



Republic of the Philippines
Department of Education
Region V
Schools Division office of Sorsogon

September 10, 2025

DIVISION MEMORANDUM
No. 260, s. 2025

**CONDUCT OF THE PROGRAM IMPLEMENTATION REVIEW CUM
ORIENTATION FOR THE SPECIAL PROGRAM IN JOURNALISM (SPJ)**

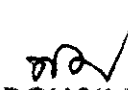
To: Asst. Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors/ OIC-PSDs
Division Coordinators
School Heads of SPJ-Implementing Schools
Designated SPJ Coordinators and Teachers
All Others Concerned

1. The Schools Division Office of Sorsogon, through the Curriculum Implementation Division (CID), shall conduct the Program Implementation Review (PIR) cum Orientation for the 25 Special Program in Journalism (SPJ) Implementing Schools on September 29-30, 2025 at Bulwagan ng Karunungan, 3/F SDO Sorsogon, Balogo, Sorsogon.
2. This activity aims to assess the SPJ implementation during the previous school year and provide direction, technical guidance, and planning support for SY 2025–2026. The (SPJ) being one of the flagship special programs of the Department of Education, is designed to develop learners with strong journalistic skills through specialized training in campus journalism and media literacy. To ensure effective and sustained implementation.
3. Participants to this activity are the three (3) representatives from each of the 25 implementing schools composed of the School Head; SPJ Coordinator; and, 1 SPJ Teacher.



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4. All participants are expected to bring report on program implementation, laptops, and extension wires.
5. Attached herewith is the program flow, list of participants, and monitoring tools for reference.
6. Expenses for orientation materials, and meals of the participants will be charged to the DSPC 2025 Savings/Trust Fund, subject to the usual accounting and auditing rules and regulations. Transportation and other incidental expenses of the participants shall be charged against local/ school MOOE, Special Education Fund (SEF), or School Publication Fund, whichever is applicable subject to the usual accounting and auditing rules and regulations.
8. Immediate dissemination of and compliance with this Memorandum are desired.


JOSE L. DONCILLO, CESO V
Schools Division Superintendent

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Republic of the Philippines
Department of Education
Region V
SCHOOLS DIVISION OF SORSOGON

ADVISORY

to Division Memorandum No. 260, s. 2025
(Conduct of the Program Evaluation Review cum Orientation for the Special
Program in Journalism)
September 24, 2025

To: ALL CONCERNED

Please be advised that the new schedule for the activity is set on October 14-15, 2025 at the same venue.

Reports expected from each Special Program in Journalism implementing school must be uploaded to the drive before the scheduled time to facilitate a smoother flow.

For information.


JOSE L. DONCILLO, CESO V
Schools Division Superintendent



Republic of the Philippines
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Schools Division Office of Sorsogon

Program Flow

**Program Implementation Review cum Orientation:
Special Program in Journalism (SPJ)**
Bulwagan ng Karunungan, 3/F SDO Sorsogon
September 29-30, 2025

DAY 1 – September 29, 2025

Theme: Orientation and Performance Review

Time	Activity	Details / Facilitator
8:00 – 8:30 AM	Registration of Participants	Secretariat
8:30 – 8:45 AM	Opening Program	• National Anthem • Prayer • Welcome Remarks – SDS/CID Chief • Statement of Purpose – EPS (Filipino)
8:45 – 9:15 AM	Overview of SPJ and Its Goals	Background, goals, structure, and current status in SDO Sorsogon <i>EPS (English)</i>
9:15 – 10:30 AM	Orientation for 11 New SPJ Implementing Schools	Guidelines, curriculum, teacher and school responsibilities, Q&A
10:30 – 10:45 AM	Morning Break	—
10:45 AM – 12:00 NN	Orientation (Continuation) / Initial Performance Check-in	Quick assessment of readiness of new implementers
12:00 – 1:00 PM	Lunch Break	—
1:00 – 2:30 PM	Presentation of Performance Data	School reports on SPJ implementation, learner performance, teacher performance, and resources
2:30 – 3:30 PM	Small Group Discussions / School Sharing	Best practices, challenges, lessons learned
3:30 – 4:30 PM	Plenary Reporting	Consolidated findings and insights from groups/schools
4:30 – 5:00 PM	Wrap-up of Day 1	Key highlights and announcements for Day 2

Facilitator: _____



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DAY 2 – September 30, 2025**Theme: Planning, Commitment, and Closure**

Time	Activity	Details / Facilitator
8:30 – 9:00 AM	Opening Prayer and Energizer	Assigned Facilitator
9:00 – 10:00 AM	Setting Directions for SY 2025–2026	Division-led planning session: key focus areas, priorities, division-wide targets
10:00 – 10:30 AM	Morning Break	—
10:30 – 12:00 NN	Action Planning per School/Cluster	School-level planning based on performance review, commitment-setting, and resource mapping
12:00 – 1:00 PM	Lunch Break	—
1:00 – 2:00 PM	Consolidation and Summary of Commitments	Presentation of school/cluster plans; Division Office synthesis
2:00 – 3:00 PM	Closing Program	• Inspirational Message – Division Officials • Oath-Taking Ceremony of SPJ School Officers (SOSPI) • Send-Off of SOSPI Officers
3:00 – 3:30 PM	Closing Remarks & Photo Opportunity	Officials and Participants
3:30 PM onwards	Departure	—

Facilitator: _____

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Program Implementation Review cum Orientation:
Special Program in Journalism (SPJ)
Bulwagan ng Karunungan, 3/F SDO Sorsogon
September 29-30, 2025

PARTICIPANTS

School	Name of Participants		
	School Head	SPJ Coordinator	SPJ Teacher
SECONDARY			
Matnog National High School	Edna G. Fajardo	Arlene G. Ginga	Kyle S. Espenocilla
Prieto Diaz National High School	Pedro U. Himor	Adrian Domalaon	Rita Romano
Cumadcad National High School	Noemi B. Lumbao	Mercy M. Bajamundi	Honeyneess A. Llandelar
Magallanes National Vocational HS	Cyril E. Del Valle	Maria Jejiza Mae A. Balaoro	Mercie Joy D. Argana
Sta. Magdalena National High School	Ma. Teresita F. Realo	Gigi S. Guatno	Lorena D. Fuellas
Donsol National Comprehensive HS	Elenor M. Obligar	Zander J. Macandog	Jenica N. Ombao
Barcelona National Comprehensive High School	Imelda E. Diño	Grace F. Amisola	Judelyn G. Escarcha
Gallanosa National High School	Benita Cielo	Cecilia G. Bailon	Ruby Ann E. Gueva
Pilar National Comprehensive High School	Josephine Villaruel	Dana Jane A. Molleda	Aloha B. Obing
Abucay National High School	Almar M. Alvarado	Francis L. Lovendino	Maria Pilar M. Mizal
Juban National High School	Kristoffer R. Pura	Gina S. Fuensalida	Lani L. Baloloy
Gubat National High School	Ave E. Mendizabal	Emerson B. Eresmas	Miriam Bless F. Detera
ELEMENTARY			
Irosin Central School	Kareen O. Mercado	Marianne Z. Realo	Lea G. Polo



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Bulan South Central School	Edmon S. Morata	Jennifer G. Jesalva	Myla Glee
Pilar I Central School	Mary ann M. Ascano	Jenelyn V. Bajamundi	Betty Jane V. Berjuela
Donsol East Central School	Rhea A. Feliciano	Christina Macandog	Cristina E. Lopera
Matnog Central School	Hazel Oli- Garrido	Karen Joy F. Garil	Dana Mae G. Tan
Prieto Diaz Central School	Alma B. Fernando	Karen M. Domasian	Myrna D. Quidep
Eduardo Lee Chan Memorial School	Cecilia B. Sabado	Jenny B. Homo	Ruby R. Helis
Sta. Magdalena Central School	Daria Fungo	Rowena F. Escarda	Josie G. Jao
Cumadcad Central School	Abegail M. Cha	Ina B. Arimado/Dominador E. Lorda III	Dominador E. Lorda III
Barcelona Central School	Liza D. Salonga	Jocelyn C. Gob	Agnes B. Felonia
Ogod Elementary School	Domingo A. Lopera Jr.	Marife C. Morcilla	Maricris LI. Recierdo
Aguada Elementary School	Sancho N. Añonuevo	Angelina E. Frilles	Hilda T. Ricafort
Jose G. Alindogan Elementary School	Brain H. Bulanon	Dona H. Gueso	Ma. Romana B. Hubilla

Note: 3 participants per Implementing School



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Republic of the Philippines
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Schools Division Office of Sorsogon

Special Program in Journalism (SPJ)
Teacher Monitoring and Self-Assessment Tool

Instruction/Direction:

This tool is designed to help SPJ teachers reflect on the extent of curriculum guide implementation, strategies, and challenges encountered during the school year. Please accomplish all parts honestly and completely. Attach supporting documents or learner outputs, if applicable. Submit the accomplished form to the School Head for consolidation and forwarding to the SDO.

Subject: _____
Grade Level: _____
Teacher: _____
School Year: _____

PART 1: CURRICULUM COVERAGE REVIEW

Quarter	No. of CG Competencies	No. Completed	% Covered	Notes (e.g., merged, adjusted, carried over)
Q1				
Q2				
Q3				
Q4				
TOTAL				

PART 2: IMPLEMENTATION COMPLIANCE CHECKLIST

Indicator	Status (Yes / No / Partial)	Remarks (What worked? What were the challenges?)
1. Class size followed (15–35 learners)		
2. Admission criteria enforced (85% in English/Filipino/overall average)		

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Indicator	Status (Yes / No / Partial)	Remarks (What worked? What were the challenges?)
3. Administered SPJ entrance exam and interview		
4. Monitored retention (85% Journalism, 83% Core subjects)		
5. Aligned lessons with SPJ curriculum guide		
6. Taught SPJ as an additional subject		
7. Followed correct time allotment (Indicate: _____ mins/session)		
8. Coordinated with TLE subject/s (Specify: _____)		
9. Used correct medium of instruction (State: _____)		
10. Created/Adapted learning materials		

PART 3: FACILITIES AND RESOURCES

Resource	Available / Not Available	Remarks or Alternative Used
Computer lab, internet access		
Cameras, video/audio equipment		
AV Room / Radio-TV Studio		
Other needed facilities		

PART 4: TEACHING CHALLENGES AND SOLUTIONS

Learning Competency (Difficult to Teach/Learn) Strategy Adopted Learner Output (if any)

PART 5: REFLECTIONS AND HIGHLIGHTS

A. Which parts of the curriculum guide were effectively implemented and why?

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B. Which parts were not fully implemented and what were the challenges?

C. Were there merged or adjusted competencies? Which ones and why?

D. What alternatives or interventions were applied for missed competencies?

E. Success Stories and Best Practices (cite 2–3 accomplishments)

1.

2.

3.

(Optional: Attach 1–2 student outputs you are proud of—articles, scripts, videos, layouts, etc.)

PART 6: PLANS AND PROFESSIONAL GROWTH

What should be improved or prioritized next school year?

What training, resources, or support do you need from the school/division?

My SMART Goal for SY 2025–2026:

(Specific, Measurable, Achievable, Relevant, Time-bound)

PART 7: GRATITUDE AND ACKNOWLEDGMENT

Who/what are you thankful for in your SPJ journey this year?

Who would you like to acknowledge?

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PART 8: SUBMISSION SUMMARY

Checklist Item	Check
Self-assessment form completed	☐
Submitted to Department Head	☐
Discussed during LAC Session / Department Meeting	☐
Relevant outputs or attachments included	☐

Data Privacy Statement:

The information collected through this self-assessment tool shall be used solely for monitoring and evaluating the implementation of the Special Program in Journalism (SPJ). Data will be kept confidential in compliance with the Data Privacy Act of 2012 (RA 10173) and shall only be accessed by authorized school and division personnel for program improvement purposes.

Signature of Teacher: _____

Date: _____

Conformed by:

Name and Signature of School Head: _____

Date: _____

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Republic of the Philippines
Department of Education
REGION V - BICOL

**MONITORING AND EVALUATION TOOL FOR SPECIAL PROGRAM IN
JOURNALISM IMPLEMENTERS (SPJ) IN REGION V**

School: _____

School Head: _____

District: _____

Division: _____

Instructions: This monitoring tool is designed for use by DepEd Regional Office V and SDO personnel who will monitor selected elementary and secondary schools in Region V as they implement the Special Program in Journalism in Region V.

While the primary source of information is the school head/principal and school SPJ coordinator, and significant data can be generated through interviews/conversations with them, the Monitor must also visit the classrooms and confer with the SPJ teachers who are directly implementing the Special Program in Journalism in various grade levels to observe, validate and synchronize the school data.

In Part I, the monitor should fill in the needed data. In Part II, the column that is appropriate to the practice (YES/NO) should be checked, while significant observations can be noted in Remarks/Notes alongside the indicator, if applicable.

In Part III, facilities, furniture, equipment, and materials utilized in the SPJ implementation should be ticked off. Part IV should be filled in if specific challenges/issues and corresponding solutions have been implemented. Part V also documents the best practices carried out by the implementing school.

Part I. School Profile

School Year: _____

No. of Years as SPJ Implementer: _____

School Principal: _____

School SPJ Coordinator: _____



Address: Regional Center Site, Rawis, Legazpi City, 4500
Telephone Nos.: 0969 516 9555
Email Address: region5@deped.gov.ph
Website: <https://region5.deped.gov.ph/>



SPJ Teachers:

Name of SPJ Teachers	Grade Level/s Taught	Title of Trainings/Workshops Attended along Journalism (past 5 years)	Level of Trainings/Workshops Attended (National, Regional, Division, District, School-based)

SPJ Enrollment for Current School Year:

Grade 7		Grade 8		Grade 9		Grade 10	
Male	Female	Male	Female	Male	Female	Male	Female

Part II. Program Implementation

Indicators	Responses		Remarks/Notes
	Yes	No	
1. The SPJ class is compliant to the maximum number of 35 learners/minimum number of 15 learners as required in DepEd Order No. 21, s. 2006.			
2. Admission of learners in the SPJ (Grade 4/Grade 7) considers a rating of 85% in English and Filipino, and a weighted average of 85% or above in the previous grade level.			
3. A qualifying examination composed of an objective-type test, an on-the-spot-writing exam, and an interview was administered before admission of learners to the SPJ program.			
4. The learners retained in the SPJ program are those with a final rating of 85% in Journalism/Pamamahayag and 83% in the core subjects.			
5. The SPJ program's learning standards and curriculum guides are considered in the development of lessons in the SPJ class.			

6. Special Program in Journalism is taught as an additional subject in Grades 4-6 (elementary level)/Grades 7-10 (secondary level).			
7. The time allotment of the Special Program in Journalism is compliant with the schedules stipulated by the Department of Education.			<i>(Specify the number of minutes in a journalism class)</i>
8. The Technology and Livelihood Education of SPJ learners complement the special interest program.			<i>(Specify the TLE subject/s taken up by SPJ learners)</i>
9. The medium of instruction in the journalism class is English and/or Filipino based on what the school offers.			<i>(Specify the medium of instruction used in the journalism class)</i>
10. SPJ teachers develop learning activity sheets/worksheets and implement curriculum adjustments that are appropriate to the learners' needs.			

Part III. SPJ Facilities

Elementary Level:

_____ computer laboratory with an air conditioning unit
 _____ computer units with installed Speech Session Software based on 50%
 _____ of SPJ enrollment
 _____ internet connection
 _____ printer
 _____ whiteboard
 _____ camera with tripod
 _____ video recorder

Secondary Level (Beginning):

_____ computer laboratory with an air conditioning unit
 _____ computer units with installed Speech Session Software based on 75%
 _____ of SPJ enrollment
 _____ internet connection
 _____ printer
 _____ whiteboard
 _____ camera with tripod
 _____ video recorder
 _____ an audio-visual room that can accommodate at least 35 learners for
 training and other related activities

Secondary Level (Advanced):

_____ computer laboratory with an air conditioning unit
_____ computer units with installed Speech Session Software based on 100%
_____ of SPJ enrollment
_____ internet connection
_____ printer
_____ whiteboard
_____ camera with tripod
_____ video recorder
_____ an audio-visual room that can accommodate at least 35 learners for
_____ training and other related activities
_____ a radio studio
_____ a sound speaker
_____ radio booth with on-and-off air signage
_____ audio consoles
_____ audio mixers
_____ headsets
_____ microphones,
_____ tables and chairs inside the radio studio
_____ a television studio
_____ DSLR video camera with tripod
_____ sound system
_____ lapels
_____ two-way radio
_____ stage platform
_____ stage lighting rings and associated controlling equipment
_____ chroma background
_____ available video editing software and other software used in TV
_____ broadcasting,
_____ computer with high specifications
_____ a glass window between the production control room (PCR) and the
_____ studio floor
_____ on-and-off air signage
_____ video mixers

Part IV. Issues/Challenges Encountered and Solutions Implemented in the Implementation of the Special Program in Journalism

Issues/Challenges Encountered	Solutions Implemented

Part V. Best Practices in the Implementation of the Special Program in Journalism

Signature Over Printed Name of Monitor/Designation

Date of Monitoring: _____

Conforme: _

Signature Over Printed Name of the School Head/Principal

Cemd/jllagata
10/21/2024