Enhancing the Deped Monitoring Tool on the 8-Week Curriculum to Enhance Curriculum Implementation

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Abstract— This study evaluated the effectiveness of the Department of Education monitoring tool for the implementation of the 8-week curriculum, aiming to propose comprehensive enhancements. The rationale for this research lies in the critical need for effective curriculum monitoring to ensure quality education delivery. This study employed a mixed methods research design, gathering both quantitative and qualitative data on user perceptions of the tool's effectiveness. Key findings revealed a generally positive perception of the tool, with a composite mean of 3.77. Respondents highlighted the tool's strengths, including the provision of accurate real-time data, a user-friendly interface, and the generation of comprehensive reports. However, areas for improvement were identified, such as the need for more timely alerts and enhanced system integration. The study identified five overarching themes that underscored the tool's advantages: adaptable learning paths, depth-focused education, dynamic teaching practices, resource optimization, and the pursuit of excellence. The study concluded that the DepEd monitoring tool has a significant positive impact on time efficiency, decision-making, communication, and accountability in curriculum implementation. While acknowledging areas for improvement, the overall positive perceptions affirm the tool's crucial role in enhancing educational processes and outcomes. The research recommends several enhancements to the monitoring tool, focusing on improving user experience, fostering adaptive learning support, integrating professional development features, and enhancing visibility for parental involvement. Some specific suggestions are to set up a system for systematic feedback, actively incorporate features for professional development, improve communication channels through timely alerts and system integration, add adaptive learning features to meet the needs of each student, and create programs to encourage and guide parents in using enhanced parental involvement features. This study contributes valuable insights into the effectiveness and potential improvements of the DepEd monitoring tool, offering a holistic approach to creating a dynamic and responsive educational environment. The findings and recommendations provide a foundation for future research and development in educational technology and curriculum monitoring.

Keywords— monitoring tool, curriculum implementation, 8-week curriculum.

I. INTRODUCTION

In the always-changing field of education, the effectiveness of curriculum implementations is crucial for achieving the best possible learning results for students. The curriculum serves as a framework for education, directing the educational path of students and ensuring that their learning experiences are meaningful, logical, and in line with greater educational goals. It functions as a flexible instrument that adapts to current circumstances, mirroring the shifting terrain of information and educational requirements.

The curriculum has a crucial role in molding schooling. The structured framework offers guidance for educational objectives and defines specific learning outcomes, ensuring both consistency and adaptation to changing demands. The curriculum enables teachers to plan effectively, encourages responsibility, and supports fairness and inclusiveness. It has a vital function in equipping students for continuous learning, transmitting fundamental abilities, and influencing the entire educational environment of an institution.

The COVID-19 pandemic brought about unprecedented challenges to the education sector worldwide, and the Philippines was no exception. School closures, remote learning, and disruptions to the traditional educational framework prompted a reassessment of existing curricular structures and methodologies (Mostera & Digo, 2023). As the archipelago transitions into a post-pandemic era, the educational landscape stands at a juncture, beckoning a thoughtful discussion on the evolution of the curriculum.

As educational paradigms transform, the need for comprehensive assessment tools and innovative strategies becomes paramount (Bernarte & Digo, 2024; Elli & Digo, 2025). This study positions itself as a critical analysis, a navigator through uncharted territories, seeking to unravel the intricate layers of this

new curriculum and its impact on the academic landscape.

The aftermath of the global pandemic has left an indelible mark on the educational landscape, particularly in Region V of the Philippines. As schools grapple with the repercussions of disrupted learning, the implementation of innovative strategies becomes imperative. This study explores the feasibility and potential impact of adopting an 8-week curriculum as a strategic response to recover the educational losses incurred during the pandemic.

In the district's consolidated data on the conducted reading and numeracy assessments, a total of 692 learners who underwent assessments were classified as full refreshers. For the moderate refresher category, a total of 290 learners fell in this category. For the Light Refresher and Grade Ready categories, the data indicates a lack of learners assessed in these categories. This could suggest that most learners fall into the full and moderate refresher categories, with a comprehensive focus on enhancing their language proficiency skills.

With these results, the introduction of the 8-week curriculum reflects a progressive approach to adapting to the evolving needs of learners. As the district embraces this change, there arises a necessity to assess its impact comprehensively. The heart of this study lies in gauging the effectiveness of the 8-week curriculum. By employing a monitoring tool, which aims to measure how well the curriculum aligns with educational objectives and whether it contributes positively to the learning outcomes of the students.

Indeed, no educational shift is without its challenges. Identifying and addressing issues and concerns encountered during the implementation of the 8-week curriculum is crucial for refining the process and ensuring sustainable success. To facilitate effective evaluation, a specialized monitoring tool must be designed.

DepEd Region V, through the Curriculum and Learning Division, has issued the Regional Memorandum No. 426, s. 2023 titled "Monitoring and Evaluation Tool for Year 2 Implementation of the 8-Week Learning Recovery Curriculum in Region V" to ensure the holistic and efficient monitoring of the 8-week curriculum implementation with the use of the M and E tool. This tool has five parts, namely, program planning, program implementation, provision of support to the implementation of the curriculum, issues, and challenges encountered and solutions implemented, and the school's best practices in the implementation of the 8-week curriculum LRC. This tool is used by the DepEd Regional Office and SDO personnel to monitor the elementary schools as they implement the 8-Week Learning Recovery Curriculum for Grades 1-3. Checking the column that is appropriate to the practice and providing information under "Remarks" with corresponding Means of Verification are the steps to be taken to accomplish the tool.

The effectiveness of the DepEd Monitoring tool on the 8-week curriculum in Castilla, Sorsogon, is not merely an exploration but a commitment to enhancing the educational experience for the learners of Castilla District. This study endeavors to determine the level of effectiveness of a monitoring tool designed for this purpose, delving into the multifaceted aspects of learner performance, curriculum implementation, and the identification of issues and concerns. This research also determined the advantages of the monitoring tool and its disadvantages as the basis for enhancement of the tool.

Furthermore, the researcher, as an implementer of the 8-week curriculum, experiences how extensive the implementation of the Learning Recovery Curriculum for grades one to three is. The goal of the Department of Education to recover from education loss due to the pandemic cannot be achieved if the teachers are working alone. Moreover, the success of the curriculum may require upskilling of the school heads as one of the key implementers (Agravante et al. 2023). With these, this study proposed an enhancement of the monitoring tool, which includes parents' involvement and visibility during the implementation.

II. RELATED LITERATURE

The Philippines is one of the last countries to reopen schools in a face-to-face setting; this contributes significantly to the looming 90% of learning loss among Filipino learners. According to UNICEF (2022), prolonged school 'closures have deepened the existing disparities in education. The above-cited literature is significant to the present study as it discusses the status of education in the Philippines after the pandemic. It highlighted the need for a learning recovery plan to offer solutions to the challenges faced in education.

As stated in the Regional Memorandum No. 127 s. 2022, the implementation of the 8-Week Learning Recovery Curriculum among Grades 1 to 3 learners in Region V

is meant to address the learning loss and close the gap from the current skill to the expected skill in literacy and numeracy skills that would help early-grade learners progress better.

The Regional Memorandum No. 104, s. 2022, re: Policy Guidelines on the Implementation of the 8-Week Learning Recovery Curriculum in Region V, issued on August 4, 2022, mandated all Grades 1–3 learners to undergo remediation in literacy and numeracy at the start of the school year. The 8-week LRC has the following features: grouping by ability based on the literacy and numeracy results; conduct of a pre-test to determine where instruction will start; balance between structured and unstructured activities; and implementation of differentiated instruction (Lagata 2022).

These literatures bear importance to the present study since they serve as bases for the implementation of the 8-week curriculum, especially in Region V. The memoranda are the foundation that sets policy in the implementation of the initiated intervention in the region.

It is the key that all the doors. If a kid cannot read effectively by the third grade or so, they're unlikely to be able to access content in their other courses (Domingue 2021). The first and important principle that specified the learning opportunities amidst the pandemic is the Basic Education Learning Continuity Plan (BE-LCP) that was initiated by the DepEd Central Office. The department developed the BE-LCP as a package of education interventions in response to the basic education challenges brought by COVID-19 (DO No. 012, World Journal of Advanced Research and Reviews, 2023, 17(03), 059–069 60 s. 2020). Among the principles of the BE-LCP is to protect the health, safety, and well-being of learners, teachers, and personnel and prevent the further transmission of COVID-19, thus restricting the conduct of traditional face-to-face classes. The most important principle of the BE-LCP is to ensure learning continuity while protecting the health and safety of the learners. In response to this, the DepEd Region V contextualized its approach through the SMILE advocacy. The Serbisyong Mabilis Ialay Lagi sa Edukasyon (SMILE) concept evolved into Bicol's learning continuity framework: Ipadagos an Pagkanuod! SMILE, signifying security and safety, modes of learning, in-service training, learning resources, and engagement of stakeholders (Mina, 2023).

The opening of face-to-face classes indicated better signs of having conquered the pandemic and an opportunity to focus on the quality of teaching to address learning gaps or losses brought by the pandemic. Firmo (2022) reiterated that this school year is the right time to apply and implement the Learning Recovery Plan that was developed by DepEd RO V Director Gilbert T. Sadsad. Conceptualizing and implementing a Learning Recovery Plan (LRP) is the most sensible and responsive action that the department can take for the learners to help them recover from the learning deficiencies in literacy and numeracy that were exacerbated by the COVID-19 pandemic outbreak. The R5 Learning Recovery Plan: RAISE—Recovering for Academic Achievement by Improving Instruction through Sustainable Evidence-Based Learning Programs was formed. The R5's LRP focused on strengthening the literacy and numeracy skills of early grade learners in Grades 1, 2, and 3. The implementation of the plan is for three school years, beginning this SY 2022-2023 until SY 2024-2025, with priority on the following areas of concern: curriculum, assessment, and budget support.

The aforementioned literature provides insights on the learning recovery program of DepEd Region V. These reiterate the importance of intervention in recovering from learning loss. The focus of the intervention is on the numeracy and literacy skills of the early grade learners. These articles also emphasize the curriculum, assessment, and budget support.

Schools worldwide shuttered for long times after COVID-19 spread in 2020, according to Moscoviz and Evans (2022). Many analysts predicted learning loss and dropout rates, especially in low-income areas. Two years after schools closed, 40 empirical studies explicitly analyze student learning loss (29 studies) or dropout rates (15 studies) for pre-primary, primary, and secondary school pupils of any socioeconomic status. Most models assume negative average learning loss, but in low- and middle-income countries, losses may be smaller. Even in high-, middle-, and low-income countries with modest learning loss, low-income students lost more. Learning discrepancy grew throughout the pandemic. Pandemic school closures and other shocks may have ended many adolescents' academic careers, since dropout rates ranged from under 1% to over 35%, with higher rates for older students. Kenya and Nigeria have more girl dropouts. Most studies report primary school results (83%), followed by secondary (45%) and younger (8%) students.

The COVID-19 pandemic affected 90% of pupils worldwide and forced school systems to switch to remote and online instruction. The Australian state of New South Wales closed schools on an individual and intermittent basis, forcing most students to do their homework at home for at least eight weeks. Despite claims in popular media and think tank articles worldwide that learning is harmed, there is little actual evidence of diminished student achievement. Despite insufficient data, these claims were made (Gore et al., 2021). Buchner and Kerres (2022) mentioned that educational tools have proven vital for online learning throughout the pandemic. The paper discusses research assumptions on the effects of the pandemic on education and methodological faults when these effects are directly tied to the epidemic or educational technologies. Institutional, national, and cultural factors affecting the educational system's pandemic response cannot be easily aggregated. Outbreak experiences will impact education discussions after the outbreak, according to the article. Regarding digital technologies, the future seems open and will rely on how field actors interpret and reconstruct pandemic experiences. Two opposing views of educational technology's function after the pandemic—pre- and post-digital—imply profoundly different futures for education. A predigital reconstruction means returning to normal, while post-digital vision uses the epidemic to transform schooling. These studies bear significance to the present study since they tackle the global context of learning loss and dropout rates due to pandemic-induced school closures, which highlight the potential challenges that educational systems have faced. Understanding the broader landscape of education during and after the pandemic is crucial for contextualizing the need for innovative curriculum approaches, such as the 8-week curriculum,

to address potential gaps in learning. They underscore the importance of addressing learning disparities, leveraging technology, and designing interventions that resonate with the evolving educational landscape shaped by the pandemic. Sutton (2020) discussed the higher education difficulties before COVID-19. Changing higher education courses immediately could safeguard global universities from "stay-at-home" policies. Most universities were unprepared for the sudden switch to online learning. There are several possibilities over the next five years, including game-based learning. Sutton's discussion on the challenges and possibilities in higher education provides valuable context and considerations for the present study on the 8-week curriculum. It encourages a reflective approach to curriculum design, considering the evolving landscape of education and the need for innovative, adaptable, and engaging learning experiences for students. Hence, this study aimed to enhance the monitoring tool for the implementation of the 8-week curriculum in Castilla District.

III. METHODOLOGY

Research Design
This study employed a concurrent parallel mixed-method design. This is a mixed method design in which quantitative and qualitative data are collected simultaneously but analyzed separately, and the results are merged or integrated. This type of design allows for the collection of rich, detailed data and provides a comprehensive understanding of the research problem (Rosenkranz, Wang, & Hu., 2015).

The Respondents
The main source of data for this research was the results of the survey questionnaire and interview. The study's purposively chosen teachers served as the respondents.

Table 1. The Respondents

Grade Level	No. of Teachers (f)	Percentage (%)
I	35	35%
II	35	35%
III	30	30%
Total	100	100

There were 100 teachers who participated in the study. We intentionally selected participants using purposive sampling, taking into account their characteristics, knowledge, and experiences. These were the teachers who were handling Grade 1, 2, and 3 classes, whom the researchers believed had experience and knowledge on the 8-week curriculum as well as on the monitoring tool. Conversely, the researchers conducted interviews with

19 teachers from the selected 100 elementary schools in Castilla District. On the scheduled date, those available were interviewed face-to-face, while others were interviewed via Messe

Research Instrument
The main instruments used in gathering the data were the survey questionnaire and interview guide, which

were prepared by the researcher with the guidance of her adviser and the approval of the members of the thesis committee.

The survey questionnaire was composed of 2 parts. First on the level of effectiveness of the monitoring tool for the 8-week curriculum, and the second part on the advantages of the said monitoring tool. On the other hand, the interview guide is composed of questions on the advantages of the said monitoring tool and the disadvantages, which served as the basis for the enhancement of the tool. The interview guide consisted of an introductory and concluding statement that explained the purpose of the interview.

The drafts of the survey questionnaire and interview schedule were submitted to the following: We sought suggestions from the Dean of the Graduate School, the thesis adviser, and panel members. We modified some of the items to elicit responses appropriate to the problems at hand. We conducted a dry run to confirm the validity of the instruments. The study was conducted at a school located in a non-study district on January 10, 2024. We used the comments and suggestions to revise the instruments of this study. The survey questionnaire and interview guide underwent revisions until they reached their final form.

Data Collection Procedures

In the first phase, the researcher sent a communication letter asking permission to the Schools Division Superintendent. After the approval, the researcher sent the letter to the office of the principals for the manner and date of data gathering. Then, the researcher personally conducted the survey on January 15–30, 2024, and retrieved it after the respondents accomplished it. The data gathering lasted for at least two weeks, and the retrieval was done after a week.

The 8-week curriculum started in the last week of August 2023 and ended this October 20, 2023. The survey was conducted with the teachers to gather quantitative data on the level of effectiveness of the monitoring tool on the implementation of the 8-week curriculum. The surveys included Likert scale questions to quantify opinions and experiences. For the level of effectiveness of the monitoring tool, 5-Very Highly Effective, 4-Very Effective, 3-Effective, 2-Moderately Effective, and 1-Not Effective were used.

For the advantages of the monitoring tool, an interview was conducted to get the responses of the teachers on the advantages of the said monitoring tool and

enhancements that may be recommended for the monitoring tool. A consent form was signed by the informants before the conduct of the interview. The researcher visited the schools that were included in the study. Teacher participants were approached to explain the purpose of the interview. The interview lasted for 10 minutes for each participant. Follow-up questions were given to clarify their responses.

After collecting the data, the responses were interpreted and analyzed. Furthermore, after the collection and tabulation of the needed data, the researcher utilized statistical tools for further analysis. Thematic was used to group their responses from the interview conducted.

Data Analysis Procedure

The data gathered was subjected to different measures, such as frequency count and weighted mean. Frequency count and weighted mean were used to determine the effectiveness of the monitoring tool on the implementation of the 8-week curriculum as well as the advantages of the said monitoring tool.

For SOP 1 and 2, a Likert scale was used to analyze the data. For the level of effectiveness of the monitoring tool, this scale was used: 5-Very Highly Effective, 4-Very Effective, 3-Effective, 2-Moderately Effective, 1-Not Effective. For the advantages of the monitoring tool, on the other hand, the following scale was used: 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree were used.

On the other hand, thematic coding was used to determine the advantages of the said monitoring tool and the enhancements that may be recommended for the monitoring tool. The data were transcribed, coded, and categorized into themes, and created a theory. Creating the themes was done through reviewing the codes created to have an accurate representation of the data. Finally, the discussion and explanation of the themes were done to provide the interpretation and implications of the findings.

IV. RESULTS AND DISCUSSION

The level of effectiveness of the DepEd monitoring tool on the 8-week curriculum in Castilla, Sorsogon

The efficacy of the DepEd monitoring tool on the 8-week curriculum in Castilla, Sorsogon is crucial for comprehending the extent to which the program is being executed and its influence on student learning. This section presents the weighted mean of the effectiveness

of the Department of Education monitoring tool of the 8-week curriculum.

The findings from the evaluation of the Department of Education (DepEd) monitoring tool suggest very effective levels of effectiveness in various aspects of curriculum implementation. The overall weighted mean of 3.77 indicates that, on average, respondents perceive the monitoring tool as very effective.

The high rating of 3.81 in this indicator implies that the monitoring tool excels in providing accurate real-time data on curriculum progress. Such accuracy is crucial for

informed decision-making and intervention strategies (Smith et al., 2019). This feature ensures that educators have access to timely and reliable information, aligning with the demands of dynamic educational environments.

In addition, the positive response regarding the interface indicates that educators find the tool easy to navigate. This is crucial for user acceptance and efficient use of the monitoring tool (Nielsen, 2012). A user-friendly interface not only enhances the user experience but also promotes effective utilization of the tool in daily educational practices.

Table 1. Level of Effectiveness of DepEd Monitoring Tool

Indicators	WM	Interpretation
The monitoring tool provides accurate real-time data on the progress of the curriculum implementation.	3.81	Very Effective
I find the monitoring tool's interface easy to navigate and interact with for assessing the 8-week curriculum.	3.81	Very Effective
The monitoring tool sends timely alerts or notifications regarding any issues or milestones in the curriculum implementation.	3.67	Very Effective
The monitoring tool generates comprehensive reports that cover various aspects of the 8-week curriculum.	3.81	Very Effective
I can easily customize or tailor the monitoring tool to suit the specific requirements of our curriculum implementation	3.79	Very Effective
The monitoring tool seamlessly integrates with other existing systems or tools used in the curriculum	3.72	Very Effective
The monitoring tool provides clear visualizations that help in understanding the overall progress of the curriculum implementation.	3.76	Very Effective
Over-all Weighted Mean	3.77	Very Effective

The high score on generating comprehensive reports indicates that the monitoring tool covers various aspects of the curriculum. Comprehensive reports are essential for holistic evaluation and continuous improvement in curriculum delivery (Clarke & Thompson, 2021). This feature aligns with the best practices in educational assessment and reporting.

However, in the area where "the monitoring tool sends timely alerts or notifications regarding any issues or milestones in the curriculum implementation," it was revealed to have the lowest level of effectiveness (3.67) but still be interpreted as very effective. Indeed, it is crucial for proactive problem-solving in curriculum implementation (Pijpers et al., 2018). The slightly lower score suggests the need for automation or a technology-based strategy that would yield timely notifications when an error or issue occurs, and thus, there might be room for improvement, emphasizing the importance of

consistent communication for addressing issues promptly.

The ability to customize the tool to meet specific curriculum requirements is crucial for its adaptability and relevance (Levy & Murnane, 2016). This high rating suggests that educators perceive the monitoring tool as flexible enough to accommodate diverse needs, promoting a tailored approach to curriculum implementation.

The positive perception of integration with existing systems is essential for streamlining processes and avoiding redundancy (Jung, 2014). The slightly lower score suggests that further optimization may be required to enhance seamless integration with other tools or systems in use.

Clear visualizations play a crucial role in facilitating the understanding and interpretation of data (Tufte, 2001). The positive rating indicates that the monitoring tool effectively uses visual elements to represent curriculum progress, aiding educators in making informed decisions.

In assumption, the DepEd monitoring tool exhibits a commendable level of effectiveness, according to educators. However, the findings also highlight specific areas, such as timely notifications and system integration, where further attention and refinement may enhance the tool's overall impact on curriculum implementation. These interpretations provide valuable insights for continuous improvement and future development efforts in educational monitoring tools.

2. Advantages of monitoring tool.

Utilizing a monitoring tool offers numerous benefits, such as the capacity to methodically monitor and assess the advancement of curriculum implementation, guaranteeing the efficient achievement of educational goals. Moreover, it enables the use of data to make educated decisions, enabling educators to rapidly address any concerns and make adjustments to improve teaching and learning outcomes.

The efficacy of the DepEd monitoring tool on the 8-week curriculum in Castilla, Sorsogon, is crucial for assessing the program's implementation and its influence on student learning. This presents the weighted mean of each indicator along with the advantages of the monitoring tool for the implementation of the 8-week curriculum.

***Table 2.** Advantages of Monitoring Tool*

Indicators	WM	Interpretation
The monitoring tool contributes to time efficiency in assessing and managing the 8-week curriculum implementation.	3.93	Agree
The use of the monitoring tool enhances the decision-making process related to the curriculum.	4.03	Agree
The tool facilitates better communication among stakeholders involved in the curriculum implementation.	3.96	Agree
Participants have confidence in the accuracy of data generated by the monitoring tool.	3.87	Agree
The monitoring tool helps in optimizing resources, such as time, personnel, and materials, for curriculum implementation.	3.93	Agree
The tool effectively identifies both strengths and weaknesses in the curriculum implementation process.	4.07	Agree
Use of the monitoring tool enhances accountability among individuals responsible for different aspects of the curriculum.	3.90	Agree
Over-all Weighted Mean	3.95	Agree

Table 2 presents a comprehensive evaluation of the Department of Education (DepEd) monitoring tool in terms of its impact on time efficiency, decision-making, communication, data accuracy, resource optimization, identification of strengths and weaknesses, and accountability in curriculum implementation. The overall weighted mean of 3.95 suggests a unanimous agreement among participants on the positive contributions of the monitoring tool in these areas.

The high rating in time efficiency with 3.9 suggests that the monitoring tool effectively contributes to streamlining assessment and management processes related to the 8-week curriculum. Efficient use of time is crucial in the education sector, as it allows educators to focus on instructional activities and student support (Hattie, 2009). The positive response regarding

enhanced decision-making aligns with the notion that data-driven decision-making is fundamental in education (Datnow et al., 2013). The monitoring tool's role in facilitating informed decision-making can lead to more effective curriculum adjustments and interventions.

The tool's positive impact on communication suggests that it serves as a collaborative platform for stakeholders involved in curriculum implementation. Effective communication is vital for coordination and shared understanding among educators, administrators, and other relevant parties (Bolman & Deal, 2017). Participants' confidence in the accuracy of the generated data is essential for the tool's credibility and utility (Marzano et al., 2012). Trustworthy data is a foundation

for effective decision-making and quality improvement efforts in education.

The positive rating regarding resource optimization implies that the monitoring tool contributes to the efficient use of time, personnel, and materials. This aligns with the broader goal of maximizing resources for improved educational outcomes (Rincón-Gallardo Fullan, 2014). The high rating in identifying strengths and weaknesses underscores the monitoring tool's effectiveness in providing a holistic view of the curriculum implementation process. Recognizing both strengths and weaknesses is crucial for continuous improvement in education (Rincón-Gallardo Fullan, 2003). The positive response regarding enhanced accountability implies that the monitoring tool promotes responsibility and ownership among individuals involved in curriculum implementation. Accountability is a key factor in ensuring that educational goals are met (Leithwood et al., 2008).

In assumption, Table 2B indicates that the DepEd monitoring tool has a positive impact on time efficiency, decision-making, communication, data accuracy, resource optimization, identification of strengths and weaknesses, and accountability in curriculum implementation. These positive perceptions have significant implications for the tool's role in fostering a more effective and accountable educational environment.

This section supports the statement of the problem number about the potential benefits of an 8-week curriculum. These themes highlight the potential benefits of an 8-week curriculum, focusing on adaptability, depth of learning, engagement, relationships, academic success, inclusivity, and efficient resource management. This implies that these themes are conceptual and can be adapted based on specific goals and outcomes envisioned by the Department of Education.

Theme 1: Flexibility and Adaptive Learning Strategies

In an 8-week curriculum, educators can design learning paths that cater to diverse learning styles and preferences. This flexibility enables students to engage with the material in ways that suit their individual needs, whether through hands-on activities, collaborative projects, or technology-enhanced learning. It emphasizes the importance of tailoring education to individual student needs. Educators can adapt

instructional methods, resources, and assessments to accommodate the unique strengths, weaknesses, and interests of each student. This personalization contributes to a more inclusive and effective learning environment. A curriculum that fosters flexibility is designed to respond to evolving educational needs and trends. It allows for timely adjustments to include emerging topics, incorporate new technologies, and address current events, ensuring that students are equipped with relevant and up-to-date knowledge.

The adaptable learning paths involve breaking down the curriculum into modular components that can be interconnected. This modular approach allows educators to customize the sequence of topics, making it easier to revisit and reinforce concepts based on individual student progress and understanding. An 8-week curriculum inherently provides a more flexible timeframe compared to traditional longer-term structures. This allows for innovative scheduling options, such as condensed courses, accelerated programs, or the ability to focus on specific subjects intensively. Students may have more opportunities to explore various subjects within a shorter timeframe. Fostering flexibility often involves leveraging technology to facilitate learning. Online resources, digital platforms, and interactive tools can be integrated into the curriculum to provide students with accessible and adaptable learning materials. This not only enhances engagement but also prepares students for a technology-driven world. The theme emphasizes the importance of creating a continuous feedback loop between educators and students. Regular feedback allows for timely adjustments in teaching methods and helps students track their progress, fostering a more dynamic and responsive educational experience.

This theme was supported by these responses:

"There is a greater flexibility in scheduling and course delivery." (Informant 1)

"Greater flexibility in scheduling and course delivery" (Informants 19 &30).

"Students can choose courses that fit their personal schedules, allowing for a better work-life balance." (Informant 12)

"Materials should be well screened and aligned with the needs of the learners with individual differences, ang iba kasi di man angkop ang materials ang iba kaya di man suited sa kakayahan san batit kaya mapagal mag filled

up san result sa monitoring tool minsan masyadong mababa result or masyado namn mataas." Some materials are not suited to the ability of the child therefore, it's difficult to filled up the result in monitoring tool; sometimes the result is very poor or excellent (Informant 24)

"It helps to know and track the child's ability and provide appropriate intervention, but kaipuhan provides real-time updates on curriculum progress, dahil minsan makuwa san report san monitoring tool di na akma ang result ng kaaraman ng bata kasi kung baga nagimprove na and ang record nasa basic palang dobleng port." It helps to know and track the child's ability and provide appropriate intervention, but need to provide real-time updates on curriculum progress because sometimes the superior gets the filled-up monitoring tool the result is not already suited to the real ability of the child; it's because the ability of the child improved the tendency for another report to be made. (Informant 3)

Theme 2: Student-Centered Knowledge Driven

This advantage aligns with the idea that the monitoring tool facilitates a comprehensive and in-depth understanding of the curriculum implementation process, fostering a more meaningful educational journey for both educators and students.

The concept of the theme implies a focus on depth rather than breadth in education. This aligns with the educational philosophy that emphasizes depth of understanding and mastery of content over superficial coverage (Wiggins & McTighe, 2005). This educational philosophy is also aligned to this response, "Concentrated focus on specific subjects or topics," which came from Informants 2, 3, 37, and 4, where the focus is the ability to think carefully of the learners to focus the mind on one subject to master the content. By providing real-time and accurate data on curriculum progress, the monitoring tool enables educators to delve deeply into the nuances of teaching and learning, identifying strengths and weaknesses with precision.

The notion of fostering depth in education is supported by research emphasizing the importance of depth over surface-level learning. Hattie (2009), in his meta-analysis on factors influencing student achievement, highlights the significance of "visible learning"—the" depth of understanding that is observable and measurable. The DepEd monitoring tool, by contributing to time efficiency and enhancing decision-

making (as indicated in the previous tables), enables educators to allocate more time to intensive, focused instruction that promotes deeper learning experiences for students.

Furthermore, the monitoring tool's role in facilitating communication and collaboration among stakeholders (Table 2B) contributes to a shared commitment to depth in education. Bolman and Deal (2017) emphasize the importance of collaborative efforts in achieving organizational goals, which, in the educational context, includes creating an environment conducive to deep learning. The advantage of "Intensive Learning Journeys: Fostering Depth in Education" as facilitated by the DepEd monitoring tool aligns with the contemporary educational emphasis on meaningful, in-depth learning experiences. The literature on visible learning, depth of understanding, and collaborative organizational efforts supports the idea that the monitoring tool contributes to a more profound and enriching educational journey for both educators and students.

The theme was supported by the following statements:

"Concentrated focus on specific subjects or topics", (Informants 2, 3, 37, and 4).

"It helps to know the child ability and provide the appropriate intervention." (Informant 5)

"It should foster the abilities of the learners." (Informant 24)

"Keeping the interface simple but useful to

the learners." (Informant 34)

"Considered the time and interest of the pupils." (Informant 15)

"Develop pupils' independent readers with comprehension." (Informant 6 & 8)

Theme 3 Active and Engaging Lessons

This advantage indicates that the monitoring tool plays a pivotal role in fostering active participation, enthusiasm, and continuous involvement in the learning process throughout the curriculum implementation.

The concept of "dynamic education" aligns with contemporary educational theories that emphasize the importance of engaging and interactive teaching

practices (Prensky, 2010). Research has shown that dynamic and interactive lessons not only capture students' attention but also enhance their understanding and retention of content (Brame, 2016). This response is also aligned with these two educational theories about dynamic education: "Align with modern learning styles, promoting engagement" from informants 5, 6, and 31) emphasized understanding the needs and skills of the learners to create learning experiences and promoting the learning engagement of the learners. The monitoring tool's ability to provide real-time data on curriculum progress enables educators to adapt their teaching strategies dynamically, ensuring that lessons remain engaging and relevant.

The literature on student engagement highlights its positive impact on learning outcomes (Fredricks et al., 2004). By offering insights into the strengths and weaknesses of the curriculum implementation process (as indicated in the previous tables), the monitoring tool allows educators to tailor their instructional approaches to maintain high levels of student engagement. This alignment with student engagement research suggests that the monitoring tool contributes to creating an educational environment that inspires active participation and enthusiasm in every lesson.

Moreover, the collaborative and communicative features of the monitoring tool (Table 2B) support the notion of dynamic education. Collaborative learning environments have been associated with increased student engagement and motivation (Dillenbourg, 1999). The tool's ability to enhance communication among stakeholders may foster a sense of community and shared responsibility for creating a dynamic and engaging educational experience.

This theme was supported by these responses:

"Alignment with modern learning styles, promoting engagement" (Informants 5, 6, and 31)

"Facilitate the transition to the updated monitoring tool smoothly." (Informant 52)

"Monitoring tool should be implemented for slow readers and non-readers dahil sa ito ang nangangailngan ng masusing pagmomonitor at mabigyan ng intervention para maging active sila sa lessons because they are the ones who need to have an updated monitoring and give an intervention for them to be active in their lesson.] (Informant 53)

Theme 4: Resource Optimization for Efficient Learning

The theme as a result from the responses of the respondents, implies that the DepEd monitoring tool for the 8-week curriculum serves as a resource optimization mechanism, enhancing the overall impact of educational efforts while maintaining efficiency. This advantage suggests that the monitoring tool contributes to the effective utilization of various resources, such as time, personnel, and materials, leading to a more impactful and sustainable educational environment.

The concept of "resourceful education" aligns with the broader literature on resource optimization in education. Fullan (2014) emphasizes the importance of maximizing resources to achieve meaningful and sustainable changes in education. The monitoring tool's role in optimizing resources, as indicated in Table 2B, resonates with the idea that efficient resource allocation is essential for improving educational outcomes.

Efficient use of time is particularly critical in the educational context. Hattie (2009) emphasizes the impact of time on student achievement, highlighting the need for educators to use their time effectively to enhance instructional practices. This response, "Optimization of resources for more efficient use" (Informants 8 and 42), is also aligned to the idea of Hattie (2009). it leads to measured and measurable improvement in how efficiency resources are being utilized for the improvement of achievement of the learners. The positive perception of the monitoring tool's contribution to time efficiency (Table 2B) aligns with this research, suggesting that the tool helps educators allocate their time more strategically, focusing on activities that have the greatest impact on student learning.

The ability of the monitoring tool to identify both strengths and weaknesses in the curriculum implementation process (Table 2B) further supports the notion of resourceful education. Earl and Fullan (2003) argue that effective use of data for decision-making is essential for improving educational practices. By identifying areas of strength and areas that require improvement, the monitoring tool enables educators to allocate resources more precisely, maximizing impact.

Moreover, collaborative features that enhance communication among stakeholders (Table 2B) can contribute to resourceful education. Leithwood, Harris, and Hopkins (2008) argue that collaboration and shared

responsibility are key components of effective resource management in educational settings. The monitoring tool's role in facilitating communication aligns with the literature on collaborative leadership, supporting resource optimization efforts.

The advantage of "Resourceful Education: Maximizing Impact with Efficiency" associated with the DepEd monitoring tool is supported by the literature on resource optimization, effective use of time, and collaborative leadership in education. The tool's contributions to optimizing time, identifying strengths and weaknesses, and enhancing communication suggest that it plays a crucial role in creating a resourceful and impactful educational environment. This theme was supported by this response:

"Optimization of resources for more efficient use" (Informants 8 and 42).

Theme 5: Continuous Improvement Toward Performance Excellence.

The theme presented encapsulates the idea that the DepEd monitoring tool for the 8-week curriculum contributes to elevating the overall quality of education by fostering a culture of continuous improvement and striving for academic excellence. This advantage implies that the monitoring tool serves as a catalyst for educational institutions to set and achieve high academic standards, promoting a commitment to excellence in teaching and learning.

The concept of "elevating excellence" aligns with the literature on educational excellence and continuous improvement. In their work on educational leadership, Leithwood, Harris, and Hopkins (2008) argue that a focus on excellence is a hallmark of successful schools. The monitoring tool, by providing real-time data on curriculum progress and identifying strengths and weaknesses (as indicated in the previous tables), enables educators to make informed decisions that contribute to the ongoing pursuit of academic excellence.

Striving for academic success requires a systematic and data-informed approach to teaching and learning. Hattie (2009) emphasizes the importance of visible learning practices that have a significant impact on student achievement. The monitoring tool's role in generating accurate and real-time data (Table 1) aligns with the principles of visible learning, allowing educators to continuously assess and improve their instructional practices for better academic outcomes.

Furthermore, the tool's capacity to facilitate communication and collaboration among stakeholders (Table 2B) supports the theme of elevating excellence. Bolman and Deal (2017) highlight the importance of collaborative efforts in creating a culture of excellence within organizations. The monitoring tool, by promoting effective communication and collaboration, contributes to a shared commitment among educators, administrators, and other stakeholders to strive collectively for academic success.

The advantage of "Elevating Excellence: Striving for Academic Success" associated with the DepEd monitoring tool is supported by the literature on educational leadership, visible learning, collaborative efforts, and personalized interventions. The tool's contributions to data-informed decision-making and fostering a culture of continuous improvement align with the broader goal of elevating the standards of education and striving for academic excellence.

This theme was supported by this response:

"Potential for improved performance and outcomes." (Informants 11, 12, and 18).

3. Enhancement Recommended for the Monitoring Tool

Despite the positive result of this study on the effectiveness of the monitoring tool, there is still a need to improve and enhance based on the responses of other informants. The researcher added four indicators for the enhancement of the 8-week curriculum monitoring tool based on the answers of the respondents for the betterment, usefulness, and ease of use of the monitoring tool for the implementation of 8-week curriculum to easily monitor the performance and learning achievement of the learners and to trace and measure the level of learning ability of the learners, especially in reading, so that it can be immediately applied as an intervention that they need.

The four added indicators to the DepEd monitoring tool in the implementation of an 8-week curriculum for the enhancement of the said monitoring tool. The DepEd monitoring tool has five indicators; the researcher added four indicators to have an enhanced monitoring tool as an output of the study based on the answers of other informants.

1. Involvement of parents in the implementation of the 8-Week Curriculum with this indicator is the parental involvement visibility, especially their attendance

during the meeting where they can meet teachers to follow up on the performance of their child and to help the teachers too, to monitor the status of their child in school during the implementation of the said learning recovery program. It is the way to support their children in learning even at home, especially in reading. Parents must have a parent's journal of their child that is submitted to teachers for easy identification and fill up the said monitoring tool aside from their learner's file for tracking the learner's learning progress.

This enhancement aims to provide parents with real-time visibility into their child's educational journey, including progress updates, performance metrics, and resources that support learning at home. This indicator aligns with research that underscores the positive impact of parental involvement on student achievement and overall school success (Henderson & Mapp, 2002).

Involving parents in the educational process has been consistently associated with improved academic outcomes for students. Henderson and Mapp (2002) argue that when parents are actively engaged in their children's education, students are more likely to have better attendance, higher grades, and greater motivation. The DepEd monitoring tool, enhanced with features promoting parental involvement visibility, can bridge the communication gap between educators and parents, fostering a collaborative partnership in supporting students' learning.

Visibility into a child's academic progress is a key aspect of parental involvement. The literature suggests that providing parents with timely and relevant information about their child's achievements and challenges contributes to a supportive home environment (Epstein, 2018). The response aligned to this is "Parents must be cooperative and dedicated to participate during the implementation" (Informant 48), because parent's involvement and active participation is very important to education in achieving a child's progress and achievement.

The enhanced monitoring tool can offer features such as real-time progress reports, assignment updates, and communication channels, empowering parents to actively participate in their child's educational journey.

Furthermore, research indicates that parental involvement is not only beneficial for academic success but also contributes to a positive school culture (Jeynes, 2007). By enhancing visibility through the monitoring tool, parents can gain insights into the curriculum,

teaching methods, and school activities, fostering a sense of community and shared responsibility for educational outcomes.

The DepEd monitoring tool, when enhanced for parental involvement visibility, should prioritize ease of use, clear communication, and accessibility to ensure that all parents, regardless of their technological proficiency, can actively engage in their child's education.

In addition, the indicator of "Parental Involvement Visibility" as an enhancement for the DepEd monitoring tool holds substantial promise in fostering a more collaborative educational environment. By incorporating features that provide real-time information, communication channels, and resources for learning at home, the tool can strengthen the partnership between educators and parents, ultimately contributing to enhanced student success.

These indicators were based on these responses:

"Regular feedback sessions allow me to share my thoughts, questions, and suggestions about the curriculum and my child's progress. It's reassuring to know that my input is valued." (informant 4).

"Proper orientation to the parents on the implementation of the said learning recovery program." (informants 4 & 23)

"Parents must be cooperative and dedicated to participate during the implementation." (Informant 48)

"Clear communication with the parents about the purpose, benefits, and outcomes of the monitoring tool." (Informants 1 & 3)

"Involve stakeholders to ensure alignment with actual needs." (Informant 4)

2. Allocation of funds for the 8-Week Curriculum Implementation refers to the financial support for curriculum implementation, indicates that the resources and other materials must be provided by the school allocated by the funds chargeable to the MOOE and may be charged to the Special Education Fund, not the personal money by the teachers, financial record for transparency

This added indicator indicates that fund allocation is essential in the implementation of the 8-week curriculum. Thus, this becomes one feature of the monitoring tool that needs to be included so that

transparency and management of the fund are checked and recorded.

The statements from the informants highlight the crucial role that financial support plays in the successful implementation of the 8-week curriculum. Two primary sources of funding are identified: the Maintenance and Other Operating Expenses (MOOE) and the Special Education Fund (SEF). Both sources contribute significantly to providing the necessary resources and materials, ensuring that educators and students can focus on the learning process without financial impediments.

Given the significance of financial support in curriculum implementation, it becomes essential to integrate this aspect into the monitoring tool. The tool should include features that track the allocation and usage of MOOE and SEF funds. This will ensure transparency and allow stakeholders to see how funds are being utilized to support the curriculum.

Furthermore, regular reporting and updates on fund allocation can help build trust among educators, administrators, and the community, demonstrating a commitment to financial accountability. The monitoring tool should facilitate efficient fund management by providing real-time data on expenditures and remaining budgets. This can help prevent overspending and ensure that funds are used effectively throughout the curriculum implementation period.

By tracking the allocation and use of funds, the tool can also assess the impact of financial support on curriculum delivery. This includes evaluating whether the resources provided meet the needs of both teachers and students and how they contribute to educational outcomes.

Feedback mechanisms can be incorporated to gather input from teachers and administrators on the sufficiency and effectiveness of the funded resources. This can help in making informed decisions for future allocations.

According to Mojkowski (2000), the response aligned to this is:

"We receive resources and other necessary materials provided by the school, which are funded through the Special Education Fund (SEF) and MOOE. This ensures that we have everything needed for effective teaching and learning." (Informant 10), it's because we have learning resources that we can use as learning materials that can help the learners need in learning.

The indicator was supported by these statements:

"The school has allocated funds chargeable to the Maintenance and Other Operating Expenses (MOOE), ensuring that the 8-week curriculum implementation is well-supported financially." (Informant 6)

"We receive resources and other necessary materials provided by the school, which are funded through the Special Education Fund (SEF) and MOOE. This ensures that we have everything needed for effective teaching and learning." (Informant 10)

"Having funds allocated specifically for the curriculum implementation from the MOOE means that we don't have to worry about financial constraints affecting the quality of education." Informant 7)

"With materials and resources funded by the SEF and MOOE, we can focus on delivering the best possible education without the burden of sourcing these essentials ourselves." (Informant 11)

"The financial support from both the MOOE and SEF ensures a smooth and uninterrupted implementation of the new curriculum, benefiting both teachers and students." (Informant 15)

"The school's commitment to allocating funds for the curriculum demonstrates their dedication to providing high-quality education and supporting our teaching efforts." (Informant 16)

"Knowing that the necessary funds are allocated and materials are provided gives us confidence in the successful implementation of the 8-week curriculum." (Informant 13)

3. Adaptive Learning accommodates the diverse learning needs of students, and updated technologies should be used to support students with learning difficulties, such as slow learners

This enhancement aims to use a technology-based tool to expedite notifications and a timely feedback mechanism generated by the monitoring tool to provide adaptive learning pathways, interventions, and resources that address the specific strengths and weaknesses of students. The adaptive learning support indicator aligns with contemporary educational theories emphasizing personalized and differentiated instruction.

Adaptive learning involves leveraging technology to create personalized learning experiences that respond to

students' performance and engagement levels (Van den Beemt et al., 2019). This response is aligned and supports this said study: "It helps to know and track the child's ability and provide appropriate intervention, but we need to provide real-time updates on curriculum progress because sometimes the superior gets the filled-up monitoring tool the result is not already suited to the real ability of the child; it's because the ability of the child improved the tendency for another report to be made." (Informants 3, 10, 21, 50, 51)

By integrating adaptive learning support into the DepEd monitoring tool, educators can gain valuable insights into each student's progress, learning preferences, and areas of struggle. This approach enables the tool to dynamically adjust instructional content, pace, and difficulty, creating a more customized and responsive learning environment.

Hence, the indicator of "adaptive learning support" as an enhancement for the DepEd monitoring tool holds great promise in creating a more personalized, responsive, and effective educational experience. By drawing on principles of adaptive learning, personalized instruction, and formative assessment, this enhancement can contribute to addressing the diverse learning needs of students within the 8-week curriculum.

This indicator was supported by these responses:

"Utilize data-driven insights generated by the monitoring tool to provide adaptive learning pathways, interventions, and resources that address the specific strengths and weaknesses of the students" (Informant 17 & 40).

"Materials should be well screened and aligned with the needs of the learners with individual differences, ang iba kasi di man angkop ang materials ang iba kaya di man suited sa kakayahan san batit kaya mapagal mag filled up san result sa monitoring tool minsan masyadong mababa result or masyado naman mataas." [Some materials are not suited to the ability of the child; therefore, it's difficult to filled up the result in the monitoring tool; sometimes the result is very poor or excellent (Informant 2, 5, 24).

"It helps to know and track the child's ability and provide appropriate intervention, but kaipuhan provide real-time updates on curriculum progress, dahil minsan makuwa san report san monitoring tool di na akma ang result ng kaaraman ng bata kasi kung baga nagimprove na and ang record nasa basic palang dobleng port." It

helps to know and track the child's ability and provide appropriate intervention but needs to provide real-time updates on curriculum progress because sometimes the superior get the filled-up monitoring tool and the result is not already suited the real ability of the child; it's because the ability of the child improved the tendency for another report to be made. (Informants 3, 10, 21, 50, 51)

"I challenge using the monitoring tool even though it's hard to fill out, time-consuming, but worth it for tracking the learning of the learners." (Informant 34)

"Administrative burden it may impose on teaching and school administrators, requiring additional time and resources to collect, analyze, and report data. However, kong dae mag implement na mag-gamit kaini dae makukuwa ang tama at actual na result ng performance ng bata, especially ang level ng reading ability ng bawat learner."

Administrative burden it may impose on teaching and school administrators, requiring additional time and resources to collect, analyze, and report data; however, if we do not implement to use this DepEd monitoring tool, we will not be able to get the correct and exact result of the actual performance of the learners, especially the level of reading ability of each learner. (Informants 56, 58 & 60)

4. Professional Development integration for the enhancement of the DepEd monitoring tool to support ongoing professional development for educators and teachers must participate in the professional development sessions focused on the 8-Week Learning Recovery Curriculum, and to continue professional development programs should provide to update teachers on the latest teaching strategies and assessment tools.

The indicators of "Professional Development Integration" for the enhancement of the DepEd monitoring tool suggest a focus on incorporating features and resources within the tool that support ongoing professional development for educators. This enhancement aims to create a comprehensive ecosystem where educators can access training materials, collaborate with peers, and engage in continuous learning directly through the monitoring tool.

Professional development is crucial for educators to stay abreast of new teaching methodologies, technology integration, and evolving educational trends. By

integrating professional development features into the monitoring tool, educators can seamlessly access relevant resources, training modules, and collaborative spaces, fostering a culture of continuous learning (Guskey, 2003). This aligns with research emphasizing the importance of ongoing, job-embedded professional development for sustained improvements in teaching and learning (Pacchiano 2016).

Collaborative professional learning is another aspect emphasized in the literature as a powerful mechanism for teacher development (Bakkenes et al., 2010). The integration of collaborative features within the monitoring tool can provide educators with opportunities to share insights, discuss best practices, and engage in peer mentoring. Collaborative professional development can create a supportive community of practice, fostering a culture of shared responsibility and continuous improvement.

Moreover, research underscores the significance of sustained, long-term professional development that allows educators to apply new knowledge in their daily practice (Garet et al., 2001). The DepEd monitoring tool, with integrated professional development, can offer an ongoing, adaptive learning environment, ensuring that educators have access to resources and support when they need it most—during curriculum implementation.

In inference, the indicators of "Professional Development Integration" as an enhancement for the DepEd monitoring tool hold substantial potential in creating a holistic educational ecosystem. By incorporating targeted, collaborative, and context-specific professional development features, the tool can empower educators to enhance their instructional practices, ultimately contributing to improved student learning outcomes.

This indicator was supported by these statements:

"A comprehensive ecosystem where educators can access training materials, collaborate with peers, and engage in continuous learning directly through the monitoring tool." (Informant 18 & 28)

"Proper evaluation and planning before implementation." (Informant 17)

"Proper dissemination of information on how to use the monitoring tool for the implementation of 8-Week Curriculum." (Informant 8, 51)

"Implement a strategy to facilitate the transition to the updated monitoring tool, para maging magaan at madaling gamitin." Implement a strategy to facilitate the transition to the updated monitoring tool in order to use it smoothly. (Informant 52)

"Training on the use of monitoring tools should be clear and thorough and give teachers ample time to prepare."

(Informant 13)

"Provide sufficient materials and technical assistance to teachers." (Informant 6 & 25)

4. Enhanced monitoring tool for effective implementation of the 8-week curriculum.

This output addresses the need for comprehensive enhancements to the Department of Education (DepEd) monitoring tool to better support the 8-week curriculum.

The DepEd monitoring tool plays a pivotal role in assessing and managing the 8-week curriculum. To ensure its continued effectiveness, this Enhanced Monitoring Tool is a big help that caters to the evolving needs of educators, students, and parents. Invest in redesigning the user interface for the monitoring tool, making it more intuitive, visually appealing, and accessible. Provide personalized dashboards, streamlined workflows, and responsive design. A user-friendly interface enhances engagement and encourages regular use of the tool, facilitating a more efficient and positive user experience (Nielsen, 1993).

Incorporate features that enable the monitoring tool to provide personalized learning pathways, interventions, and resources based on individual student needs. Adaptive learning support aligns with contemporary educational theories emphasizing personalized and differentiated instruction, contributing to improved student outcomes (Tomlinson, 2017). Integrate professional development resources directly within the monitoring tool, creating a one-stop platform for educators to access relevant training modules, collaborative spaces, and context-specific support. Continuous, job-embedded professional development is essential for improving teaching practices and fostering a culture of continuous learning (Desimone, 2009).

Enhance features that provide real-time progress reports, communication channels, and resources for parents, promoting active involvement in their child's education. Parental involvement is consistently linked to improved student outcomes, and increased visibility fosters a

collaborative partnership between parents and educators (Henderson & Mapp, 2002).

CONCLUSIONS AND RECOMMENDATIONS

Based on the study's findings, several key conclusions can be drawn. The DepEd monitoring tool has proven to be highly effective in facilitating curriculum implementation. Its strengths lie in providing real-time data, offering a user-friendly interface, and generating comprehensive reports. While there are areas for potential improvement, such as enhancing alert systems and system integration, the tool's positive impact is undeniable. It significantly improves time efficiency, supports informed decision-making, enhances communication, ensures data accuracy, optimizes resource allocation, aids in identifying strengths and weaknesses, and promotes accountability. These benefits highlight the tool's crucial role in advancing education, enabling data-driven decisions, and fostering collaborative improvement in curriculum delivery.

Furthermore, the monitoring tool effectively identifies both the strengths and weaknesses within the curriculum implementation process. While there is a need to enhance the accuracy of the data it generates, the tool supports adaptable learning strategies, student-centered education, active learning, resource optimization, and continuous improvement. Aligned with contemporary educational theories, the tool's real-time data, support for dynamic teaching, and resource optimization contribute to a flexible, engaging, and excellence-driven learning environment for both educators and students.

To further enhance the tool's capabilities, several improvements are proposed. These include integrating adaptive learning technologies to personalize learning experiences, incorporating professional development resources for educators, enhancing parental involvement visibility, and establishing a financial support system. The integration of adaptive learning allows for tailored instruction to meet individual student needs. Collectively, these enhancements represent a holistic approach to educational improvement, encompassing technology, educator development, and collaborative partnerships with parents. Finally, the study proposes the implementation of the monitoring tool to enhance the delivery of the 8-week curriculum.

Based on these conclusions, several recommendations are put forth. To address the identified areas for improvement, a systematic feedback mechanism should be established for educators and stakeholders. Regular feedback loops will ensure the DepEd monitoring tool remains responsive to evolving needs and maintains its effectiveness in curriculum implementation. Actively integrating professional development features within the tool, providing resources, training modules, and collaborative spaces, will offer educators a seamless platform for ongoing learning, enhancing their capabilities and positively impacting curriculum delivery. Strengthening communication channels within the tool, particularly in areas such as timely alerts and system integration, is crucial. Implementing efficient notification systems will address issues promptly and enhance collaboration, which is vital for a successful educational environment.

Implementing the proposed adaptive learning enhancements to cater to individual student needs is also recommended. Leveraging technology to personalize learning experiences through tailored content, pace, and difficulty levels will foster a more engaging and effective learning environment. Developing and implementing programs to encourage and guide parents in utilizing the enhanced parental involvement features is essential. Providing resources, workshops, and regular updates will ensure parents can actively participate in their child's education, as recognizing and involving parents as partners can significantly impact student achievement and overall educational success. The proposed monitoring tool should be adopted to enhance the implementation of the 8-week curriculum. Finally, further research is encouraged to supplement the findings of this study.

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