

Republic of the Philippines department of Education REGION VIII SCHOOLS DIVISION OF CALBAYOG CITY

DIVISION MEMORANDUM OCID No. <u>002</u>, s. 2023

- To:
 Chief Education Supervisor (CID & SGOD)

 Education Program Supervisors

 Public School Districts Supervisors and DICs

 Elementary and Secondary School Heads

 JEPEd DIVISION OF CALBAYOL

 All others Concerned

 From:
 MOISES D. LABIAN JR. PhD., CESO VA

 POIC-Schools Division Superintenden
 DATE: JAN 0 5 2023

 BY:
 CALBAYOLS CITY
- Subject: Conduct of Customized Observation, Monitoring, Unified Supervision

and Technical Assistance (COMUSTA) and Project GIYA-BULIG for FY 2023

Date: January 5, 2023

- 1. This office, through the Curriculum Implementation Division, announces the schedule of Customized Observation, Monitoring, Unified Supervision, and Technical Assistance (COMUSTA) and Project GIYA-BULIG through classroom observation and school visitation starting January 9, 2022, to all schools in the district.
- 2. The Objectives of the GIYA Teachers and CID-COMUSTA are the following:
 - recognize the teachers' achievements in the teaching-and-learning process;
 - determine teachers' needs and challenges and the corresponding interventions in instructional delivery;
 - provide systematic and direct technical assistance from education leaders to teachers;
 - strengthen teamwork of education leaders and teachers in improving the delivery of instruction;
 - allow education leaders and key program implementers to grasp firsthand information from the grassroots; and





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3. The COMUSTA and GIYA TEACHERS-BULIG composite team are as follows:

Over-all Team Leader: Dr. Moises D. Labian Jr. Members : Dr. Renato S. Cagomoc : Mr. Ubaldo D. Diomangay

Calbayog 1,2	Alma Caber	Joshua Sherwin T. Lim	School Head School Head School Head	
& 3	Annabelle O. Yangzon	Lourdes L. Matan		
	Teresa Villa	Mercedita Garcia		
TEAM B LEADER	R: Dr. Avelina P. Tupa			
Calbayog 4,5	Nora G. Capetillo	Arnold A. Jaraba	School Head	
& 6	Elbert Ongcal	Dr. Avelina P. Tupa	School Head	
	Ester Siozon	Dr. Joy B. Saldana	School Head	
TEAM C LEADE	R: Dr. Erwin L. Purcia			
Oquendo 1,2	Reynaldo T. Bernales	Rina M. Aboganda	School Head	
& 3	Gina U. Moreno	Dr. Erwin L. Purcia	School Head	
	Noemi Castante	Dr. Geraldine Sumbise	School Head	
TEAM D LEAD	R: Noel E. Sagayap			
Tinambacan	Jose O. Abon	Noel E. Sagayap	School Head	
1,2 & 3	Ma. Teresa Simon	Ricky S. Cano	School Head	
	Pedro L. Montecillo	Dr. Nelson R. Bello	School Head	

4. The schedule of classroom observations and school visitation shall be determined by the team leaders, and the CID-COMUSTA shall be based on the approved DISP/itinerary/whereabouts of the CID Team members.

5. GIYA Tool for Teachers (Enclosure 1) shall be utilized by the composite team members as a monitoring tool in the implementation of Project GIYA-BULIG.

6. The actual expenses incurred during the monitoring shall be charged against CID/Division MOOE subject to usual accounting and auditing rules, procedures, and regulations.

7. Immediate dissemination of and compliance with this Memorandum are desired.



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Republic of the Philippines

Department of Education

REGION VIII - EASTERN VISAYAS

"GIYA Teachers" (Guide for Instructions Yielding Archetypal Teachers) Classroom Visitation Tool (Grades 1 – 3)

Teacher's Name:			Date:		
Learning Area/Subje	ect:	School:	Division:		
Part I. Teaching-Lea	rning Process				
Instructions: Check t teacher	the box that correspondent the box that correspondent the given inc	ponds to your observati dicators below.	ion of the instructional behavior of the		
Description:	N - Not Ob		appropriately conducted and r was not observed nor appropriately be provided		
	Indicators	0	N Remarks		

	indicators	0	N	Remarks
A	. Preparation for Teaching-Learning			
1.	Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures			
2.	Maintain learning environments that promote fairness, respect, and care to encourage learning			
З.	Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning			
4.	Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning			
5.	Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments			
6.	Plan, manage, and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts			
	 Prepares a teaching-learning delivery plan (i.e. Daily Lesson Log/Plan, Weekly Learning Plan, or its equivalent/alternative) with aligned objectives, learning resources, teaching strategies and techniques, learning activities, and assessments 			



Indicators	0	N	Remarks
10. Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement, or disasters; child abuse and child labor practices			
11. Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups			
F. Learning Assessment			
1. Design, select, organize, and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements			
 Ensures alignment of the learning assessment to the MELC, objectives, and learning activities 			
 Asks questions (especially HOTS) to elicit desired responses 			
 Involves and guides learners in assessing their own learning (includes crafting of rubrics, if needed) 			
 Involves and guides learners in assessing their own learning 			- Pi
2. Use strategies for providing timely, accurate, and constructive feedback to improve learner performance			

Part II. Guide-Teacher's Conversation (Kumustahan)

Instructions: Put a check mark (/) on the *Teacher's Needs and Challenges* that the teacher and the Guide have identified/experienced/encountered/realized and indicate the corresponding suggested intervention per Coverage Area. Supply other *Needs & Challenges* and interventions not in the list.

Teacher's Needs and Challenges	Suggested Intervention
Crafting of the lesson plan or its part(s)	
Sub-tasking of the competency	
Structuring of the classroom	
Managing the class	
Managing the time	
Preparation, crafting, &/or utilization of appropriate LRs	
Creative use of digital &/or online tools/apps	
Contextualization of LRs	
Adequacy of LRs	



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	strategies with integration across earning areas and real-life situation and with inter-disciplinary approach	
i	correct or appropriate medium of nstruction and communication skills	
	differentiated instructions and activities	
	motivational and/or priming activities	
	developmentally appropriate teaching strategies	
	HOTS questions	
	ners' reading, computational, and prehension abilities	
Lear	ners' other difficulties	
Cont	textualization of learning delivery	
	duct of collaborative and vidualized assessments	
	zation of appropriate and varied types ssessment	
Craft	ting and using appropriate rubrics	
Othe	ers:	

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Prepared by:

Conforme:



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REGION VIII - EASTERN VISAYAS

"GIYA Teachers" (Guide for Instructions Yielding Archetypal Teachers) Classroom Visitation Tool (Grades 4 – 6)

Teacher's Name:	Date:		
Learning Area/Subject:	School:	Division:	

Part I. Teaching-Learning Process

Instructions: Check the box that corresponds to your observation of the instructional behavior of the teacher from the given indicators below.

- Description: **O** Observed, if the indicator was appropriately conducted and
 - N Not Observed, if the indicator was not observed nor appropriately conducted and Remarks must be provided

	 Demesler
	Remarks

	Indicators	0	N	Remarks
Α.	Preparation for Teaching-Learning			
	Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures			
	Maintain learning environments that promote fairness, respect, and care to encourage learning			
	Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning			
	Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning			
	 Checks learners' outputs from the previous lesson 			
5.	Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments			
6.	Plan, manage, and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts			
	 Prepares a teaching-learning delivery plan (i.e. Daily Lesson Log/Plan, Weekly Learning Plan, or its equivalent/alternative) with aligned objectives, LRs, teaching-learning delivery, and assessments 			





Indicators	0	N	Remarks
equivalent/alternative) with aligned objectives,			
LRs, teaching-learning delivery, and assessments			
B. Learning Resources	1		
1. Manage classroom structure to engage learners, individually or in groups, in meaningful exploration,			
discovery and hands-on activities within a range of physical learning environments			
 Organizes learning resources (for the present, past, and future lessons) in the classroom 			
 Select, develop, organize, and use appropriate teaching and learning resources, including ICT, to address learning goals 			
 Arranges the needed learning resources (such as SLM/LAS, audio-video materials, and other instructional materials) for use in class 			
 Facilitates the learner's use of and engagement with the learning resources in class 			
C. Learning Delivery			
1. Apply knowledge of content within and across curriculum teaching areas			
 Integrates appropriately positive values 			
2. Ensure the positive use of ICT to facilitate the teaching and learning process			
3. Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills			
4. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher- order thinking skills			
 Gives supplementary examples and applications when needed 			
5. Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning			
6. Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement			
7. Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences			
8. Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic, and religious backgrounds			
 Teaches subject matter, problem solving, and critical thinking skills through contextualized and meaningful learning activities 			
9. Design, adapt, and implement teaching strategies			



Indicators	0	Ν	Remarks
B. Learning Resources			
1. Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments			
 Organizes learning resources (for the present, past, and future lessons) in the classroom 	(* i		
2. Select, develop, organize, and use appropriate teaching and learning resources, including ICT, to address learning goals			
 Arranges the needed learning resources (such as SLM/LAS, audio-video materials, and other instructional materials) for use in class 			
 Facilitates the learner's use of and engagement with the learning resources in class 			
C. Learning Delivery			
1. Apply knowledge of content within and across curriculum teaching areas			
 Integrates appropriately positive values 			
2. Ensure the positive use of ICT to facilitate the teaching and learning process			
3. Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills			
4. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher- order thinking skills			
 Gives supplementary examples and applications when needed 			
5. Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning			
6. Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement			
7. Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences			
8. Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic, and religious backgrounds			
 Teaches subject matter, problem solving, and critical thinking skills through contextualized and meaningful learning activities 			
9. Design, adapt, and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents			
10. Plan and deliver teaching strategies that are	-		





Republic of the Philippines Department of Education

REGION VIII - EASTERN VISAYAS

"GIYA Teachers" (Guide for Instructions Yielding Archetypal Teachers) Classroom Visitation Tool (Grades 7 – 10)

Teacher's Name:		Date:
Learning Area/Subject:	School:	Division:

Part I. Teaching-Learning Process

Instructions: Check the box that corresponds to your observation of the instructional behavior of the teacher from the given indicators below.

- Description: **O** Observed, if the indicator was appropriately conducted and
 - N Not Observed, if the indicator was not observed nor appropriately conducted and Remarks must be provided

Indicators	0	N	Remarks

Indicators	-	
A. Preparation for Teaching-Learning		
1. Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures		
2. Maintain learning environments that promote fairness, respect, and care to encourage learning		
3. Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning		
4. Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning		
 Checks learners' outputs from the previous lesson 		
5. Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments		
 Sets class's rules and maintains discipline and order in the classroom 		
6. Plan, manage, and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts		
 Prepares a teaching-learning delivery plan (i.e. Daily Lesson Log /Plan, Weekly Learning Plan, or its 		



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Indicators	0	N	Remarks
learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement, or disasters; child abuse and child labor practices			
11. Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups			
F. Learning Assessment			
1. Design, select, organize, and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements			
 Ensures alignment of the learning assessment to the MELC, objectives, and learning activities 			
 Asks questions (especially HOTS) to elicit desired responses 			
 Involves and guides learners in assessing their own learning (includes crafting of rubrics, if needed) 			
2. Use strategies for providing timely, accurate, and constructive feedback to improve learner performance			

Part II. Guide-Teacher's Conversation (Kumustahan)

Instructions: Put a check mark (/) on the *Teacher's Needs and Challenges* that the teacher and the Guide have identified/experienced/encountered/realized and indicate the corresponding suggested intervention per Coverage Area. Supply other *Needs & Challenges* and interventions not in the list.

Teacher's Needs and Challenges	Suggested Intervention
Crafting of the lesson plan or its part(s)	
Sub-tasking of the competency	
Structuring of the classroom	
Managing the class	
Managing the time	
Preparation, crafting, &/or utilization of appropriate LRs	
Creative use of digital &/or online tools/apps	
Contextualization of LRs	
Adequacy of LRs	
Utilization of the	
strategies with integration across learning areas and real-life situation	









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instruction and communication skills	
differentiated instructions and activities	
motivational and/or priming activities	
developmentally appropriate teaching strategies	
HOTS questions	
Learners' reading, computational, and comprehension abilities	
Learners' other difficulties	
Contextualization of learning delivery	
Conduct of collaborative and individualized assessments	
Utilization of appropriate and varied types of assessment	
Crafting and using appropriate rubrics	
Others:	



Agreements



Prepared by:

Conforme:



