



Republic of the Philippines
Department of Education
Region V
SCHOOLS DIVISION OF SORSOGON

DIVISION MEMORANDUM

No. 018, s. 2024

TO: Assistant Schools Division Superintendent
Chiefs, CID and SGOD
Education Program Supervisors
Public Schools District Supervisors/ OIC- PSDSs
Elementary and Secondary Schools Heads
All Others Concerned

FROM:  **WILLIAM E. GANDO, CESO VI**
Schools Division Superintendent

SUBJECT: **UTILIZATION OF THE MONITORING TOOL FOR SCHOOL HEADS:
Observe the Observer Guide Tool for School Heads**

DATE: February 5, 2024

1. Aligned with MATATAG Agenda and Division Change Plan (The VILLAGE INC.), the Curriculum Implementation Division supports this educational transformation of highlighting the key initiatives to strengthen literacy and numeracy programs and accelerate delivery of basic education through friendly monitoring and mentoring while intensifying instructional supervision.

2. In view thereof, the Schools Division of Sorsogon shall implement instructional-friendly monitoring and mentoring to elementary and secondary schools to provide learning and development interventions for school heads, improve learning outcomes, and intensify character formation.

3. A monitoring tool, **Observe the Observer Guide Tool for School Heads** will be used to record best practices and to provide supervisors technical assistance. This will be the official tool for supervisors in conducting classroom observations with school heads.



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4. Attached in Annex A to this memorandum is the monitoring tool **Observe the Observer Guide Tool for School Heads**.
5. Relevant to this, all Education Program Supervisors and Public Schools District Supervisors assigned to monitor and conduct classroom instructions/observations are enjoined to use the attached M and E tool.
6. Immediate dissemination of and compliance with this Memorandum are earnestly desired.



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Directions: This Monitoring and Evaluation Tool is designed for use by Education Program Supervisors and Public Schools District Supervisors as school heads conduct instructional supervision. Check (✓) the column that is appropriate to the practice of the school head and write other necessary/relevant observations.

Data Privacy Statement: All the data to be generated will be treated with utmost confidentiality and shall be governed by Republic Act 10173, otherwise known as the Data Privacy Act of 2012.

Date & Time of Pre-Conference:	Date of Class Observation:
Time Started:	Time Ended:
Teacher Observed:	Position/Grade Level:
School Head/Observer:	Position:
District:	School:
Date of Monitoring:	

OBSERVE THE OBSERVER GUIDE TOOL

ITEM DESCRIPTION	Practiced	Partially Practiced	Not Practiced	REMARKS
Pre- Observation				
1. The school head has monitoring and supervisory plan.				
2. The SH/observer conducted a pre-conference.				
<ul style="list-style-type: none"> The school head asks the teacher of the date, time and subject or block/s of time to be observed. 				
<ul style="list-style-type: none"> The school head asks the teacher to describe the class to be observed such as type and size of class and diversity of learners. 				
<ul style="list-style-type: none"> The school head asks the teacher about the teaching method/strategies/approach/technique to be used. 				



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<ul style="list-style-type: none"> The school head asks the teacher of the specific PPST-RPMS specific teaching-learning parameter/s/indicators to be observed. 				
<ul style="list-style-type: none"> The school head allows the teacher/asks the teacher of the instructional materials to be used in the teaching-learning process. 				
During Observation 1. Teaching and Learning <i>The school head checks/monitors/observes the teacher if he/she...</i>				
<ul style="list-style-type: none"> Sets all adequate, appropriate lesson plans/guide and relevant visual aids/ instructional materials ahead of time. 				
<ul style="list-style-type: none"> Makes the physical environment safe and conducive to learning. 				
<ul style="list-style-type: none"> Creates a psychological and emotional environment that promotes learning. 				
<ul style="list-style-type: none"> Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments 				
<ul style="list-style-type: none"> Captures the interest of the learners. 				
<ul style="list-style-type: none"> Applies knowledge of content within and across curriculum teaching areas 				
<ul style="list-style-type: none"> Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills 				
<ul style="list-style-type: none"> Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills 				
<ul style="list-style-type: none"> Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, 				



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discovery and hands-on activities within a range of physical and learning environments				
<ul style="list-style-type: none"> Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements/MELCs and varied teaching contexts. 				
<ul style="list-style-type: none"> Provides meaningful connections between and among learning opportunities. 				
<ul style="list-style-type: none"> Shows proficiency in the required language of instruction. 				
<ul style="list-style-type: none"> Uses the art of questioning /asks questions to develop higher-order thinking skills. 				
<ul style="list-style-type: none"> Provides the learners the chance to express their views and present their outputs and this is processed by the teacher. 				
<ul style="list-style-type: none"> Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences 				
<ul style="list-style-type: none"> Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals 				
<ul style="list-style-type: none"> Designs, selects, organizes, and uses diagnostic, formative, and summative assessment strategies consistent with curriculum requirements. 				
<ul style="list-style-type: none"> Ensures that learners communicate effectively in oral and written form. 				
<ul style="list-style-type: none"> Allows learners to participate actively in the various teaching-learning experiences. 				



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<ul style="list-style-type: none"> • Gives the opportunity to learners to demonstrate ability to process, evaluate, and utilize information heard, read and/or seen. 				
<ul style="list-style-type: none"> • Allows the learners to manifest desirable work habits and attitudes. 				
2.Duration of Class Visit <ul style="list-style-type: none"> • The SH/observer maintained a friendly atmosphere with the teacher all throughout the class visit/observation. 				
Post Observation				
1.The school head conducted post-conference				
2.The school head asks the teacher of what the learners gained in his/her lesson in terms of Knowledge, Skills, and Attitudes (KSAs)/MELCs.				
3.The school head asks the teacher on how he/she makes the learners gain the KSA's/MELCs.				
4. The school head asks the teacher on what was done by the learners in order to gain/learn the KSAs/MELCs.				
5.The school head asks the teacher if he/she was able to accomplish the lesson objective/s/MELCs.				
6. The school head asks the teacher on how he achieved/accomplished the lesson objective/s/MELCs.				
7.The school head asks the teacher about the difficulty/ies he/she encountered in the teaching-learning process.				
8. The school head asks about the class atmosphere (class enjoys the lesson) during the teaching-learning process.				
9. The school head asks the teacher of the way/s he/she will do if the same lesson will be taught again.				
10. The school head asks the teacher of the teaching assistance he/she needs to overcome the difficulties encountered in the teaching-learning process.				
11. The school head allows the teacher to say something about the delivery of the lesson.				
12.The post-conference was done in a friendly/collegial manner.				



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13. The SH/observer and teacher reached an agreement/s in preparation for a follow-up visit.

Difficulties encountered by the SH/Observer:

Technical assistance offered:

Agreements:

Signature Over Printed Name/Date
Monitoring Supervisor

Conforme:

Signature Over Printed Name/Date
School Head



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