



Republic of the Philippines  
Department of Education  
Cordillera Administrative Region  
**DIVISION OF BAGUIO CITY**  
#82 Military Cut-Off, Baguio City  
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DEPED BAGUIO CITY

DEC 28 2017

RELEASED

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**December 28, 2017**


**DIVISION MEMORANDUM**

No. 469, s. 2017

**SUPERVISORY TOOL/MONITORING TOOL FOR SUPERVISORS**

To: Chiefs  
Education Program Supervisors  
Public Schools District Supervisors  
School Heads/Head Teachers/Master Teachers

1. Monitoring and evaluation are necessary tools in determining school effectiveness. Classroom observation monitoring is only one among them. A key priority within the monitoring and evaluation framework is to develop indicators and measures of system performance that permit good understanding of how well instruction is being delivered. Using these data, performance analysis and identification of priority areas for planning intervention and policy making would follow.
2. The National Competency-Based Standards for School Heads (NCBSSH) Framework, issued through DepEd Order No. 32, s. 2010 defined the required competencies as mandated in RA 9155, where effective leadership is the core of every successful school. The NCBSSH consists of competencies which are aligned with the Philippine Professional Standards for Teachers (PPST), towards the attainment of the DepEd vision, mission, and values.
3. Competencies observable in classroom teaching were taken from both NCBSSH and PPST in crafting the attached tool as indicators in the monitoring and evaluation of instructional delivery to support the needs of learners as well as motivate teachers to develop their skills, to dedicate themselves to the learning of children and to be committed to the children's success.
4. Assessment of student learning provides evidence by which stakeholders can gauge as to what extent the learning objectives is being realized.
6. Anent to the above-mentioned, the attached tool is hereby recommended to be utilized for supervisory functions in schools.
5. Immediate and wide dissemination of this memorandum is desired.

  
**FEDERICO P. MARTIN, CESO VI**  
Schools Division Superintendent  
Schools Division of Baguio City



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**SUPERVISORY TOOL/MONITORING TOOL**

Name: \_\_\_\_\_

Subject: \_\_\_\_\_

Time & Date: \_\_\_\_\_

Lesson: \_\_\_\_\_

AFTER THE CLASSROOM OBSERVATION	Evaluation Rubrics				Remarks
	4	3	2	1	
<i>The School Head:</i>					
1. Establishes rapport with the concerned teacher at the beginning of the conference.					
2. Checks the alignment of the objectives to the curriculum standards of the K to 12 curriculum					
3. Reviews the strategies/activities done by the teacher in relation to learners' performance/responses					
4. Use the STAR Approach in giving feedback					
5. Commends teacher for the strengths in the actual teaching and other observed indicators					
6. The SH together with the teacher analyzes what transpired in the actual teaching. Both identify what factors led to the teacher's success and what instructional needs require technical assistance.					
7. Gives constructive suggestions that will help the teacher improve his/her work.					
8. Redirects unsatisfactory and unaligned teaching-learning processes/activities.					
9. School Head and teacher find solutions to the identified instructional problems and discuss steps/approaches to be followed.					
10. School Head guides the teacher in meeting the teacher standards from the PPST. (Through review/emphasis/affirmation) a. Mastery of content delivery b. Logical development of concepts c. Appropriateness of strategies d. Use of HOTS e. Contextualization f. ICT integration g. Promoting higher understanding of the essence of literacy and numeracy h. Proficient use of Mother Tongue, Filipino, and English to improve teaching and learning and to develop learners' pride of their language, heritage, and culture i. Essence of verbal and non-verbal classroom communication strategies j. Application of positive and non-violent discipline in managing learner's behavior k. Immediate processing/clarifying of misconceptions l. Application of Gender sensitivity an					

	<i>appropriate behavior inside the classroom</i> <i>m. Managing a safe and secure physical environment</i> <i>n. Attainment of 21<sup>st</sup> Century Skills</i> <i>o. ASEAN Integration</i>					
	11. <i>Whenever necessary, the school head explores with the teacher more appropriate ways in handling behavioral problems of learners.</i>					
	12. <i>Evaluates learning outcomes vis-a-vis content standards and performance standards. Recommends suggestions based on evaluation results where the ff. are considered:</i> <i>a. Analysis of Formative/Summative Assessment</i> <i>b. Performance Tasks with student-friendly rubrics</i>					
	13. <i>Evaluates the congruency of all activities with the objectives.</i>					
	14. <i>Verifies the learners' proficiency level as evidenced by the assessment tool.</i>					
	15. <i>Encourages the teachers to utilize evaluation results for continuous improvement.</i>					
	16. <i>Comes up with an agreement to refine the area that needs improvement.</i>					
	17. <i>Set instructional support for teachers or technical assistance as needed.</i>					
	18. <i>End the conference with inspiring words and gestures.</i>					
	SCORE					
	QUALITATIVE RATING					

Scoring Rubrics: 3.25 – 4.00 = Outstanding  
2.50 - 3.24 = Very Satisfactory  
1.75 – 2.49 = Satisfactory  
1.00 – 1.75 = Needs Improvement

Other comments/suggestions:

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