



Republic of the Philippines
Department of Education
Region VIII
SCHOOLS DIVISION OF CALBAYOG CITY


September 4, 2025

DIVISION MEMORANDUM

No. 442, s. 2025

**Team Instructional Supervision Activities and Use
of the DepEd Vehicle for School Visits**

TO: OIC- Asst. Schools Division Superintendent
Chief (CID/SGOD)
Education Program Supervisors
Public Schools District Supervisors
School Heads (Elementary & Secondary)
All Others Concerned

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1. This memorandum serves to inform all EPS Team members, Division Program Supervisors, School Heads, District Supervisors, and all concerned about the upcoming schedule of instructional supervision activities aligned with the Integrated Operations Manual: QMS-CID Process. These activities include Classroom Observation, Feedback, Development, Technical Assistance, Monitoring, Coaching & Mentoring, and Learning Resources Contextualization and Utilization, which aim to support and enhance the quality of teaching and learning in our division.
 2. Instructional Supervision shall be conducted **as a collaborative team effort involving all Division Education Program Supervisors (EPS) together with the Public Schools District Supervisors (PSDS) assigned to the scheduled district.** This team approach ensures comprehensive support and consistent standards across all schools under supervision.
 3. The schools and districts to be visited shall be identified every week. The PSDS will be responsible for informing the field accordingly to ensure proper coordination and preparation.
 4. To facilitate mobility and ensure timely visits, the Department of Education vehicle (van) will be available every Tuesday, Wednesday, and Thursday. EPS Team members and Division Program Supervisors are requested to coordinate with the Transportation Unit for scheduling and efficient use of the vehicle.
 5. All involved personnel are reminded to maintain proper documentation, including observation reports, feedback forms, coaching logs, and monitoring reports, and to submit all necessary Memoranda of Validation (MOVs) promptly to comply with quality assurance requirements.



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6. The Guide and Details for CID TEAM Instructional Supervision is hereunto attached to this memorandum as Enclosure no. 1.
7. The active cooperation and participation of EPS Team members, Division Program Supervisors, teachers, school heads, and district supervisors are crucial to the success of these instructional supervision activities.
8. The full support, commitment, and cooperation of all school and district personnel are enjoined to ensure the success of this activity.
9. Wide dissemination and strict compliance with this Memorandum are hereby directed.


MARGARITO A. CADAYONA JR. PhD, CESO VI
Schools Division Superintendent





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Enclosure No. 1 to Division Memorandum No. _____

Guide and Details for CID TEAM Instructional Supervision

Date / Timeline	School / District to be Visited	Focus Area of IS	KRA	Objective	Activities	Process and Steps	Outputs	Responsible Persons	Person(s) Involved	MOVs	Desired Outcomes
		Classroom Observation	Monitor teaching practices to identify strengths and areas for improvement	<ul style="list-style-type: none"> - Conduct classroom visits using an observation checklist - Record evidence of the teaching-learning process 	<ol style="list-style-type: none"> 1. Coordinate and confirm the observation schedule with the school head and teachers. 2. Prepare an observation checklist aligned with curriculum standards. 3. Conduct classroom visits. 4. Observe instructional delivery, student engagement, and classroom management. 5. Record objective and specific notes during observation. 6. Compile and summarize findings in a formal observation report. 7. Submit report to school administration and EPS team. 	Completed observation reports	EPS Supervisors, Division Program Supervisors, Instructional Coaches	Teachers, School Heads	Observation checklists, notes, reports	Improved teaching practices and learner engagement	Teachers demonstrate better use of instructional strategies; increased student participation
		Feedback	Support teachers' professional growth through actionable feedback	<ul style="list-style-type: none"> - Organize feedback sessions post-observation - Discuss strengths and areas for improvement 	<ol style="list-style-type: none"> 1. Review the observation report and highlight key points. 2. Schedule a one-on-one feedback session with the teacher. 3. Discuss strengths, areas for improvement, and examples observed. 4. Provide constructive and supportive 	Feedback reports, action plans	EPS Supervisors, Division Program Supervisors, Instructional Coaches	Teachers, School Heads	Feedback forms, signed action plans	Teacher reflection and improved instructional delivery	Teachers adopt new teaching approaches; students show improved comprehension



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					recommendations. 5. Collaboratively develop an action plan for instructional improvement. 6. Document the feedback session and get the teacher's acknowledgment. 7. Monitor follow-up on action plan progress.						
		Development	Equip teachers with updated instructional skills and knowledge	- Conduct training workshops, seminars - Provide access to instructional materials	1. Analyze feedback and monitoring data to identify teacher development needs. 2. Plan relevant professional development activities (workshops/seminars). 3. Coordinate logistics and invite teachers. 4. Deliver or facilitate training sessions with a focus on instructional strategies. 5. Provide access to updated instructional materials. 6. Conduct post-training evaluations to assess knowledge gained. 7. Collect attendance and feedback for reporting.	CPD attendance records, training materials	EPS Team, Division Program Supervisors, Training Coordinators	Teachers, Training Facilitators	Certificates, evaluation reports	Enhanced teacher competencies	Teachers effectively apply new instructional techniques; student learning improves
		Technical Assistance	Resolve instructional challenges and improve resource utilization	- Assist in lesson planning and resource contextualization - Troubleshoot instructional problems	1. Identify teachers or classrooms needing technical support. 2. Meet with teachers to discuss challenges in lesson planning or resource use. 3. Review existing lesson plans and suggest improvements. 4. Assist in contextualizing learning materials. 5. Provide hands-on coaching and demonstrations. 6. Follow up after implementation to evaluate effectiveness. 7. Document technical assistance activities	Technical assistance reports, improved lesson plans	EPS Supervisors, Division Program Supervisors, Curriculum Specialists	Teachers, School Heads	Assistance logs, lesson plan samples	Effective use of teaching strategies and resources	Lesson plans become more contextualized; student engagement increases



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					and outcomes.						
		Monitoring	Ensure compliance with curriculum standards and instructional quality	<ul style="list-style-type: none"> - Collect data on teaching and learning activities - Analyze performance indicators 	<ol style="list-style-type: none"> 1. Develop a monitoring plan with timeline and focus areas. 2. Use checklists and tools to gather data during school visits. 3. Conduct classroom visits to verify compliance with curriculum. 4. Interview teachers and school leaders for additional insights. 5. Collect and analyze data on teaching effectiveness and resource utilization. 6. Prepare monitoring report with observations and recommendations. 7. Share report with school administration and EPS team for action. 	Monitoring reports, performance dashboards	EPS Supervisors, Division Program Supervisors, Monitoring Team	Teachers, School Heads	Monitoring checklists, data summaries	Sustained instructional quality and program compliance	Consistent adherence to curriculum standards; improved student academic outcomes
		Coaching & Mentoring	Foster professional growth and improve classroom performance	<ul style="list-style-type: none"> - Pair experienced mentors with teachers - Conduct coaching sessions 	<ol style="list-style-type: none"> 1. Identify experienced teachers to serve as mentors. 2. Pair mentors with mentees based on needs and expertise. 3. Develop coaching plans with clear objectives. 4. Conduct initial coaching sessions focusing on goal setting. 5. Engage in regular follow-up sessions to discuss progress and challenges. 6. Provide resources and demonstration lessons as needed. 7. Document coaching activities and evaluate teacher growth periodically. 	Coaching logs, mentor-mentee reports	EPS Team, Division Program Supervisors, Senior Teachers	Teachers, Mentors	Coaching records, feedback forms	Improved teacher confidence and competence	Mentees demonstrate improved classroom management and instructional skills
		Learning Resources Contextualization and	Ensure instructional materials meet learners' needs and context	<ul style="list-style-type: none"> - Review existing learning resources - Modify resources for contextual 	<ol style="list-style-type: none"> 1. Conduct inventory and review of current learning resources. 2. Identify gaps or mismatches in relation to learners' local context. 	Contextualized learning materials, training	EPS Team, Division Program Supervisors,	Teachers, School Heads, Curriculum	Sample materials, training attendance	Increased learner engagement and improved	Students relate better to learning materials, increased

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		Utilization		relevance - Train teachers on use	3. Collaborate with teachers and curriculum specialists to adapt or create materials. 4. Develop guides or training modules on effective resource use. 5. Organize workshops or sessions to train teachers on contextualized materials. 6. Monitor the utilization of resources in classrooms. 7. Collect feedback from teachers and learners for improvement.	modules	Resource Developers	Specialists	sheets	learning outcomes	comprehension and retention




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