



Republic of the Philippines
Department of Education
Region X
SCHOOLS DIVISION OF TANGUB CITY



August 16, 2024

DIVISION MEMORANDUM

No. 092, s. 2024

CONDUCT OF INSTRUCTIONAL SUPERVISION

To: Assistant Schools Division Superintendent (ASDS)
Chief Education Program Supervisors (CID & SGOD)
Education Program Supervisors
Public Schools District In-Charge (PSDICs)
All Others Concerned

1. As regards DO 10, s. 2024 on the Policy Guidelines on the Implementation of the MATATAG Curriculum and ensuring compliance of schools to this policy, this Office directs all instructional leaders to conduct class observations and provide technical assistance effective immediately.
2. All Education Programs Supervisors (EPSs) are advised to target at least six instructional supervision activities (2 per day in one school, 3 days per week) in their assigned learning area/program from Tuesday to Thursday every week. They shall bring along with them the approved Instructional Supervisory Plan (ISP) and the Instructional Supervisory Tool. The class observation by the EPSs shall only be done in the morning. They shall return to office in the afternoon and perform routine tasks.
3. The ISP shall be prepared monthly and with the schools already identified. The supervisor shall inform the school concerned through the District In-charge. The school head shall also inform ahead the teachers to be observed in order to prepare for the class observation. There will be two (2) instructional supervisions conducted in every school with the presence of the supervisors.
4. The school head as instructional leader shall observe classes at **least four hours a day or 20 hours per week** to provide technical assistance to teachers in order to improve the teaching and learning delivery in schools.
5. During the class observations, the supervisors are directed to sit with the school head and provide technical assistance to improve instructional leadership practices. The EPS shall also observe how the school head provides Technical Assistance (TA) to the teacher.
6. Submission of Instructional Supervisory Reports shall be every Monday of the succeeding month. The IS Report shall be submitted in two copies, one for the SGOD M&E SEPS for possible technical assistance, and one for the CID Office file. The data gathered during the instructional supervision shall be made available as part of the PIR pre-work every quarter and for the improvement of curriculum, instruction and assessment.



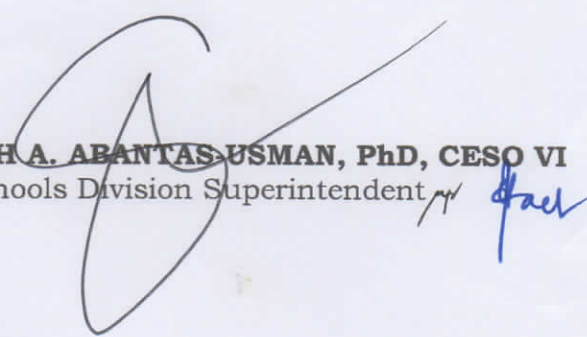
Address: Anecito Siete St. Mantic, Tangub City
Telephone No. (088) 530 – 5988
Email: tangub.city@deped.gov.ph
Website: www.tangub.deped.gov.ph

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7. The ISP, IS Reports, M & E Systems and Tools, Consolidated Results of M & E Analyses and Accomplishment Reports are the Means of Verification (MOVs) of IPCRF/OPCRF and shall also be considered as basis for school-based in-service trainings.
8. Attached are copies of the Instructional Supervisory Plan (ISP) and the Instructional Supervisory Tool for ready reference.
9. This Office directs the immediate and wide dissemination of this Memorandum.


SHAMBAEH A. ABANTAS-USMAN, PhD, CESO VI
Schools Division Superintendent

* CONDUCT OF INSTRUCTIONAL SUPERVISION

ATTCH.:As stated

To be indicated in the Perpetual Index
under the following subjects:

CURRICULUM INSTRUCTIONAL SUPERVISION

SAU/CID/radj



Address: Anecito Siete St. Mantic, Tangub City
Telephone No. (088) 530 - 5988
Email: tangub.city@deped.gov.ph
Website: www.tangub.deped.gov.ph

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MONTHLY INSTRUCTIONAL SUPERVISORY PLAN
For the Month of _____

School: _____

Date	School Head	Learning Area	Focus Area/Focus Observation	Objective	Expected Output

Prepared by: _____

Recommending Approval: _____

Approved: _____

Supervisor / Monitor _____

ANGELINA B. BUARON
CID Chief

ERLINDA G. DAEL, PHD, CESE
Assistant Schools Division Superintendent



INSTRUCTIONAL SUPERVISORY TOOL FOR THE SCHOOL HEADS TO BE RATED BY THE SUPERVISORS

Name of School Head Observed _____ School _____
 Learning Area & Grade Level _____ Division _____
 Years of Experience _____ Date & Time Observed _____
 Latest NAT MPS of the School _____ Type of Class Observed _____

Program

SHS: Please specify Track:

- Regular
- SPED
- IPED
- ADM (Multi-Grade/OHSP/IMPACT/MIMOSA)
- ALS
- ALIVE

- Academic (ABU)
- Tech-Voc (GAS)
- Sports (STEM)
- Arts & Design (HUMSS)

Instruction

Please rate the School Head using the following scale:

Source: Adopted from the Instructional Supervision Manual.

Rating Scale	Interpretation	Description
Highly Proficient (HP)	3.61 – Above	SCHOOL HEAD consistently exceeds expectations. Display consistently at all times, high level of performance in skills, abilities, attributes, initiatives and productivity. Self direction of the School Head is evident.
Proficient (P)	2.71 – 3.60	SCHOOL HEAD – often exceeds expectations. Displays a high level of competency related skills, abilities, initiatives and productivity, exceeding requirements in many of the job areas
BELOW BASIC (BB)	0.91 – 1.80	SCHOOL HEAD behavior on the job and outputs frequently fail below standard. Performance and work consistently low, fails to meet required outcomes hence, needs repetition of action or by completion of others. The School Head

		need immediate directive instructional support.
NOT OBSERVED (NO)	Below – 0.90	Indicator is required of the job but not observed.

Instruction on how to fill out the IS Tool by the rater (supervisor):

Step 1: Observe the School Head.

Step 2: Rate the SH using 0-4 rating scale for each indicator observed.

Step 3: Get the average per key indicator.

Step 4: Add the average of the 4 key Indicators divided by 4.

Step 5: Write the overall Rating as well as its Descriptive Rating.

Legend:

4=HIGHLY PROFICIENT (HP) 3=PROFICIENT (P) 2=BASIC (B) 1=BELOW BASIC (BB) 0=NOT OBSERVED (NO)

I	INSTRUCTIONAL SUPERVISORY PLAN & IMPLEMENTATION	4	3	2	1	0
		HP	P	B	BB	NO
1.1	Present monthly Instructional Supervisory Plan					
1.2	Implements Supervisory Plan based on the required observation reports (RM NO. 66 S. 2013-Unified Guidelines and Procedure in the Conduct of the Instructional Supervision)					
	Average (total score of 2 items/2)					
II	SCHOOL HEAD'S INTERACTION WITH TEACHER The School Head ...					
2.1	Pre-Observation Conference					
2.1.1	Facilitates an environment where the teacher can confidently express his/her ideas.					
2.1.2	Discusses potential issues and concerns that may arise during the delivery of the lesson and the possible solutions.					
2.1.3	Guides the teacher in aligning lesson objectives, teaching methods, learning activities, instructional materials and assessment tools.					
2.1.4	Encourages prudent use of contextualized and indigenized learning materials and educational technology available.					
2.1.5	Coaches the teacher to engage the diverse learners in differentiated instruction for quality learning.					
2.1.6	Discusses with the teacher in the observance of proper classroom management.					
2.1.7	Encourage the teacher to observe a "Child-Friendly" School System including sensitivity to gender and culture issues.					
2.1.8	Provides technical assistance in handling learners with learning difficulties.					
2.2	During the classroom observation					
2.2.1	Notes down important items/details to be taken up the Post Conference.					

2.2.2	Utilizes the appropriate Classroom Observation Forms to evaluate teacher's performance.				
2.2.3	Makes entrance and exit as unobtrusive as possible so as not to distract the teacher and learners.				
2.3	Post Classroom Observation				
2.3.1	Commends the teacher on the positive points noted during the actual teaching.				
2.3.2	Confirms the agreement made by both parties during the pre-classroom observation conference.				
2.3.3	Provides feedback on the organization of the lesson.				
2.3.4	Assists the teacher in identifying factors that have contributed to or hindered the attainment of the learning competencies.				
2.3.5	When necessary, the school head, explores with the teacher more appropriate ways in handling behavioral problems of the learners.				
2.3.6	Recommend ways of improving the conduct of the teaching strategies used. (Sec. 5.2. Rule VI of R.A. 9155)				
2.3.7	Verifies the pupils' proficiency level as evidence by the assessment tool used in the class.				
2.3.8	Encourages the teacher to utilize the evaluation results for continues quality improvement.				
2.3.9	Comes up with an agreement with the teacher refine the area that needs improvement.				
2.3.10	Ends the conference on a happy note with inspiring words and gestures.				
Average	(Total Score of 22 items/22)				
III	COMPETENCE IN THE INSTRUCTIONAL PROCESS				
3.1	competence				
3.1.1	Shows competence in evaluating the following:				
	3.1.1.1 Content				
	3.1.1.2 Strategies				
	3.1.1.3 assessment				
3.1.2	Demonstrates competence in the art of questioning to process the different phases of observation.				
3.1.3	Guides the teacher in determining their overall teaching strengths and growth needs.				
3.2	Attitude/Attributes				
3.2.1	Shows respect of the teacher's views and ideas.				
3.2.2	Manifests flexibility in the teachers' use of strategy.				
3.2.3	Shows sensitivity to the needs of the teacher.				
3.3	Abilities and Skills				
3.3.1	Exercises initiative in implementing innovations to enhance instruction.				
	Simplification of activities in terms of:				

	3.3.1.1 Teaching Delivery					
	3.3.1.2 Development on Instructional Materials					
	3.3.1.3 Assessment					
3.3.2	Demonstrates productivity as evidence by Classroom – Based:					
	3.3.2.1 Enrolment (Access)					
	3.3.2.1 Daily Attendance					
	3.3.2.3 Average Monthly Attendance					
	3.3.2.4 Quarterly Proficiency Level					
	3.3.2.5 NAT/LAP-G/National Assessment/ALS (School Result)					
	3.3.2.6 Number of items supervised by the school head					
	Average (Total score of 18 items/18)					
IV	LEARNING ENVIRONMENT					
4.1	Guides the teacher in improving the classroom environment to make it more conducive to learning.					
4.2	Promote a safe environment					
	Average (Total score of 2 items/2)					
	Total average (get the average of area 1, 2, 3 and 4)					
	OVERALL RATING:					
	Numerical					
	Descriptive					

OTHER REMARKS/SUGGESTIONS/RECOMMENDATION

Signature Over Printed Name

Teacher Observed

Grade: _____

Learning Area: _____

Date: _____

Observed by:

Signature Over Printed Name
of School Head

Signature Over Printed Name
of EPS/PSDS