-Level Adoption and Contextualization of the Identified Relevant Research Results/Outputs	School Heads, Research Coordinators, Dept. Head/Learning Area Coordinators, Teachers	Planning workshop to contextualize research recommendations into actionable teaching-learning strategies	Contextualization Plan, LAC Session Minutes
2. Implementation in Classroom Instruction	Teachers, Learning Area Coordinators	Actual application of research-based strategies in daily lessons, remedial classes, or classroom innovations	Lesson Plans, Instructional Materials, Class Records
3. Monitoring and Data Gathering	School Heads, Master Teachers, Head Teachers/ Dept. Heads	Conduct classroom observations, monitoring of learner assessments (PHIL-IRI, Numeracy Tests) to gauge initial effectiveness	Observation Tools, Assessment Results, Accomplished Monitoring Tool
4. Documentation using DRUMT	Teachers, Research Coordinators	Filling out the Division Research Utilization Monitoring Tool (DRUMT) capturing activities, results, and insights	Accomplished DRUMT
5. Reflection and Adjustment of Strategies	Teachers, Learning Area Coordinators, Dept. Heads	Reflection sessions (LAC) to discuss challenges and adjustments needed for better classroom application	LAC Reflection Notes, Strategy Adjustment Plan
6. Submission of DRUMT Reports to SDO	School Heads, Research Coordinators, Learning Area Coordinators	Consolidation and submission of DRUMT reports to for Division-wide evaluation	DRUMT Reports per School
7. Evaluation of Utilization Impact	SDRC, CID, SGOD	Analysis of DRUMT data and assessment results to evaluate effectiveness and scalability of utilized researches	Research Utilization Evaluation Report
8. Recommendations for Scaling-Up/Further Research	SDRC, School Heads, Research Authors	Formulation of recommendations for wider implementation or further studies based on utilization results	Policy Recommendations, Follow-up Research Proposal



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Enclosure No. 3:

**Accomplishment Report on the Utilization of Research
Results/Findings/Innovations**

Research Title	
Author/s	
Scope of Outstanding Contributions to School/Learner Performance	
Objectives <i>(State the purpose of utilizing the research findings/results/outputs)</i>	
Beneficiaries <i>(No. of beneficiaries of the adopted research-based project/innovation)</i>	
Impact of Contribution/Innovation <i>(Discuss briefly the impactful contribution of the research-based strategies or approaches)</i>	
Reliability of Contribution/Innovation	

Prepared by:

Position/Designation

Noted:

School Head/Principal



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Enclosure No. 4:

DIVISION RESEARCH UTILIZATION MONITORING TOOL (DRUMT)

Section	Indicator/Area of Concern	Response Options
A. Research Profile	Research Title	_____
	Author(s)	_____
	School/District	_____
	Year Conducted	_____
B. Research Results/ Recommendations Utilized	Were research recommendations utilized?	(Please check (√) one) <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
	Extent of Utilization	<input type="checkbox"/> Fully Utilized <input type="checkbox"/> Partially Utilized <input type="checkbox"/> Minimally Utilized <input type="checkbox"/> Not Utilized
C. Innovation/ Intervention Implemented	Aligned with Learners' Needs	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
	Ease of Implementation	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
	Effectiveness of Intervention	<input type="checkbox"/> Very Effective <input type="checkbox"/> Effective <input type="checkbox"/> Slightly Effective <input type="checkbox"/> Not Effective
D. Beneficiaries Involved	Learner Beneficiaries	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Teacher Beneficiaries	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Multiple Schools Involved	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Approximate number of learners benefited	<input type="checkbox"/> 1-50 <input type="checkbox"/> 51-100 <input type="checkbox"/> 101-200 <input type="checkbox"/> 201 and above
E. Performance Data (Observed Change)	Literacy Performance Improvement	<input type="checkbox"/> Significant <input type="checkbox"/> Moderate <input type="checkbox"/> Minimal <input type="checkbox"/> None
	Numeracy Performance Improvement	<input type="checkbox"/> Significant <input type="checkbox"/> Moderate <input type="checkbox"/> Minimal <input type="checkbox"/> None
F. Challenges Faced During Utilization	Limited Resources	<input type="checkbox"/> Experienced <input type="checkbox"/> Not Experienced
	Lack of Teacher Training	<input type="checkbox"/> Experienced <input type="checkbox"/> Not Experienced
	Time Constraints	<input type="checkbox"/> Experienced <input type="checkbox"/> Not Experienced
	Low Stakeholder Support	<input type="checkbox"/> Experienced <input type="checkbox"/> Not Experienced
	Learner Engagement Issues	<input type="checkbox"/> Experienced <input type="checkbox"/> Not Experienced
	Others:	<input type="checkbox"/> Experienced <input type="checkbox"/> Not Experienced



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	Severity of Challenges	<input type="checkbox"/> Major <input type="checkbox"/> Moderate <input type="checkbox"/> Minor <input type="checkbox"/> None
G. Recommendations for Improvement	Need for Innovation Enhancement	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Recommendation for Follow-up Research	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Priority Level	<input type="checkbox"/> Critical <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
H. Overall Assessment	Overall Effectiveness	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Slightly Effective <input type="checkbox"/> Ineffective
	Sustainability	<input type="checkbox"/> Highly Sustainable <input type="checkbox"/> Sustainable <input type="checkbox"/> Slightly Sustainable <input type="checkbox"/> Not Sustainable

Note: To be accomplished by the teacher who utilized or adopted research result/output/innovation



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Enclosure No. 5:

CERTIFICATE OF RESEARCH UTILIZATION

This is to certify that the research titled “[**Title of Research**]” authored by [**Name of Researcher**], [**Position**] of [**School Name**], has been utilized/adopted by [**Name of Teacher**] in the [**development/implementation**] of [**specific program/project/policy/innovation/instructional strategy**] at [**School/District/Division**] on [**Date of Utilization**].

The findings and recommendations of the said research were applied to enhance [**specific area, e.g., teaching-learning strategies, learner performance, school policies**], contributing to [**brief mention of outcome/impact**].

This certification is issued this [**day**] of [**Month and Year**] upon request of Dr./Mrs./Mr./Ms. _____ for performance evaluation and/or promotion purposes, in accordance with **DepEd Order No. 16, s. 2017** (Research Management Guidelines) and **DO No. 20, s. 2024, DO No. 24, s. 2025** (Expanded Career Progression)

Schools Division Superintendent