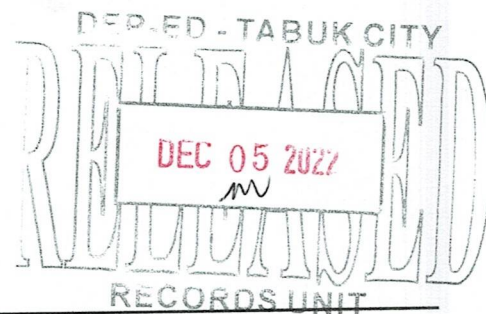




Republic of the Philippines
Department of Education
Cordillera Administrative Region
Schools Division of Tabuk City



Office of the Schools Division Superintendent


December 5, 2022

Division Memorandum
No. 384, s. 2022

**DIVISION GUIDELINES IN THE IMPLEMENTATION OF THE HARMONIZED
INSTRUCTIONAL SUPERVISION ACTIVITIES**

To : Public Schools Division Supervisors
Education Program Supervisors
Public Elementary/ Secondary School Heads
Department Heads and Master Teachers
All Others Concerned

1. The Schools Division of Tabuk City issues this Division Memorandum entitled **Division Guideline in the Implementation of the Harmonized Instructional Supervision Activities** for implementation starting this school year 2022-2023.
2. This division-initiated guideline is one of the strategies in sustaining and ensuring that all teachers shall be provided with instructional supervision for reflective professional growth and development which will further intensifies supervision that may contribute to the recovery of the learning losses and closes the learning gaps.
3. This division guidelines will remain in effect until it is rescinded, repealed, or modified.
4. Immediate dissemination and compliance of this memorandum is desired.


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Schools Division Superintendent



HARMONIZED INSTRUCTIONAL SUPERVISION ACTIVITIES

TABLE OF CONTENT

I.	Rationale	1
II.	Scope	2
III.	Definition of Terms	2-3
IV.	Policy Statement	3
V.	Procedure	
	A. Planning/ Preparation	3-6
	- Preparation of Instructional Supervisory Plan	
	- Utilization of Instructional Supervisory Plan	
	B. Implementation	6-11
	- Developmental Supervision	
	- Clinical Supervision	
	- Differentiated Supervision	
	- Supervisory Tools	
	C. Analysis	11
	D. Reporting	11-13
	- Instructional Supervisory Report	
VI.	Monitoring and Evaluation	13
VII.	References	13
VIII.	Effectivity	14

HARMONIZED INSTRUCTIONAL SUPERVISION ACTIVITIES

I. Rationale

Instructional supervision is one of the mandated tasks of instructional leaders. This is reflected in the Philippine Professional Standards for Supervisors (PPSS) particularly Domain 3 (Fostering Continuous Improvement) strand 3.1, Philippine Professional Standards for School Heads (PPSSH) Domain 3 (Focusing on Teaching and Learning) strand 3.1 and 3.2, and Philippine Professional Standards for Teachers (PPST) under career stage 3 and 4 which require Master Teachers to model and lead colleagues in improving teaching learning process.

The result of the distance learning delivery for 2 school years left learning losses as shown in the conducted division assessment test. The overall result of 38.93, 42.94 and 32.95 for Grade 3, Grade 6 and Grade 10 respectively revealed a very wide gap of learners' performance as compared to the standards. The result gave a conclusion that the standard reached by learners after two years of distance learning delivery is considered no mastery. This posted another challenge to all personnel in the Schools Division Tabuk City as we start the School Year 2022- 2023 in a face-to-face class.

Our SDO is implementing strategies to recover from these learning gaps. One of the strategies is to intensify instructional supervision. It is believed that close supervision keeps personnel prepared, motivated to improve their practice, and show how good they can be. Hence, this division guideline in harmonizing the instructional supervision efforts set clear direction to all instructional leaders as they perform their tasks on instructional supervision. Further, the guideline ensures that all teachers shall be provided with instructional supervision for reflective professional growth and development.

II. Scope

This policy provides guidelines to all Instructional Leaders in the school and in the division in the implementation of instructional supervision. The policy also provides information to the teachers as well as the internal stakeholders on the purposes and how instructional supervision is conducted in schools.

III. Definition of Terms

For this guideline, the following terms are defined as follows:

Instructional Leaders- DepEd personnel in the schools and in the division who perform instructional supervision as one of their mandated tasks. The school personnel include the School Heads (Principal, Head Teacher, and TIC), Department Head, Master Teachers while in the division personnel are the Public Schools District Supervisors, Education Program Supervisors, and the Chief Education Program Supervisor.

Instructional Supervision – is a process of understanding and improving teaching and learning by providing the necessary help needed by teachers to grow and develop in the practice of their profession.

Directive- It is an orientation used by instructional leaders in extending help to teachers by demonstrating, directing, standardizing, and reinforcing.

Collaborative- it is an orientation used by Instructional Leaders (IL) in improving the teaching learning process. The instructional leader and the teacher will discuss, plan, and decide together to improve the teaching learning process.

Non-directive- It is a supervisory orientation used by Instructional Leaders (IL) to teachers who are high in abstraction and commitment. The teacher mostly has the responsibility to analyze and determine plans.

Clinical supervision- is a process that focuses on the improvement of teachers' classroom instruction through the observation and collection of records of what the students and teachers do in the classroom during the teaching-learning process.

Administrative Monitoring- It is a supervisory option by which Instructional Leaders monitor the works of teachers on a random basis through a spot check.

Cooperative professional development – It is an option in differentiated supervision where teachers themselves observe, discuss, share, and plan to improve the teaching learning process.

Self-directed development-It is an option that allows individual teacher to work independently on his/her own professional growth concerns.

IV. Policy Statement

The Schools Division of Tabuk City hereby issue this contextualized guideline for the Instructional Leaders in doing their tasks in instructional supervision. This supports the Division efforts in addressing the learning losses and contributes to ensuring the advancement of teacher's knowledge, practice, and professional engagement.

V. Procedures

A. PLANNING/ PREPARATION

Preparation of Instructional Supervisory Plan

DepEd Memo # 50, s. 2020 – DepEd Professional Development Priorities for Teachers and School Leaders for SY 2020-2023.

RM # 435 s. 2022 – Regional Guidance Through the Learning Recovery and Continuity Plan for School Year 2022-2023

DepEd Order # 24 s. 2020 – National Adoption and Implementation of the Philippine Professional Standards for School Heads

DepEd Order # 25 s. 2020 – National Adoption and Implementation of the Philippine Professional Standards for Supervisors.

VIII. Effectivity/Transitory provision (if applicable)

This division guideline will take effect upon the approval of the Schools Division Superintendent and communicated through a division issuance.

Schools with Instructional Leaders (IL) other than the School Head shall conduct orientation as part of the planning. The orientation includes but is not limited to different supervisory options, targets, processes, priority areas for professional development and tools to be used.

All Instructional Leaders shall prepare their respective individual Instructional Supervisory (IS) plan on a quarterly basis. The first IS plan shall be prepared in the first week of the school year and the succeeding quarterly IS Plan will be prepared every after quarterly examination. The plan should present clear activities of the Instructional Leaders. The template below may be followed for this purpose.

Template # 1:

Instructional Leaders Quarterly Instructional Supervisory Plan
SY 2022-2023

Name of Instructional Leader: _____ Quarter/ Months covered: _____

Clinical Supervision			
Name of teacher to be observe	Objective/ Focus	Grade level/ subject	Target date
Administrative monitoring			
Name of teacher	Objective/ focus	Grade level/ subject	Target date
Self-directed Development			
Name of teacher	Focus of the teacher	Validating the practice	Target date
Cooperative professional development			
Name of the group members	Focus of the group	Validating the practice (ways is validating the instructional activities/ interventions)	Target date
Other instructional concerns			
Instructional issue/ concerns	Group of teachers/ name of teachers	Strategy (how the issue/concern be address)	Target date

Prepare by: _____ Noted by: _____
(Instructional Leader) (Immediate head)

Schools with Head Teachers and Master Teachers shall prepare a School Instructional Supervisory Plan. The individual IS plan of the School Head, Head

Teachers and Master Teachers shall form the School IS Plan. Template no. 2 may be followed for the school instructional supervisory plan.

Template # 2:

School Quarterly Instructional Supervisory Plan
SY 2022-2023

School: _____

Quarter/ Months covered: _____

Clinical Supervision				
Name of teacher to be observe	Objective/ Focus	Grade level/ subject	Target date	Instructional Leader responsible
Administrative monitoring				
Name of teacher	Objective/ Focus	Grade level/ subject	Target date	Instructional Leader responsible
Self-directed Development				
Name of teacher	Focus of the teacher	Validating the practice	Target date	Instructional Leader responsible
Cooperative professional development				
Name of the group members	Focus of the group	Validating the practice (ways is validating the instructional activities/ interventions)	Target date	Instructional Leader responsible
Other instructional concerns				
Instructional issue/ concerns	Group of teachers/ name of teachers	Strategy (how the issue/concern be address)	Target date	Instructional Leader responsible

Prepare by: _____
(Name of School Head)

Reviewed: _____
(District Supervisor)

Noted: _____
CID Chief

The Public Schools District Supervisors and Education Program Supervisors Instructional Supervisory Plan will be reviewed by the CID chief and noted by the Schools Division Superintendent.

Focuses

The focuses in the instructional supervisory plan shall include but not limited to the identified targets in the Individual Professional Development Plan and other teaching learning parameters.

Targets

Each instructional leader shall consider clinical supervision as one priority approaches in their respective quarterly Instructional Supervisory plan.

Utilization of the Instructional Supervisory Plan

The Instructional Supervisory Plan programmed the Instructional Supervision activities of the different Instructional Leaders. The plan will be utilized for the following purposes:

- a. Basis in monitoring the targeted teachers for the provision of Instructional supervision.
- b. Inform teachers and other ILs of the schedule.
- c. Basis in coordinating IS activities in schools.

A signed School IS plan will be shared with the District Supervisors, while a copy of the PSDS and EPS IS Plan will be given to CID Chief.

B. IMPLEMENTATION

Supervisory challenges are met in different situations. Hence, these are being treated in different ways. The following approaches and supervisory behaviors & orientations are encouraged to be used.

Developmental Supervision

Developmental supervision is used in responding to instructional difficulties and concerns of teachers. The level of abstraction and commitment of teachers can be one of the bases to determine the appropriate supervisory behaviors and supervisory orientations.

Directive, collaborative, and non-directive are the supervisory orientations. Directive is applied when teacher manifest difficulty in analyzing and evaluating situations. Instructional Leader will do demonstrating, directing, standardizing, and reinforcing. Collaborative is applied when a teacher can evaluate a situation and can identify possible solutions. Presenting, problem solving, and negotiating shall be practiced by the Instructional Leaders. Non-directive will be applied to the teachers manifest high level in commitment and abstraction. Instructional Leader will do listening, clarifying, and encouraging.

The level of commitment and abstraction shall not be the ultimate basis of the beliefs and orientation that will applied, but the level of experiences is also considered.

Clinical supervision

Clinical supervision focusses on the improvement of teacher's classroom instruction. It follows the following steps: Pre-observation conference, observation, analysis and strategy, pos-observation conference, and post conference analysis.

Pre-observation conference – The IL and the teacher meet to discuss and agree the process, focuses, tools, lesson plan, date, time, and others.

Observation – The IL observes the whole duration of the teaching-learning process and gathers data for analysis and discussion. IL records data objectively using the observation form.

Analysis and strategy – IL go through the gathered data. Grouped the observations, interpret by looking into the cause and effect and plan the strategy in communicating the result of the observation.

Post-observation conference – IL provides feedback (Acknowledgement of desirable behaviors instructional strengths and areas to improve) to inspire and promote growth of the teacher in terms of her/his instructional skills.

Post conference analysis – The IL go over the conducted post observation conference. IL conducts self-assessment and reflect to improve the process of giving feedback.

Differentiated Supervision

Differentiated supervision focuses on the improvement of teachers' classroom instruction. Teachers are allowed to choose the supervisory option that they would receive depending on their needs. The choice of teachers could be denied or could be combined with other supervisory options. The differentiated supervisory options are as follows: clinical supervision, cooperative professional development, self-directed development, and administrative monitoring.

Cooperative professional development – Teachers form teams/ group for peer or collegial supervision. Teachers in the group take turns to observe each other and provide observation feedback. The group discuss the strategy/ies or instructional concerns and work together on instructional activities.

Self-directed development – The teacher works independently on his/her own professional growth concern. Teacher targets one or two professional concerns then develop plan to achieve it. The teacher carries out the plan and provides a progress report to the school head.

Administrative monitoring – Teachers are monitored through unannounced spot checks. ILs gather data not only on instructional practices. IL communicate the findings and another spot check be done if improvement have been made.

Supervisory tools

The supervisory tools vary depending on the approach used. The templates for each approach are encouraged to be used.

Template # 3 – This tool may be used in conducting pre-observation conferences when clinical supervision will be applied.

PRE-OBSERVATION INFORMATION

Teacher: _____ School: _____
District: _____ NORTHERN Division : TABUK CITY
DIVISION
Grade and Section: _____ Subject: _____
School Year: _____ Semester: _____
Date: _____

Directions:

1. This form shall be answered by the teacher prior to instructional support visit.
2. The information will serve as a guide for the pre-observation conference. Observers may ask additional job-relevant data to provide a background for actual observation.

Pre- Observation information:

1. When would you like to have instructional supervision and support?
Date _____ and _____ time: _____
2. Which of your classes would you like to be observed?
Subject to be observed: _____
3. What area of domain/strand would you like to be observed? Please check.

- _____ Apply knowledge and content within and across curriculum teaching areas.
- _____ Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.
- _____ Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.
- _____ Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hand-on activities within a range of physical learning environments.
- _____ Manages learners' behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.
- _____ Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences.
- _____ Plans, manages, and implements developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts.
- _____ Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals.
- _____ Designs, selects, organizes, and uses diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.
- _____ Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning
- _____ Use effective verbal and non-verbal communication strategies to support learner understanding, participation, engagement, and achievement
- _____ Maintain learning environment that promotes fairness, respect, and care to encourage learning.
- _____ Design adapted and implemented teaching strategies that are responsive to the learners' disabilities, giftedness, and talents.
- _____ Adapted and used culturally appropriate teaching strategies to address the needs of learners from Indigenous groups.

Other teaching-learning parameters

For Multigrade/regular Classes:

- _____ a. Lesson plan/lesson organization
- _____ b. Lesson delivery
- _____ c. Use of IMs/ Technology support for diverse learners
- _____ d. Learner's response
- _____ e. Classroom environment and culture

For Kindergarten classes (blocks of Time):

- _____ a. Meeting time 1
- _____ b. Work period 1
- _____ c. Meeting time 2
- _____ d. Story time
- _____ e. Work period 2
- _____ f. Meeting time 3

-

- a. Type of class
☐ Mono grade ☐ 2 class combination ☐ multi grade

- ☐ Mono grade ☐ 2 class combination ☐ multi grade

- () Small class size: Number of Learners

- () Big class size : Number of learners

- () Homogeneous (Describe)

- () Heterogeneous

- (Describe)

Observation Note Form

Observer: _____ Date: _____

Teacher Observed: _____ Quarter: _____

Subject & Grade Level: _____ Time started: _____

Time ended: _____

General Observations:

10

Template # 5 – This form may be used by the Cooperative Professional Development (CPD) group to report the result of the collegial observation, action to instructional concerns and instructional activities of teachers opted to have CPD.

Quarterly Report of Cooperative Professional Development

Quarterly Report of Cooperative Professional Development				
Report on collegial observation				
Name of teacher observed	Date/ grade level/ Learning area	Focus/es	Findings	Observer/s
Report on instructional activities				
Instructional issues/concerns	Action taken/ Instructional activities			

Prepared by: _____ Noted by: _____
(Members of the CPD Group) Immediate IL

Template # 6 – This form may be used by the teacher who opted to have self-directed development in reporting his/her professional growth

Self-Directed Development Quarterly Report

Professional Concern (Domain/strand in the PPST)	Activities undertaken (by the teacher)	Result/s Output

Prepared by _____
Teacher

Noted: _____
Immediate IL

C. ANALYSIS

The instructional supervision results of School Heads, Master Teachers and Head Teachers including result of observation conducted by supervisors if any shall be analyzed in the school level. Findings shall serve as basis for possible professional development program and other instructional improvement purposes. Schools are expected to have professional development need of every teacher as basis in recommending professional development activities conducted in the division, region or in central office.

D. REPORTING

Instructional Supervision Accomplishment Report

School Instructional Supervision accomplishment report shall be submitted every after quarterly examination. Template # 7 may be used for the school quarterly accomplishment report.

Template # 7:

School Quarterly Instructional Supervision Accomplishment Report
School: _____ Quarter (Months covered): _____

CLINICAL SUPERVISION					
Name of teacher observed	Date observed/ Grade level and Grade level	Focus (domain/ strand and other teaching-learning parameters)	Findings (strengths and weaknesses)	Responsible IL	Ways forward (activities to be undertaken based on the findings)
ADMINISTRATIVE MONITORING					
Name of teacher observed	Date observed/ Grade level and Grade level	Focus (domain/ strand and other teaching-learning parameters)	Findings (strengths and weaknesses)	Responsible IL	Ways forward (activities to be undertaken based on the findings)
SELF-DIRECTED PROFESSIONAL DEVELOPMENT					
Name of teacher	Targeted Instructional Difficulties/ concerns	Action/s taken by the teacher	Presented Output	Responsible IL	Findings (by the IL)
COOPERATIVE PROFESSIONAL DEVELOPMENT					

Members of the group	Targeted Instructional difficulties/ concerns	Action taken/ Instructional activities by the group	Outputs	Responsible IL	Findings (By the IL)
Other instructional issues/ concerns					
Name of teacher/s or group of teachers	Instructional difficulties/ concerns of the teacher/s	Strategy used (orientation and behavior used, LAC Session)	Feedback/ guidance provided/ concepts shared	Responsible IL	Output

Prepared by: _____
School Head

Noted: _____
CID Chief

A signed copy of the School IS report is shared to the PSDS as basis in accounting teachers provided with IS and to note common strengths and weaknesses of teachers as reference in future.

IS accomplishment reports of Head Teachers and Master Teachers will include signature of teachers observed/ provided with instructional supervision. The report will be until the office of School Head only and served as references in the preparation of school IS accomplishment report. IS report of PSDS and EPS will be will part of their respective report during the conduct of quarterly DMEA.

VI. Monitoring and Evaluation (Mechanisms, time frame and other provisions for progress monitoring and policy evaluation)

Implementation of this Division guidelines in harmonizing instructional supervision efforts shall be monitored by the personnel in the Curriculum and Implementation Division. School IS activities shall be included as one of the focuses to evaluate in the regular conduct of School MEA and District MEA. District IS evaluation result shall also be included during the CID MEA or during the Program Implementation Review.

VII. References (Related and relevant DepEd issuances used as reference for further policy research)

DepEd Order # 17, s. 2017 – National Adoption and Implementation of the Philippine Professional Standard for Teachers