



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF PAMPANGA

July 7, 2026

DIVISION MEMORANDUM
No. 398 s. 2026

COMPREHENSIVE INSTRUCTIONAL SUPERVISION GUIDELINES

To: Assistant Schools Division Superintendents
Chief Education Program Supervisors
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary Schools School Heads
All Others Concerned

1. This Office establishes the **Comprehensive Instructional Supervision Guidelines** to strengthen instructional leadership, improve teaching practices and enhance learner outcomes across all public schools in the division.
2. The Schools Division shall implement a developmental, standards-based, and data-driven instructional supervision system aligned with:
 - DepEd Order No. 42, s. 2017 (PPST);
 - DepEd Memorandum No.008, s. 2023 (RPMS-PPST);
 - DepEd Order No. 24, s. 2025
 - DepEd Order No. 34, s. 2025
 - DepEd Order No. 16, s. 2026
 - Other relevant DepEd issuances on instructional leadership and teacher development
3. The objectives of this activity are as follows:
 - 3.1 to ensure the effective and efficient implementation of Basic Education Curriculum, Programs, Projects, Activities (PPAS), Special Curricular Programs and Inclusive Programs;
 - 3.2 to provide technical assistance to school heads, and instructional managers on curriculum and Special Curricular Programs (SCPs) implementation for the improvement of instructional leadership competence, learning resource management, learning delivery and assessment of learning;
 - 3.3 to provide technical assistance on classroom management to school heads, teachers, and instructional managers, inclusive of development of skills, instructional competence, and action research; and
 - 3.4 to foster continuous improvement, and professional growth of instructional leaders and encourage reflective teaching practices,



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collaborative learning environments that redound to improvement of teaching delivery and learning outcomes.

4. This policy covers all public elementary and secondary schools and applies to:
 - Division Supervisors and Instructional Leaders
 - School Heads
 - Master Teachers, Department Heads, Head Teachers and Subject Group Heads in Senior High School, ALS focals, and other personnel designated to perform instructional leadership functions.
 - Teachers
5. Instructional supervision in the Division shall encompass both face-to-face and technology-enabled approaches to ensure efficiency, transparency, and data driven decision-making. The key features shall include:
 - 1) **Classroom Observation (COT-based)**
 - Use of standardized Classroom Observation Tools aligned with the PPST:
 - May be conducted through in-person or virtual modalities when applicable.
 - 2) **Pre and Post Observation Conferences**
 - Structure professional conversations to clarify expectations, reflect on practice, and plan improvements.
 - 3) **Coaching and Mentoring**
 - Continuous, needs-based support for teachers through demonstration teaching, collaborative planning, and feedback sessions.
 - 4) **Lesson Study and Learning Action Cell (LAC) Sessions**
 - Collaborative professional learning anchored on instructional improvement and shared best practices.
 - 5) **Instructional Monitoring and Feedback**
 - Regular tracking of teaching practices and learner progress using validated tools and performance indicators.
 - 6) **Utilization of Online Monitoring and Digital Supervision Tools (DIGILEAD-Aligned)**
 - Adoption of digital platforms (e.g., Microsoft Forms, Google Forms, dashboards, and Learning Management Systems) for real-time data collection, reporting, and analysis;
 - Use of digital observation tools and e-COT forms to streamline classroom observation processes;
 - Development and use of division-based digital dashboards to monitor instructional delivery, learner performance, and intervention outcomes;
 - Implementation of virtual instructional supervision, including online classroom observations and coaching sessions where necessary;



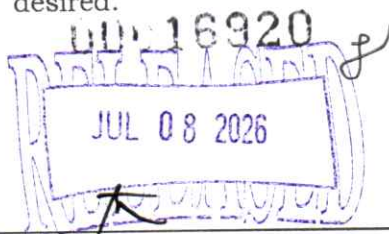
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- Integration of technology to support timely feedback, documentation, and evidence-based decision-making.

The integration of digital supervision tools and locally developed monitoring instruments ensures that instructional supervision is responsive, innovative, and aligned with the Division's strategic direction on digital transformation and contextualized program implementation.

7) Utilization of Division-Crafted Monitoring Tools for Special Curricular Programs

- Deployment of contextualized and program-specific monitoring tools developed by the division for initiatives such as:
 - Reading Programs (e.g. RASA-BASA, ARAL-Reading, ELLNA-related interventions)
 - Numeracy Programs (e.g., ARAL-Mathematics, RMA)
 - ALS, SNED, CBA et al
 - Monitoring tools for alternative modalities (TV-Based instruction, Radio-based instruction, Modular distance learning, Online instruction)
 - Alignment of supervision processes with program targets, indicators, and expected learner outcomes;
 - Use of data generated from these tools to guide instructional interventions, policy directions, and program enhancements.
6. Attached in Annex A is the complete guidelines for instructional supervision and Annex B contains other suggested tools and instruments.
7. Copies of division initiated monitoring tools can be accessed through:
<https://tinyurl.com/SDO-Pampanga-Monitoring-Tools>
8. All previous issuance inconsistent with these guidelines are hereby rescinded, repealed, or modified accordingly.
9. This policy shall take effect immediately upon issuance.
10. Widest dissemination of this Memorandum to all concerned is earnestly desired.



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Schools Division Superintendent



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Annex A

COMPREHENSIVE INSTRUCTIONAL SUPERVISION GUIDELINES

I. Rationale

1. In line with the Department of Education's commitment to ensuring quality, equitable, and inclusive education, instructional supervision is recognized as a critical mechanism in improving teaching practices and learner outcomes. The Department emphasizes that quality learning is contingent upon quality teaching, thus strengthening teacher competence remains a central priority in basic education reform.
2. The adoption of the Philippine Professional Standards for Teachers (PPST) through DepEd Order No. 42, s. 2017 provides a unified framework for teacher quality, outlining domains, strands, and indicators that guide professional practice and development. These standards serve as the foundation for instructional supervision, performance management and capability-building interventions.
3. Furthermore, the Results-Based Performance Management System (RPMS)-Performance Management and Evaluation System (PMES) through DepEd Memorandum No. 08, s. 2023 ensures that individual performance is aligned with organizational goals, promotes accountability, and supports data-driven decision-making across all governance levels. Results-Based Performance Management System (RPMS-PPST) institutionalizes classroom observation, coaching, and feedback as essential processes to assess and enhance teacher performance.
4. Moreover, the Enhanced Career Progression (ECP) based on DepEd Order No. 24, s. 2025 and DepEd Order No. 34, s. 2025 policy reinforces instructional supervision by linking teacher performance, professional standards, demonstrated competencies to career advancement. ECP emphasizes that promotion is not solely tenure-based but anchored on merit, competence, and evidence of improved teaching practices-thus making instructional supervision a critical mechanism for documenting growth and readiness for higher career stages.
5. Research evidence strongly supports the role of instructional supervision in improving educational outcomes. Studies indicate that effective instructional supervision has a significant positive relationship with teachers' teaching practices, performance, and learners' academic achievement, highlighting its importance as a driver of school effectiveness. Additionally, supervision fosters



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reflective practice, professional growth, and teacher empowerment through collaborative feedback and mentoring.

6. In the Philippine context, instructional supervision is further strengthened by the emphasis on instructional leadership, where school heads are expected to guide, mentor, and support teachers beyond compliance monitoring, ensuring that teaching and learning processes lead to improved learner outcomes and career development opportunities. Thus, the center of division-led technical assistance is focused on school-based instructional supervisors who in turn will assist and provide technical assistance to teachers for better instructional delivery, assessment and improved learning outcomes.
7. Given these policy directions-PPST, PMES, and ECP- there is a need to establish a comprehensive, coherent, and context-responsive instructional supervision system that not only improves teaching quality and learner outcomes but also supports performance accountability and career progression, thereby promoting a culture of excellence and continuous professional growth within schools.

II. Policy Statement

8. The Schools Division shall implement a comprehensive, developmental, and data-driven instructional supervision system that:
 - Enhances teaching competencies based on the PPST (Philippine Professional Standards for Teachers);
 - Supports learner achievement through improved instructional delivery;
 - Promotes collaborative and reflective practices among teachers and school leaders; and
 - Ensures alignment of teaching-learning processes with DepEd standards and policies.

III. Scope and Coverage

9. These guidelines shall cover:
 - All public elementary and secondary schools within the division;
 - Division-level instructional leaders.
 - School Heads, Master Teachers, Department Heads, Head Teachers, Subject Group Heads in Senior High School and Teachers, ALS focals, and other personnel designated to perform instructional leadership functions.
 - Teachers



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It shall apply to all forms of instructional supervision, including classroom observations, coaching, mentoring, lesson study, and instructional monitoring.

IV. Definition of Terms

10. For the purpose of these guidelines, the following term shall be defined and understood as follows:
- a. **Classroom Observation (CO)** refers to structured process of observing teaching practices using standardized tools (e.g., COT tool).
 - b. **Coaching and Mentoring** refer to the professional support system focused on improving teacher performance through guidance and feedback.
 - c. **Formal classroom observation** refers to the scheduled, structures evaluation where school heads, Master Teachers, Head Teachers, Department Heads, Subject Group Heads, or division supervisors sit in on a full-class session to assess a teacher's performance based on the PPST.
 - d. **Informal classroom observation** is an unrated, 5 to 10-minute classroom visit by a school head or supervisor. Unlike formal observations, it focuses on formative support, coaching, and immediate technical assistance without affecting a teacher's performance rating.
 - e. **Instructional Leaders** refer to division supervisors, principals, school heads, department heads, head teachers, subject group heads in Senior High School, Master Teachers, ALS focals, and other personnel designated to perform instructional leadership functions and extend technical assistance to teachers.
 - f. **Instructional Supervision** is a continuous process of supporting teachers to improve instruction and learner outcomes.
 - g. **Technical Assistance** refers to the process of providing targeted support, guidance, capacity-building to schools to help them solve problems, improve educational services, and meet national standards.
 - h. **Technology-driven classroom observation** refers to the use of digital tools and ICT to deliver instruction, manage the learning environment, and collect evaluation data. It ensures that teachers meet the instructional and technological standards outlines in the PPST.



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V. Guiding Principles

11. Instructional supervision shall be:
- Developmental:** Focused on growth, and continuous improvement, not fault-finding evaluation.
 - Collaborative:** Encouraging partnership among school heads, teachers and supervisors;
 - Evidence-Based:** Anchored on data and observable practices;
 - Standards-Aligned:** Linked with PPST, LCs, and curriculum guides;
 - Contextualized:** Responsive to the needs of learners and schools;
 - Sustainable:** Integrated into school systems and routines.
 - Supportive and Non-threatening:** Instructional supervision shall be conducted in a respectful, collegial, and supportive manner that promotes psychological safety. Supervisors shall foster an environment that lessens teacher anxiety, encourages openness, and builds trust, ensuring that supervision is experienced as professional support than evaluation.

VI. Classroom Observation Protocols

12. The following are the classroom observation protocols:

A. Purpose of Classroom Observation

Classroom observation serves as a key mechanism for strengthening instructional practices, ensuring alignment with RPMS-PPST standards, and ultimately improving learner outcomes. Through systematic and continuous observation, school leaders are able to provide timely feedback, support professional growth, and promote effective teaching strategies that respond to the diverse needs of all learners.

B. Types of Classroom Observation

1) Formal Observation

- Pre-scheduled
- Includes pre-conference, observation, post-conference
- Used for RPMS evaluation

2) Informal Observation

- Unannounced or short visits
- Focused on quick instructional checks
- Used for coaching and support

3) Walkthrough Observation

- Short visits that are non-graded and strictly intended for immediate instructional support, mentoring and professional development



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- Focus on specific look-fors (e.g., learning environments, engagement, strategies) (See Annex B)
- 4) Peer Observation (if applicable)**
 - Teacher-to-teacher observation
 - Promotes collaborative learning
- 5) Focused/Thematic Observation (optional but innovative)**
 - Anchored on priority programs (e.g., ARAL, literacy, numeracy, digital integration)

C. Components of Instructional Supervision

1) Pre-Observation Conference

- Clarifies lesson objectives, strategies, and expected outcomes;
- Aligns observation focus with PPST indicators;
- Establishes a supportive, and friendly environment to reduce teacher anxiety and promote confidence prior to observation.

2) Classroom Observation

- Conducted using standard tools (e.g., COT Tool);
- Focuses on:
 - Content knowledge and pedagogy
 - Learning environment and diversity
 - Assessment strategies
 - Classroom management
 - Learner engagement
 - ICT and technological application
- May be conducted formally or informally. Full session classroom observation of division supervisors is conducted in the presence of school instructional leaders for clinical classroom observation. Division supervisors together with the school instructional leaders may utilize not whole session classroom observation if the target is on assessing focused indicators on the RPMS-COT for rating purposes.
- Informal walk throughs, interviews and data collection can be done where supervision may focus on specific targets and PPAs' implementation.
- Observation results shall be used to guide instructional support and professional development and shall not be used as standalone basis for performance appraisal.

3) Post-Observation Conference

- Identifies strengths and areas for improvement;
- Ensures that feedback is delivered in a constructive, respectful and reassuring manner that supports teacher confidence and professional growth.
- Provides timely, constructive, and specific feedback;
- Encourages reflection and self-assessment;
- Leads to actionable next steps.



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4) Coaching and Mentoring

- Coaching and mentoring shall be conducted in a collegial, supportive and non-evaluative manner, emphasizing professional dialogue, reflective practice, and continuous improvement. These processes are integral components of formative instructional supervision and are not intended for performance rating.
- Personalized support based on identified needs;
- May include demonstration teaching, lesson planning assistance, and co-teaching;
- Promotes professional dialogue and reflective practice.

5) Instructional Monitoring and Evaluation

- Uses data from assessments (e.g., ELLNA, NAT, classroom-based assessments);
- Tracks progress of learners and instructional effectiveness;
- Guides interventions and program adjustments.

VII. Roles and Responsibilities

13. The roles and responsibilities of all concerned are as follows:

A. Schools Division Superintendent (SDS)

- Provides policy direction and ensures implementation;
- Allocates resources for instructional supervision.

B. Assistant Schools Division Superintendents (ASDS)

- Oversee implementation and provide leadership and technical guidance.

C. Education Program Supervisors (EPSs)

- Conduct instructional supervision and technical assistance within the district (elementary and secondary);
- Lead curriculum alignment and program monitoring;
- Provide capacity-building interventions, and
- Interface with PSDSs in the conduct of focused instructional supervision.

D. Public Schools District Supervisors (PSDSs)

- Supervise schools within the district (elementary and secondary);
- Conduct classroom observations and coaching;
- Monitor PPAs' school-level implementation.
- Coordinate with EPS to improve learning area performance.

E. School Heads

- Serve as primary instructional leaders;
- Conduct regular classroom observations;



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- Facilitate LAC sessions and INSET;
- Ensure implementation of supervision plans.
- Promote a culture of trust and psychological safety where teachers view instructional supervision as supportive and developmental.

F. Master Teachers / Department Heads/Head Teachers/Subject Group Heads

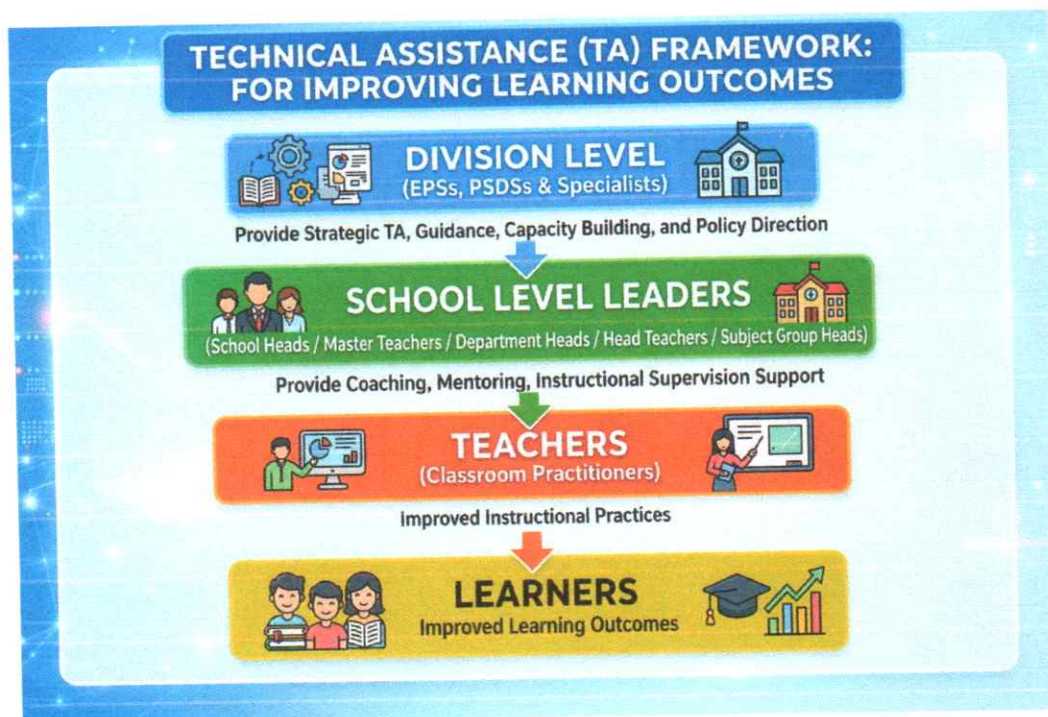
- Support peer coaching and mentoring;
- Lead demonstration teaching and lesson study;
- Assist in monitoring instructional delivery.
- Extend support to school heads for professional development of teachers
- Ensure academic programs meet national standards, localizing, indigenizing the curriculum, and utilizing data to track student learning outcomes.

G. Teachers

- Participate actively in supervision processes;
- Reflect on practices and implement feedback;
- Engage in professional learning opportunities.

VIII. Technical Assistance Framework

14. Technical Assistance shall follow a cascading model:





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At the Division level, the EPSs, PSDSs, and Education Program Specialists lead the direction-setting and system-wide support through technical assistance, policy guidelines and interpretations, and capability building which is focused in building the capacity of instructional leaders. The division ensures quality, alignment, and standardization of the delivery of basic education, special curricular programs and inclusive programs.

The School Instructional leaders, composing of school heads, MTs, Department Heads, Head Teachers, Subject Group Heads in Senior High School shall serve as the bridge implementers of the basic curriculum that shall translate day-to-day instructional practice through coaching and mentoring, classroom-based support, and LAC facilitation.

Meanwhile, the teachers as frontline implementers, and direct drivers of learner's success shall apply improved teaching practices, differentiated instruction and assessment-informed practices.

Finally, the learners are the ultimate beneficiaries. All TA efforts must lead to measurable learner improvement reflected on improved literacy and numeracy, increased engagement and better academic performance.

From the framework, sustainability principle is promoted which highlights that TA is not dependent on one level and capacity is built across all layers. Shared accountability is also enforced by carrying responsibility by all division supervisors, school leaders and teachers in elevating academic performance. Finally, the model suggests strengthened instructional leadership because leadership is distributed, not centralized and school heads, MTs, Department Heads, Head Teachers and Subject Group Heads become instructional leaders, not just managers.

Through a cascading model of technical assistance, we do not merely deliver support- we build a system where leadership is shared, capacity is sustained, and every classroom becomes a site of continuous improvement.

IX. Supervision Process Flow

15. The following are the supervision process stages:

Supervision Process Stage	Key Actions and Objectives	Timeline
a. Planning	Develop School Instructional Supervision Plan (SISP) for school heads / Monthly	last week of the month



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	Supervisory Plan for division supervisors - Identify priority areas aligned with evidence-based data - PSDS collaborates with EPS in planning and strategizing in improving subject area performance using evidence-based data	
b. Implementation	- Conduct classroom observations - Provide coaching and mentoring - Facilitate professional development	Within the month
c. Monitoring	- Review teaching practices and learner data - Track progress of interventions	Within the month
d. Evaluation	- Assess effectiveness of supervision strategies - Document best practices and challenges	Within the month and end of term
e. Feedback and Improvement	- Adjust plans based on results - Sustain continuous improvement - Ensure that feedback processes build teacher confidence, promote reflective practice, and encourage continuous improvement in a supportive environment	Within the month and end of term

X. Tools and Instruments

16. The following are the tools and instruments that shall be used but not limited to:

- Classroom Observation Tool (COT)
- Lesson Plan Review Checklist
- Instructional Supervision Monitoring Tool
- Coaching and Mentoring Log
- Learner Performance Tracking Sheets
- STAR Observation tool
- Contextualized Monitoring tools



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XI. Reporting and Documentation

17. The following shall be the process of reporting and documenting the instructional supervision activities across governance levels.

- Supervision reports shall be utilized not only for instructional improvement but also as inputs to PMES reporting and as supporting documents for ECP-related career progression and promotion processes.
- All instructional supervision activities shall be documented using standard forms;
- Schools shall submit monthly supervision reports to the Division Office through the PSDS-In-Charge focused on TA plan and Accomplishment Reports
- Division shall consolidate TA accomplishments for Program Implementation Review (PIR) and analyze reports for decision-making.

X. Capacity Building

18. The Division shall organize regular training programs on:

- Instructional leadership;
- Coaching and mentoring;
- Data-driven instruction;
- Digital supervision tools (aligned with DIGILEAD framework).

XI. Monitoring and Evaluation

19. The Division Monitoring and Evaluation Team shall:

- Conduct periodic validation of implementation;
- Evaluate impact on teaching quality and learner achievement;
- Recommend policy enhancements and innovations.

XIV. Funding

20. Funds for implementation may be sourced from:

- MOOE;
- Human Resource Development funds;
- Special Education Fund (SEF);
- Other local and external sources subject to existing rules and regulations.

XV. Effectivity

21. These guidelines shall take effect immediately upon issuance and shall remain in force unless revised or repealed.



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Annex B

SUGGESTED ILAW LESSON PLAN REVIEW CHECKLIST

◆ **I – Instruction (Teaching Quality & Content Delivery)**

Indicator	Check (✓/X)	Comments
Clear and SMART learning objectives aligned with LCs		
Content is accurate, relevant, and developmentally appropriate		
Lesson flow is logical (Introduction → Development → Closure)		
Use of varied teaching strategies (interactive, differentiated, contextualized)		
Integration of 21st-century skills (critical thinking, collaboration, etc.)		
Use of appropriate ICT/digital tools (if applicable)		

❖ *Guide Question:*

Does the lesson clearly show **what and how learners will learn?**

◆ **L – Learning Environment (Learner Engagement & Inclusivity)**

Indicator	Check (✓/X)	Comments
Activities promote active learner participation		
Strategies support diverse learners (inclusion, differentiation)		
Materials/resources are appropriate and accessible		
Learner-centered approaches are evident		
Safe, supportive, and respectful classroom environment is promoted		

❖ *Guide Question:*

Does the lesson create an **inclusive and engaging environment for all learners?**

◆ **A – Assessment (Monitoring and Measuring Learning)**

Indicator	Check (✓/X)	Comments
Alignment between objectives, activities, and assessment		
Use of formative and/or summative assessments		



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Assessment tasks are clear, valid, and appropriate		
Inclusion of rubrics or criteria for evaluation		
Provision for feedback to learners		

❖ *Guide Question:*

Does the lesson clearly show **how learning will be measured and improved?**

◆ **W – Well-being (Learner Support and Values Integration)**

Indicator	Check (✓/X)	Comments
Activities consider learners' socio-emotional needs		
Integration of values, character, or life skills		
Workload is realistic and appropriate		
Opportunities for reflection and self-expression are provided		
Supports positive teacher-learner interaction		

❖ *Guide Question:*

Does the lesson promote **holistic development, not just academic learning?**

Findings:

Recommendations:



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**Coaching and Mentoring Log
(Teacher Support Tool)**

A. General Information

Teacher's Name	
School	
Grade Level/Subject	
Coach/Mentor	
Position (e.g., MT, HT, PSDS, EPS)	
Date of Session	
Type of Support	☐ Coaching ☐ Mentoring ☐ Demo Teaching ☐ Observation ☐ Post-conference
Mode	☐ Face-to-Face ☐ Online ☐ Blended

B. Focus Area of Coaching

Area	Please Check
Instructional Strategies	
Lesson Planning (ILAW)	
Classroom Management	
Assessment Practices	
Learner Engagement	
Use of ICT	
Literacy/Numeracy Intervention	
Others	

C. Pre-Conference (If applicable)

Guide Questions	Notes
What is the objective of the lesson/session?	
What challenges does the teacher anticipate?	
What specific support is requested?	

D. Observation Notes/ Coaching Discussion

Indicator	Observations
Strengths of the Teacher	
Areas for Improvement	
Learner Engagement Observed	
Instructional Strategies Used	
Assessment Practices Noted	



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E. Feedback and Reflection

Coach Feedback:

Teacher Reflection:

- What went well?

- What challenges were encountered?

- What will you improve next time?

F. Agreed Action Plan

Action Steps	Timeline	Support Needed	Person Responsible

G. Follow-up Plan

Next Coaching Date	Focus Area	Expected Output

H. Signatures

Name	Signature
Coach/Mentor	
Teacher	

Learner Performance Tracking Sheets
(Individual Section)

Learner Name	Grade/Section	Subject	Term 1	Term 2	Term 3	Intervention Provided	Remarks

* for learners with failing grades

**for class adviser's utilization



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Classroom Walkthrough Checklist

Teacher: _____ Date: _____
Section: _____ Time: _____

Focus on Learners	Focus on Instructional Practices	Focus on Classroom Environment
☐ Actively engage on task ☐ Passive ☐ Disruptive ☐ Student activity whole class ☐ Small group or Paired ☐ Respectful and Courteous ☐ Hands on with activity Others: _____	☐ On-going formative assessment ☐ Teacher is monitoring student's practice. ☐ Cooperative learning is evident. ☐ Hands on materials used ☐ Technology equipment is used to enhance lesson delivery. ☐ Technology is used by students for content and skills' mastery. Others: _____	Classroom appearance ☐ Safe, clean and orderly classroom ☐ With visuals that support learning ☐ Routines and procedures are evident. ☐ Teacher circulates throughout the classroom. ☐ Teacher displays energy and enthusiasm. ☐ Time is used effectively and efficiently. ☐ Students are comfortable sharing ideas. Others: _____

Performance Monitoring and Coaching Form

Date	Critical Incidence Description	Output	Impact on Job/Action Plan	Signature



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Modified Classroom Observation Tool for Supervisors

School: _____ School Head: _____
 Date: _____ Area of Focus: _____

Directions: Check YES if the indicators are evident and NO if not evident. Put necessary remarks if possible.

	INDICATORS	YES	NO	REMARKS
	PRE-OBSERVATION			
1	Identifies/recognizes the strengths and needs of the teacher through the principal's progress monitoring			
2	Holds preliminary conference with the teacher using the Progress Monitoring Report			
3	Clarifies lesson objectives, strategies, and expected outcomes through checking of lesson plan			
4	Aligns observation focus with PPST indicators			
5	Establishes a supportive, and friendly environment to reduce teacher anxiety and promote confidence prior to observation			
	DURING OBSERVATION			
6	Observes class using the appropriate Observation Tool			
7	Evaluates teaching- learning process using PPST indicators (<i>whichever is applicable</i>) • content knowledge and pedagogy • learning environment and diversity • assessment strategies, classroom management • learner engagement • ICT and technological application • Interdisciplinary/multidisciplinary integration • Verbal and non-verbal communication strategies • Inclusive practices			
8	Checks teacher's utilization of ICT tools, equipment and digital platforms			



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9	Reviews teacher's constructive alignment of objectives, strategies and assessment activities			
10	Conducts other supervisory observation			
	POST-OBSERVATION			
11	Holds post-observation conference with the teacher in a non-threatening manner.			
12	Acknowledges teacher strengths and uses reflective questioning to facilitate deeper instructional analysis of instructional practices.			
13	Facilitates teacher self-assessment of instructional practices using observation evidence and learner outcomes.			
14	Elicits feedback/suggestions from the teacher on his/her actual teaching performance for improvement.			
15	Provides targeted technical assistance and coaching based on identified development needs.			
16	Uses active listening, evidence-based feedback, reflective questioning and coaching communication techniques to facilitate teacher growth and improvement.			
17	Collaboratively develops an action plan and secures teacher commitment toward instructional improvement.			
18	Provides and documents follow-up technical assistance, coaching, and progress monitoring based on agreed instructional improvement goals.			
19	Inform the teacher of the over-all results of the actual observation.			
20	Agrees with the teacher on the next supervisory actions for the professional growth of the teacher and closes the session on a positive note.			

Strengths Observed:



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Suggestions for improvement:

Conforme:

Signature over printed name of SH

Technical Assistance Provider/s:

TEACHER'S COMPETENCY LEVEL PER TERM

Name	Proficiency Level Baseline (Beginning, Proficient, Highly Proficient, Distinguished)	Term 1	TA provided	Term 2	TA provided	Term 3	TA provided

SUMMARY OF TEACHERS' PROFICIENCY LEVEL

Term: _____

Total Number of Teachers	Beginning Teachers	%	Proficient	%	Highly Proficient	%	Distin- guished	%

Note: For Principal/ School Head's use