



Republic of the Philippines
Department of Education
Region 02 (Cagayan Valley)

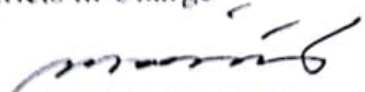

SCHOOLS DIVISION OFFICE OF ISABELA

Alibagu, City of Ilagan, Isabela 3300



MEMORANDUM

To : Chief Education Program Supervisor, CID
Education Program Supervisors
Division Subject Area Coordinators
Public Schools District Supervisors
Districts In-Charge

From : 
REYNATE Z. CALIGUIRAN, PhD, CESE
OIC- Schools Division Superintendent 

Date : January 21, 2019

Subject : **CONDUCT OF DIVISION-WIDE INTENSIVE
INSTRUCTIONAL SUPERVISION AND MONITORING (ISM)
OF SCHOOLS AND LEARNING CENTERS**

1. In order to continuously improve the delivery of quality basic education and implement an effective provision of technical assistance, all Education Program Supervisors (EPSs), Division Subject Area Coordinators (DSACs), Public Schools District Supervisors (PSDs), and Districts In-Charge (DICs) are mandated to conduct division-wide intensive instructional supervision and monitoring of schools and learning centers.
2. Enclosed are the Guidelines on the Conduct of Division-wide Instructional Supervision and Monitoring (ISM) Scheme, list of portfolios of EPSs, DSAC, PSDs and DICs, and Monitoring Tools for Basic Education Program and Special Curricular Programs.
3. Immediate and wide dissemination of this Memorandum is desired.

CID:rvp/jlg



Enclosure No. 1

**GUIDELINES ON DIVISION-WIDE INSTRUCTIONAL SUPERVISION
AND MONITORING (ISM) OF BASIC EDUCATION PROGRAM
AND SPECIAL CURRICULAR PROGRAMS**

1. The Division-wide Instructional Supervision and Monitoring (ISM) scheme shall at all times promote friendly and non-threatening atmosphere to facilitate positive mentoring and coaching relationship between and among the EPSs, DSACs, PSDSs, DICs and School Heads.
2. The ISM shall focus on gathering data and monitoring of status and provision of technical assistance in the implementation of basic education program and other special curricular programs.
3. The ISM shall not be limited to instructional/teaching effectiveness but will also cover school leadership and management and operations i.e. learning and school climate, fiscal management, learning resource management and other aspects related towards the effective delivery of education services.
4. Instructional supervision and monitoring of basic education program and special curricular programs shall be conducted two to three days a week (Tuesdays to Thursdays).
5. The "*Observe the Observer Observes Classes*" scheme shall be used in supervising school heads in conducting class supervision.
6. Monitoring in tandem or in team (*composed of two to three members only*) shall be observed. Carpet supervision is discouraged.
7. EPSs, DSACs, PSDSs, and DICs shall only monitor and supervise in their assigned learning area and program portfolio (Enclosure 2).
8. PSDSs and DICs shall abstain in monitoring the implementation of basic education program and special curricular programs in their own district. They shall only serve as the lead in the monitoring of their districts.
9. For the purpose of check and balance, each team shall have a new set of school school/district monitoring assignment every quarter.



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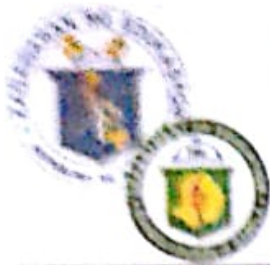


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Enclosure No. 1 Continuation

10. The Itinerary of Travel of EPSs, DSACs, PSDSs, and DICs shall be submitted at least a week before the ensuing month of travel while Monthly Accomplishment Report shall be submitted at least a week after the end of the month to the Office of the CID Chief and ASDS.
11. Following the rotation scheme, EPSs and DSACs shall report to the Division Office every Monday and Friday to make reports, attend to special concerns, design IS Plan, quality assure learning resources, and formulate/come up with research tools/outputs. The remaining days shall be spent for the monitoring and supervision of schools except when there are other concerns related to the programs and projects implementation that require reporting to the Division Office.
12. PSDSs and DICs shall report to the SDO every Monday from 8:00 a.m. to 5:00 p.m. to consolidate and analyze the results of the Instructional Supervision and Monitoring. Their district-related tasks shall be done Tuesdays and/or Fridays while the remaining days shall be spent in supervision and monitoring of schools.
13. Authority to Travel shall be secured and signed by the SDS before the conduct of ISM while Certificate of Appearance shall be issued by the School Head immediately after the conduct of ISM.



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Enclosure No 2

LIST OF PORTFOLIO OF EDUCATION PROGRAM SUPERVISORS, DIVISION SUBJECT AREA COORDINATORS, PUBLIC SCHOOLS DISTRICT SUPERVISORS, AND DISTRICT IN-CHARGE FOR 2019

NO	NAME	PORTFOLIO				
EPSs & DSACs						
1	Balag, Inocencio T.	Math	PS			
2	Bueno, Ma Lourdes	Science	STE	SSES	RSHS	GSP
3	Cabalonga, Amador	MAPEH	SPS	SPA		
4	Ceperes, Adonis	LRMDS	IPEd			
5	Estudillo, Emilia E.	AP	MEP	KE		
6	Gabriel, Danilo	EPP/TLE	STVEP			
7	Gallegos, Jay J.	English	MTB-MLE	SPJ		
8	Taguinod, Laila A.	EsP	SHS	SPEd	MGE	
9	Tungpalan, Fernando	ALS	Filipino			
PSDSs & DICs						
1	Abad, Ricardo F.	EPP/TLE	STVEP	KE	MEP	MGE
2	Abucay, Mandy V.	Science	LRMDS	PS	MAPEH	SPS
3	Acson, Rebecca G.	IPEd	SHS	Science	PS	LRMDS
4	Ancheta, Maribel M.	Science	LRMDS	SPJ	SHS	EsP
5	Balisi, Fortunata J.	EsP	SHS	MTB-MLE	MGE	
6	Bautista, Ligaya	English	ALS	PS	MAPEH	MGE
7	Bueno, Elizabeth B.	LRMDS	PS	MGE	SHS	English
8	Benitez, Rosalia	SPEd	PS	Math	KE	MGE
9	Cabanting, Dionisio	AP	ALS	LRMDS	EPP/TLE	MGE
10	Cablinan, Jr. William G.	Math	MGE	ALS	EsP	
11	Cacayan, Maribel C.	AP	MAPEH	KE	STVEP	
12	Domingo, Philip	MAPEH	PS	KE	Math	LRMDS
13	Fontanilla, Marietta M.	PS	SPA	Filipino	STE	English
14	Gelacio, Honofre M.	SPS	Filipino	SHS	Science	
15	Gelacio, Robert M.	Math	SPS	IPEd	STVEP	Science
16	Guillermo, Elvie	MAPEH	MTB-MLE	ALS	SPA	LRMDS
17	Hoggang, Zenaida M.	English	IPEd	LR	SPJ	
18	Itchon, Samuel	Filipino	PS	MGE	ALS	
19	Josue, Merlina B.	English	Math	STVEP	ALS	PS
20	Lorenzo, Mario	ALS	MGE	PS	MATH	MTB-MLE



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Enclosure No 2 Continuation

21	Lorenzo, Susan	KE	SHS	MTB-MLE	EsP	PS
22	Madriaga, Arnel G	AP	ALS	IPed	SSPS	KE
23	Magusib, Janet B	KE	SSPS	EsP	RSHS	SHS
24	Mendoza, Charlito A	STVEP	EPP/TLE	MAPEH		
25	Mingming, Ireneo V.	MEP	SPA	Filipino	SPS	
26	Palogan, Nita G	MTB-MLE	IPed	LR	EsP	SPEd
27	Pamittan, Robert P.	KE	SPJ	SHS	STE	Math
28	Ramos, Gloria D.	KE	STVEP	Filipino	TLE	
29	Ramos, Jacqueline S.	SPEd	IPed	MEP	SHS	English
30	Respicio, Clavel A.	Filipino	STVEP	ALS	EPP/TLE	KE
31	Respicio, Manuel D.	PS	KE	AP	MTB-MLE	
32	Reyes, Jocelyn	SPJ	KE	MAPEH	SHS	EsP
33	Rudio, Amerphil R.	SHS	MGE	EsP	SPS	IPed
34	Salviejo, Perlita M.	MAPEH	MGE	IPed	AP	EsP
35	Santiago, Debbie L.	EPP/TLE	KE	MGE	Math	AP
36	Siquian, Wilson A.	MAPEH	MTB-MLE	English	Math	SPA
37	Taberna, Bennie T	TLE	SPEd	ALS	Private	AP
38	Tagacay, Rhodora B.	RSHS	Private	Math	ALS	IPed
39	Taguba, Benny	Science	MGE	SHS	LRMDS	SPEd
40	Tarun, Leslie D	Science	STE	SSPS	RSHS	ALS
41	Tomas, Emily N	STE	Filipino	LRMDS	SPEd	Science
42	Velasco, Benedicta	MGE	IPed	ALS	MTB-MLE	English
43	Viscara, Edward	Filipino	Science	MGE	MTB-MLE	LRMDS
44	Zipagan, Oliver C.	MAPEH	MGE	MTB-MLE	IPed	SSPS

AP : Araling Panlipunan
EsP : Edukasyon sa Pagpapakatao
MAPEH : Music, Arts, Physical Education and Health
TLE : Technology & Livelihood Education
EPP : Edukasyong Pantahanan at Pangkabuhayan
SPJ : Special Program in Journalism
SPA : Special Program in the Arts
SPS : Special Program in Sports
STVEP : Strengthened Tech-Voc Education Program
STE : Science, Technology & Engineering
SSPS : Special Science Elementary School
RSHS : Regional Science High School

IPed : Indigenous Peoples Education
SPEd : Special Education
ALS : Alternative Learning System
MGE : Multi-grade Education
KE : Kindergarten Education
PS : Private Schools
MTB-MLE : Mother Tongue Based Multilingual Education
MEP : Muslim Education Program
LRMDS : Learning Resource Management and Development System
SHS : Senior High School





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MONITORING TOOL FOR BASIC EDUCATION PROGRAM (GRADES 1-10)

Applicable Level: _____ Elementary (Grades 1-6) _____ Junior High School (Grades 7-10)
School ID: _____ Name of School: _____
District: _____ Name of School Head: _____ Contact Number: _____

A. CURRICULUM IMPLEMENTATION

A. 1 Curriculum and Instruction

(Please refer to Attachment 1)

AREAS	RATING					REMARKS
	E	VG	G	F	P	
a. Instructional Support for Teacher Effectiveness and Efficiency						
b. Teacher Capability Building						
c. Curriculum Enhancement						
d. Assessment of Learning Outcomes						

A.2 Availability of Learning Resources

Directions: Check the box that corresponds to your answer in each item using the legend: E: Evident NE: Not Evident

Particulars	Filipino		English		Math		Science		AP		TLE		MAPEH		EsP		Remarks
	E	NE	E	NE	E	NE	E	NE	E	NE	E	NE	E	NE	E	NE	
Curriculum Guide																	
Teacher's Guide																	
Learners Materials																	
Activity Sheets																	
Other Forms of Contextualized Materials Please specify:																	

A.3 Other Issues and Concerns on Curriculum Implementation

Priority Needs	Challenges Encountered	Technical Assistance Needed for the program Implementation
1.		
2.		
3.		

Monitored by

CONFORME:

EPS/PSDS/Signature/Date

School Head/Signature/Date



PROGRESS MONITORING TOOL FOR K TO 12 BASIC EDUCATION PROGRAM IMPLEMENTATION

AREA OF FOCUES	MOVs	EVIDENT	NOT EVIDENT	REMARKS
INSTRUCTIONAL SUPERVISION AND MONITORING				
1. Developed a functional Instructional Supervisory Plan and Calendar	<input type="checkbox"/> Monthly Supervisory Plan <input type="checkbox"/> Annual Supervisory Calendar			
2. Communicated the schedule and tool/s to be used in classroom observation	<input type="checkbox"/> School Memorandum indicating the teacher to be observed and schedule of classroom observation			
3. Checked teachers' DLP and DLL weekly	<input type="checkbox"/> Checklist of submitted DLLs/ DLPs <input type="checkbox"/> Sample DLL/DLP			
4. Checked and reviewed timeliness of learning competencies consistent with curriculum requirements across grade levels and learning areas	<input type="checkbox"/> Checklist of reviewed DLLs/ DLPs			
5. Accomplished an accurate and complete Instructional Supervisory Accomplishment Report	<input type="checkbox"/> Supervisory Accomplishment Report			
6. Consolidated the results of classroom observation	<input type="checkbox"/> Classroom Observation Tools <input type="checkbox"/> Consolidated results of IS			
7. Analyzed the results of classroom observation	<input type="checkbox"/> Consolidated results of IS Analysis of IS			
PROVISION OF TECHNICAL ASSISTANCE				
1. Consolidated and analyzed the results of TA Needs Assessment	<input type="checkbox"/> TA Needs Assessment Tool <input type="checkbox"/> Consolidated results of TA needs assessment <input type="checkbox"/> Analysis of TA Needs Assessment			
2. Utilized the results of TA Needs Assessment and IS in designing TA Plan	<input type="checkbox"/> TA Plan			
3. Developed a functional TA Plan	<input type="checkbox"/> TA Plan			
4. Provided technical assistance to teachers on the following areas:	<input type="checkbox"/> TA Contract			
a. Content and Pedagogy				
b. Learning Environment and Diversity of Learners				
c. Curriculum and Planning				



d. Assessment and Reporting				
e. Development, conduct and utilization of research				
f. Others (Please specify)				
4. Tracked the progress of teachers provided with TA	<input type="checkbox"/> TA Progress Report			
5. Completed TA Accomplishment Report	<input type="checkbox"/> TA Accomplishment Report			
C. DEVELOPMENT OF INSTRUCTIONAL INTERVENTIONS				
1. Developed instructional interventions based on the following:	<input type="checkbox"/> Abstracts of developed instructional interventions			
a. reading profile	<input type="checkbox"/> Summary of readers' learning profile per grade level			
b. least mastered competencies in different learning areas (NAT Results)	<input type="checkbox"/> Summary of least mastered competencies across learning areas			
c. results of quarterly assessment	<input type="checkbox"/> Summary of results of quarterly assessment			
2. Developed and implemented instructional interventions along the following areas:	<input type="checkbox"/> Innovative Workplan			
a. Literacy				
b. Numeracy				
c. 21 st Century Skills				
1) Problem Solving				
2) Critical Thinking				
3) ICT literacy				
3. Conducted progress evaluation of instructional interventions introduced	<input type="checkbox"/> Impact Evaluation results			
D. CONTEXTUALIZATION OF LEARNING RESOURCES				
1. Lead in the development of different localized learning resource materials across grade levels and learning areas	<input type="checkbox"/> Inventory of developed learning resources			
a. Story Books				
b. Big Books				
c. Lesson Exemplars				
d. Activity Sheets				
e. Module				
f. Non-print				
g. Others (pls. specify)				
2. Capacitated teachers in the selection, organization, development, and use of appropriate teaching and learning resources	<input type="checkbox"/> LAC Session Minutes			
	<input type="checkbox"/> Terminal reports (INSET/School-Based Trainings)			



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A. RESEARCH AND DEVELOPMENT				
1. Conducted basic/applied research to enrich knowledge of content and pedagogy	<input type="checkbox"/> Research Proposal <input type="checkbox"/> Completion Report			
2. Communicated the results of research to teachers and other stakeholders	<input type="checkbox"/> Memorandum			
3. Utilized the results of the research to improve knowledge of content and pedagogy	<input type="checkbox"/> LAC Session Minutes <input type="checkbox"/> Certificate of Adoption			

MONITORED BY:

CONFORME:

EPS/PSDS

Date: _____

School Principal/Head

Date: _____