



COLLABORATIVE MONITORING BETWEEN SNED AND REGULAR TEACHERS OF ROSARIO EAST CENTRAL SCHOOL: ITS IMPACT ON THE PERFORMANCE OF LEARNERS UNDER THE INCLUSION PROGRAM

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ABSTRACT

This action research determined the impact of the Collaborative Monitoring Strategy (CMS) between SNED and regular teachers on the performance of learners under the Inclusion Program at Rosario East Central School. Specifically, it examined learners' performance before and after the implementation of the intervention in terms of academic performance, classroom participation, attendance, behavior, and attainment of individualized learning goals. The study employed a quantitative action research design using a one-group pre-intervention and post-intervention approach. A total of 22 learners under the Inclusion Program participated through total enumeration sampling. Data were gathered from official school records, including quarterly grades, attendance records, classroom participation rating sheets, behavior monitoring checklists, and Individualized Education Plan (IEP) progress monitoring forms. The collected data were analyzed using the mean and mean difference to determine changes in learner performance before and after the intervention. The findings revealed that the Collaborative Monitoring Strategy positively influenced learners' performance. Academic performance increased from a mean of 76.50 to 77.22, classroom participation improved from 2.68 to 3.09, behavior ratings increased from 2.82 to 3.27, and attainment of individualized

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learning goals improved from 2.23 to 2.59, while attendance remained consistently high throughout the implementation period. The results indicate that collaborative monitoring strengthened teacher collaboration and enhanced learner engagement, positive behavior, and progress toward individualized learning goals. The study concludes that the Collaborative Monitoring Strategy is an effective school-based intervention for improving the implementation of the Inclusion Program. It is recommended that the strategy be institutionalized in the school, continuously implemented by SNED and regular teachers, and adopted by other schools to strengthen inclusive education and improve learner outcomes through sustained collaborative practices.

Keywords: *collaborative monitoring, inclusive education, SNED, regular teachers, individualized learning goals*

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CONTEXT AND RATIONALE

The Department of Education (DepEd) continuously promotes inclusive education to ensure that every learner, regardless of ability, disability, or educational need, receives equitable access to quality basic education. Inclusive education recognizes diversity among learners and encourages schools to create learning environments where learners with disabilities can participate meaningfully alongside their peers. This commitment is strengthened through the implementation of the Inclusive Education Act (Republic Act No. 11650), which emphasizes the shared responsibility of schools, teachers, parents, and communities in providing appropriate educational support to learners with disabilities. Furthermore, DepEd has long institutionalized Special Needs Education (SNED) through DepEd Order No. 26, s. 1997 and DepEd Order No. 11, s. 2000, which require school divisions to establish SPED Centers that serve as resource centers supporting regular schools, conducting continuous assessment, and providing technical assistance to regular teachers.

In support of this mandate, DepEd has issued various policies emphasizing collaboration among educators in implementing inclusive education. DepEd Order No. 72, s. 2009, or the Inclusive Education Program for Children with Special Needs, clearly identifies the complementary roles of SPED teachers and regular teachers. The policy states that regular teachers should collaborate with SPED teachers in planning instruction, curriculum modification, and learner monitoring, while SPED teachers are expected to provide technical assistance, assessment, and intervention strategies. Such collaboration ensures that learners

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with disabilities receive appropriate accommodations while remaining active participants in regular classroom instruction.

The Department further reinforces inclusive education through the Basic Education Development Plan (BEDP) 2030, which identifies inclusive, equitable, and learner-centered education as one of its strategic priorities. The BEDP highlights the importance of strengthening instructional supervision, monitoring and evaluation mechanisms, and collaborative practices among teachers to improve educational outcomes for learners in situations of disadvantage. Likewise, recent DepEd memoranda on the refinement of Special Needs Education (SNED) policies and the development of collaborative expertise learning resource packages demonstrate the Department's continuing effort to improve teacher competence and collaboration in implementing inclusive education programs nationwide.

At Rosario East Central School, the implementation of the Inclusion Program has enabled learners with disabilities to access learning opportunities within regular classrooms. The school recognizes that successful inclusion depends not only on placement but also on sustained collaboration between SNED teachers and regular teachers. While both groups perform their respective responsibilities diligently, variations in classroom practices, instructional modifications, progress monitoring, and communication sometimes result in inconsistencies in addressing learners' academic and developmental needs. These challenges highlight the necessity of establishing a more structured collaborative monitoring system that promotes shared accountability for learner progress.

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Collaborative monitoring refers to the systematic partnership between SNED teachers and regular teachers in planning, observing, documenting, assessing, and evaluating the learning progress of learners under the Inclusion Program. Through regular classroom observations, case conferences, monitoring tools, learner progress reviews, and continuous feedback, both teachers are able to identify learner needs promptly and implement timely interventions. This collaborative process also strengthens instructional decision-making, ensures consistency in implementing accommodations, and enhances professional learning among teachers.

Despite the growing implementation of inclusive education, there remains limited school-based evidence regarding the effectiveness of collaborative monitoring practices on the academic performance and overall development of learners under the Inclusion Program. Many schools continue to focus on compliance with inclusion policies while giving less attention to evaluating how collaborative practices influence learner outcomes. Consequently, there is a need to generate localized evidence that will guide school administrators and teachers in strengthening collaborative systems that directly support learner achievement and inclusive classroom practices.

This action research seeks to determine the impact of collaborative monitoring between SNED and regular teachers on the performance of learners under the Inclusion Program at Rosario East Central School. Specifically, it aims to examine how collaborative planning, regular monitoring, classroom observation, feedback mechanisms, and instructional adjustments contribute to learners' academic performance, classroom participation,

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attendance, behavior, and attainment of individualized learning goals. The findings are expected to identify strengths and areas for improvement in the school's collaborative monitoring practices and provide evidence-based recommendations for enhancing inclusive education.

Ultimately, this study supports the vision of the Department of Education to provide quality, accessible, relevant, and liberating education for all Filipino learners. It also aligns with Republic Act No. 11650, the Inclusive Education Program under DepEd Order No. 72, s. 2009, the institutionalization of SPED through DepEd Order No. 26, s. 1997 and DepEd Order No. 11, s. 2000, and the strategic directions outlined in the Basic Education Development Plan (BEDP) 2030. By strengthening collaborative monitoring between SNED and regular teachers, Rosario East Central School hopes to improve learner outcomes, promote inclusive teaching practices, and establish a sustainable model of collaboration that may be replicated by other schools implementing inclusive education programs.

Action Research Questions

This action research sought to answer the following questions:

1. What is the extent of collaborative monitoring practices between SNED and regular teachers at Rosario East Central School in terms of:
 - a. collaborative planning;
 - b. classroom observation;
 - c. learner progress monitoring; and

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- d. feedback and instructional intervention?
2. What is the level of performance of learners under the Inclusion Program before and after the implementation of collaborative monitoring in terms of:
 - a. academic achievement;
 - b. classroom participation;
 - c. attendance; and
 - d. task completion?
3. Is there a significant difference in the performance of learners under the Inclusion Program before and after the implementation of collaborative monitoring between SNED and regular teachers?
4. Based on the findings of the study, what collaborative monitoring enhancement plan may be proposed to further improve the performance of learners under the Inclusion Program?

Proposed Innovation, Intervention, and Strategy

This action research proposes the implementation of the Collaborative Monitoring Strategy (CMS), an intervention designed to strengthen the partnership between SNED and regular teachers in monitoring the progress of learners under the Inclusion Program at Rosario East Central School. The strategy promotes shared responsibility in observing, documenting, assessing, and providing timely interventions to learners with disabilities who are included in regular classrooms. Through systematic collaboration, both teachers can make informed instructional decisions that address learners' diverse educational needs.

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The Collaborative Monitoring Strategy (CMS) consists of four key components: collaborative planning, joint classroom monitoring, progress documentation, and regular case conferences. Before each grading period, SNED and regular teachers will jointly review the learners' Individualized Education Plans (IEPs) or individualized learning goals and identify appropriate classroom accommodations and instructional strategies. Throughout the implementation period, both teachers will use a common monitoring tool to record learners' academic performance, classroom participation, attendance, behavior, and attainment of individualized learning goals.

To ensure consistent implementation, monthly collaboration meetings will be conducted to discuss learners' progress, identify challenges, and agree on appropriate interventions. The monitoring data will guide instructional adjustments, reinforce effective teaching practices, and provide immediate support for learners who require additional assistance. Continuous communication between SNED and regular teachers will help ensure that interventions are implemented consistently across learning environments and that learner progress is regularly reviewed.

The effectiveness of the Collaborative Monitoring Strategy will be evaluated by comparing learners' performance before and after the intervention using indicators such as academic performance, classroom participation, attendance, behavior, and attainment of individualized learning goals. The findings of this study will serve as the basis for developing a school-based collaborative monitoring framework that can further strengthen the

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implementation of the Inclusion Program and improve learning outcomes for learners with disabilities at Rosario East Central School.

ACTION RESEARCH METHODOLOGY

This study will employ a quantitative action research design using a one-group pre-intervention and post-intervention approach. The study aims to determine the impact of the Collaborative Monitoring Strategy (CMS) implemented by SNED and regular teachers on the performance of learners under the Inclusion Program. Learner performance will be measured using existing school records before and after the implementation of the collaborative monitoring intervention. The intervention will be implemented for one grading period, during which SNED and regular teachers will collaboratively monitor learner progress through regular meetings, classroom observations, progress documentation, and coordinated instructional interventions.

A. Sampling

The study will utilize total enumeration sampling, wherein all learners officially enrolled under the Inclusion Program at Rosario East Central School during the conduct of the study will serve as participants. Based on the school's current records, approximately 22 learners under the Inclusion Program will be included. This sampling technique is appropriate because the number of learners is manageable and each learner is considered essential in evaluating the effectiveness of the collaborative monitoring strategy.

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The respondents for the implementation of the intervention will include the assigned SNED teachers and regular classroom teachers handling the participating learners. However, the primary unit of analysis will be the learners' performance data obtained from official school records and monitoring tools.

B. Data Collection

Prior to the conduct of the study, approval will be secured from the Schools Division Office, the school head, and other concerned authorities. Consent from parents or guardians of participating learners will also be obtained before gathering learner-related information. Baseline data will first be collected using the learners' existing records before the implementation of the Collaborative Monitoring Strategy. These records will include academic grades, classroom participation ratings, attendance records, behavior monitoring reports, and Individualized Education Plan (IEP) progress reports or individualized learning goal monitoring forms.

The Collaborative Monitoring Strategy will then be implemented for one grading period. During the intervention, SNED and regular teachers will conduct collaborative planning sessions, classroom monitoring, progress documentation, and monthly case conferences. Learners' progress will be regularly documented using standardized school monitoring forms.

At the end of the intervention period, the same learner performance indicators will be gathered and compared with the baseline records. The following Means of Verification (MOVs) will be used:

- Quarterly Academic Grades

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- Classroom Participation Rating Checklist
- School Attendance Records
- Behavior Monitoring Checklist/Anecdotal Records
- Individualized Education Plan (IEP) Progress Monitoring Form or Individualized Learning Goal Monitoring Checklist

C. Ethical Issues

The researcher will strictly observe the ethical standards in educational research. Permission to conduct the study will be obtained from the Schools Division Office and the school principal before the implementation of the research. Parents or legal guardians of participating learners will receive an informed consent form explaining the purpose, procedures, benefits, and confidentiality of the study.

Participation in the study will be voluntary, and no learner will be disadvantaged by participating or declining participation. The identities of learners, parents, and teachers will remain confidential by assigning codes instead of names during data analysis and reporting. All records collected will be used solely for research purposes and will be stored securely to prevent unauthorized access. The study will likewise comply with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173) and DepEd policies on research ethics and learner protection.

D. Plan for Data Analysis

The data collected will be encoded, organized, and analyzed using appropriate descriptive and inferential statistical tools.

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For the learners' academic performance, classroom participation, attendance, behavior, and attainment of individualized learning goals, the Mean and Standard Deviation will be computed to describe the level of learner performance before and after the implementation of the Collaborative Monitoring Strategy.

To determine whether there is a significant improvement in learners' performance after the intervention, a Paired Samples t-test will be employed to compare the pre-intervention and post-intervention mean scores. A significance level of 0.05 will be used in testing the hypothesis. If the computed p-value is less than 0.05, the null hypothesis will be rejected, indicating that the Collaborative Monitoring Strategy significantly improved the performance of learners under the Inclusion Program. Conversely, if the p-value is greater than 0.05, the null hypothesis will be accepted, indicating that no significant difference exists between the pre-intervention and post-intervention performance.

The findings will serve as the basis for recommending improvements in the collaborative monitoring practices of SNED and regular teachers to further strengthen the implementation of the Inclusion Program at Rosario East Central School.

DISCUSSION OF RESULTS AND REFLECTION

This chapter presents the findings of the study on the implementation of the Collaborative Monitoring Strategy (CMS) between SNED and regular teachers of Rosario East Central School and its impact on the performance of learners under the Inclusion Program. Learner performance was examined before and after the implementation of the intervention

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using five indicators, namely: academic performance, attendance, classroom participation, behavior, and attainment of individualized learning goals. The findings are presented through monitoring matrices and summary tables, followed by the corresponding discussions and reflections.

Table 1: Learners' Performance Monitoring Matrix (Pre-Intervention)

Learner Code	Grade & Section	Academic Average 1st Grading	Attendance (%)	Classroom Participation (1–5)	Behavior Rating (1–5)	IEP Goal Attainment (1–4)
L01	Kinder/Sunray	Average	100%	3	3	3
L02	Kinder/Sunray	Average	99%	3	3	3
L03	Kinder/Grapes	Average	99%	1	2	2
L04	Kinder/Sunrise	Average	100%	3	3	3
L05	Grade 1/Mars	75	95%	2	3	1
L06	Grade 1/Venus	75	95%	3	3	2
L07	Grade 2/Camia	83	97%	3	3	2
L08	Grade 2/Camia	75	95%	3	3	2
L09	Grade2/Dahlia	70	95%	3	3	2
L10	Grade 3/Yakal	78	100%	3	3	2
L11	Grade 3/Narra	75	98%	1	3	1
L12	Grade3/Apitong	75	97%	3	3	2
L13	Grade 3/Mahogany	75	95%	2	3	2
L14	Grade 3/Mahogany	75	97%	3	3	2
L15	Grade 4/Gold	75	99%	3	3	2
L16	Grade 4/Silver	77	99%	3	3	3

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L17	Grade 4/Pearl	75	97%	2	2	2
L18	Grade 4/Pearl	75	98%	2	2	2
L19	Grade 4/St.Jude	81	99%	4	3	3
L20	Grade4/Emerald	75	97%	3	2	3
L21	Grade 6/Hope	76	90%	3	3	2
L22	Grade 6/Hope	87	99%	3	3	3

The pre-intervention monitoring matrix indicates that learners under the Inclusion Program exhibited varying levels of performance across the five indicators. While attendance was consistently high among most learners, classroom participation, behavior, and attainment of individualized learning goals were generally at the developing level. Academic performance also reflected the diverse abilities of the learners, with several learners requiring additional instructional support. These baseline findings emphasize the need for a structured collaborative monitoring system between SNED and regular teachers to provide timely interventions and individualized assistance.

Table 2: Learners' Performance Monitoring Matrix (Post-Intervention)

Learner Code	Grade & Section	Academic Average 1st Grading	Attendance (%)	Classroom Participation (1–5)	Behavior Rating (1–5)	IEP Goal Attainment (1–4)
L01	Kinder/Sunray	Average	100%	4	4	4
L02	Kinder/Sunray	Average	99%	3	4	3
L03	Kinder/Grapes	Average	99%	3	3	3
L04	Kinder/Sunrise	Average	100%	4	4	3

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L05	Grade 1/Mars	75	95%	2	3	2
L06	Grade 1/Venus	75	95%	3	3	2
L07	Grade 2/Camia	83	95%	3	3	2
L08	Grade 2/Camia	75	95%	3	3	2
L09	Grade2/Dahlia	75	95%	3	3	2
L10	Grade 3/Yakal	78	100%	4	4	3
L11	Grade 3/Narra	75	98%	2	3	2
L12	Grade3/Apitong	75	97%	3	4	3
L13	Grade 3/Mahogany	75	96%	3	3	2
L14	Grade 3/Mahogany	75	97%	3	3	2
L15	Grade 4/Gold	75	99%	3	4	3
L16	Grade 4/Silver	80	99%	4	4	3
L17	Grade 4/Pearl	75	97%	2	2	2
L18	Grade 4/Pearl	75	98%	2	2	2
L19	Grade 4/St.Jude	83	99%	4	4	4
L20	Grade4/Emerald	75	97%	3	2	3
L21	Grade 6/Hope	78	90%	3	3	2
L22	Grade 6/Hope	88	99%	4	4	3

The post-intervention monitoring matrix demonstrates improvements in learner performance following the implementation of the Collaborative Monitoring Strategy. Most learners exhibited higher classroom participation ratings and more positive classroom behavior. Likewise, many learners progressed in attaining their individualized learning goals, while slight improvements were also observed in academic performance. Attendance remained

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consistently high throughout the implementation period. These improvements suggest that regular collaboration between SNED and regular teachers contributed to better learner engagement, more effective instructional support, and continuous progress toward individualized educational objectives.

**Table 3: Summary of Learners' Performance Before
and After the Intervention**

Variable	Pre- Intervention Mean	Post- Intervention Mean	Mean Difference	Interpretation
Academic Performance	76.50	77.22	+0.72	Slight Improvement
Attendance (%)	97.27	97.23	-0.04	Maintained Very High Attendance
Classroom Participation	2.68	3.09	+0.41	Improved
Behavior Rating	2.82	3.27	+0.45	Improved
IEP Goal Attainment	2.23	2.59	+0.36	Improved

Table 3 presents the summary of learners' performance before and after the implementation of the Collaborative Monitoring Strategy. The findings reveal improvements in four of the five performance indicators. Academic performance increased from a mean of 76.50 to 77.22, indicating a slight improvement in learners' academic achievement after the

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intervention. Although the increase was modest, it suggests that collaborative planning and instructional support helped learners maintain and gradually improve their academic performance. Attendance remained consistently high, with only a negligible decrease from 97.27% to 97.23%, demonstrating that learners continued to attend school regularly throughout the intervention period.

More substantial improvements were observed in classroom participation, behavior, and attainment of individualized learning goals. Classroom participation increased from 2.68 to 3.09, while behavior ratings improved from 2.82 to 3.27. These findings indicate that learners became more actively engaged in classroom activities and demonstrated more positive behaviors as a result of consistent monitoring and coordinated instructional support. Likewise, the mean score for IEP goal attainment increased from 2.23 to 2.59, reflecting steady progress toward achieving individualized learning objectives. The regular collaboration between SNED and regular teachers enabled timely identification of learner needs and immediate implementation of appropriate interventions.

The findings support the principle that collaborative monitoring enhances not only learners' academic outcomes but also their participation, behavior, and progress toward individualized goals. While academic gains may require a longer intervention period to become more pronounced, improvements in learner engagement and behavior are encouraging indicators of effective inclusive instructional practices. The results affirm that collaborative monitoring promotes shared accountability among teachers and strengthens the

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implementation of the Inclusion Program by ensuring that learners receive consistent and individualized support.

The results of this action research highlight the importance of collaboration between SNED and regular teachers in promoting meaningful learning experiences for learners under the Inclusion Program. The improvements observed in classroom participation, behavior, and attainment of individualized learning goals demonstrate that inclusive education becomes more effective when teachers work together in planning, monitoring, and implementing appropriate interventions. Collaborative monitoring fostered regular communication, shared decision-making, and coordinated instructional practices, allowing teachers to respond more effectively to the diverse needs of learners.

Although academic performance showed only slight improvement, the intervention successfully established a supportive learning environment where learners became more engaged and confident in classroom activities. These outcomes suggest that sustained collaborative monitoring over a longer period may lead to greater academic gains while continuing to strengthen learners' social, behavioral, and functional skills. The findings encourage the institutionalization of collaborative monitoring as a regular school practice and reinforce the commitment of Rosario East Central School to providing quality, equitable, and inclusive education for every learner.

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Action Research Workplan and Timeline

The Action Research Work Plan and Timeline outlines the major activities to be undertaken in the conduct of this study, from the preparation of the research proposal to the dissemination of the findings. It serves as a systematic guide to ensure that each phase of the research is implemented within the planned schedule and according to established procedures. The work plan also identifies the duration, scheme of implementation, and resources needed to facilitate the efficient execution of every research activity. Through careful planning and time management, the researcher aims to complete the study effectively while ensuring the validity, reliability, and ethical conduct of the action research.

Activity	Duration	Scheme of Implementation	Resources Needed
1. Preparation of Action Research Proposal	W1	Prepare the research proposal, develop research instruments, and consult the school head and research coordinator for comments and revisions.	Laptop, printer, bond paper, research references, internet connection
2. Approval of the Research Proposal	W2	Submit the research proposal to the School Head and Schools Division Research Committee for review and approval.	Approved proposal, endorsement letter, office supplies

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3. Preparation and Validation of Research Instruments	W3	Prepare the learner monitoring matrix, participation rating sheet, behavior checklist, IEP progress monitoring form, and validate the instruments through expert review.	Monitoring forms, validation sheets, laptop, printer
4. Orientation of SNED and Regular Teachers	W4	Conduct an orientation on the Collaborative Monitoring Strategy, research procedures, ethical considerations, and proper use of monitoring tools.	Presentation materials, LCD projector, laptop, attendance sheet, handouts
5. Collection of Baseline (Pre-Intervention) Data	W5	Gather learners' academic grades, attendance records, classroom participation ratings, behavior ratings, and IEP goal attainment records before implementing the intervention.	SF9, SF2, participation checklist, behavior checklist, IEP Progress Monitoring Forms
6. Implementation of the Collaborative	Weeks 6–13 (One Grading Period)	Conduct collaborative lesson planning, classroom observations, learner monitoring, monthly case	Collaborative monitoring forms, observation checklist, IEP

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Monitoring Strategy		conferences, documentation of learner progress, and implementation of appropriate instructional interventions.	records, meeting minutes, lesson plans
7. Collection of Post-Intervention Data	W14	Collect post-intervention data using the same monitoring tools and official school records used during the baseline assessment.	Academic records, attendance records, participation checklist, behavior checklist, IEP monitoring forms
8. Data Organization and Statistical Analysis	W15	Encode, organize, and analyze the data using descriptive statistics (Mean and Standard Deviation) and Paired Samples t-test.	Laptop, Microsoft Excel/SPSS, calculator
9. Writing of Results, Discussion, and Reflection	W16	Interpret the statistical findings, prepare tables, discuss the results, formulate conclusions, and develop recommendations.	Laptop, research manuscript, statistical output
10. Presentation and Dissemination	W17	Present the completed action research to the School Research	Final research manuscript,

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of Research Findings		Committee, faculty, and other stakeholders. Submit the final research report to the Schools Division Office.	PowerPoint presentation, LCD projector, certificates, printing materials
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Cost Estimates

The Action Cost Estimates present the projected expenses necessary for the successful implementation of the action research. These estimates include the costs of materials, supplies, communication, documentation, and other resources required throughout the conduct of the study. The proposed budget is intended to ensure that all research activities are carried out efficiently while making prudent use of available resources.

Item/Resource	Estimated Cost
Bond Paper (A4, 1 ream)	
Printing and Reproduction of Research Proposal, Monitoring Forms, Questionnaires, and Final Manuscript	240
Printer Ink (Black)	275
Photocopying SF10	30
Miscellaneous	300
Total Estimated Cost	845

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Plan for Dissemination and Utilization

The findings of this action research will be disseminated to relevant stakeholders to promote evidence-based practices in strengthening the implementation of the Inclusion Program at Rosario East Central School. The results will be shared with the school administration, SNED teachers, regular teachers, parents, and other education stakeholders through research presentations, Learning Action Cell (LAC) sessions, faculty meetings, and school research conferences. Copies of the completed research will also be submitted to the School Research Committee and the Schools Division Office for reference and possible inclusion in the division's research repository.

The recommendations of the study will be utilized to improve the collaborative monitoring practices of SNED and regular teachers by institutionalizing regular planning sessions, learner progress monitoring, classroom observations, and case conferences. The developed Collaborative Monitoring Strategy and monitoring tools may serve as standard references in monitoring the academic performance, classroom participation, attendance, behavior, and attainment of individualized learning goals of learners under the Inclusion Program. The findings may also guide school leaders in developing policies and capacity-building programs that strengthen teacher collaboration and inclusive instructional practices.

Furthermore, the study may serve as a valuable reference for future researchers, school heads, and teachers who intend to conduct similar studies on inclusive education and collaborative teaching practices. By sharing the research findings with other schools and educational institutions, the study aims to contribute to the continuous improvement of

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inclusive education and support the Department of Education's commitment to providing equitable, accessible, and quality education for all learners.

Acknowledgement

This action research would not have been possible without the support and cooperation of various individuals. The researcher would like to express my sincere gratitude to the following:

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- The parents of the learners, who were actively involved and supported their children's participation in the program.

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