

Introduction and Purpose. This is a *formative assessment tool* to be used by School Heads to observe and feedback on Grade 1-3 teachers' language and literacy instructional practices, teachers' effective use of learning delivery modalities, and teachers' support to home learning partners in the *New Normal*. The purpose of the tool is to help School Heads identify (or diagnose) areas of strengths and areas for improvement for the teachers' feedback, coaching and continuous professional development.

Section I Monitoring Form consists of the seven (7) instructional practice areas (headings) and twenty-seven (27) observation items (to tick YES, NO, or N/A). Complete Section I by checking the appropriate box to indicate whether the teacher demonstrates the behavior described in each item (i.e., Yes or No). If the item is not being observed, indicate “N/A”. Circle the documentation sources under the Sources of Evidence column that you have used to make your decision and supports your feedback to teachers. A legend for each Source of Evidence is provided at the bottom of Section I for guidance. Note any remarks as necessary (and which are optional)¹.

Calculating the Instructional Practice Area Scores. Once all items are observed for a given practice area or heading, tally the number of Yes's, divide by the sum of Yes's and No's and multiply by 100. This will provide the percentage (%) score. Do not include "N/A" items in the calculation. ♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦

♦♦♦♦♦♦(♦♦♦♦♦♦+♦♦♦♦)♦♦ 100. Calculate the Overall Score using the same method for all observed items.

Section III. School Summary Form. This form is to be completed once per quarter and submitted to the Schools Division Office (SDO) through your Public Schools District Supervisor (PSDS.). This form consolidates all observations and feedback recorded during the term for all teachers, reported by grade level. This form will help the PSDS and SDO identify targeted areas of support and focus for schools and districts, respectively. ***Because the information is intended to inform areas of support and not serve as an evaluation of teacher performance, the individual names of teachers are not be recorded in the form.*

² The School head may use this as a reference when completing the teacher's Individual Performance Commitment and Review Form and other Results-based Performance Management Systems tools.

Frequency and use. As a School Head, you should use this tool regularly, embedded as part of the rounds of your support, once per month or quarter. You may decide how frequent early literacy instruction will be a key focus of your observation and support and to whom to delegate this task.

Section I. Teacher Monitoring Form

School ID: School Name: Date:

District: School Head Name:

Teacher Name:

Division: Teacher Grade: (circle one): Grade 1 | Grade 2 | Grade 3 | Multigrade Completed by:

Practice Areas and Observation Items		PPST Domains and Strands	YES	NO	N/A	Circle Source(s) of Evidence	Remarks (optional)
1. Teachers' Lesson Planning and Preparation of Language and Literacy Subject Lessons _____						Practice Area Score _____ %	
		Total		Total			
1a	The learning plans are clearly aligned to MELCs.	4.2				DLP, DLL	
1b	The learning plans show evidence of scaffolding literacy and language learning (eg, through gradual release model, the use of MT and/or Filipino as a bridge)	1.4, 1.6, 4.1				DLP, DLL, LAS	
1c	The learning plan clearly contain strategies which support social and emotional learning (SEL) and gender equity and social inclusion (GESI)	3.1, 3.2, 3.3				DLP, DLL	
2. Literacy and Language Instructional Practices³ _____						Practice Area Score _____ %	
		Total		Total			
2a	Uses a variety of teaching strategies to facilitate student oral language development (eg language experience approach [LEA], 5Ws & H Sketch to Stretch)	1.1, 1.4, 1.5, 1.6				DLP, LAS, HLE, IVR	
2b	Uses a variety of teaching strategies to facilitate student writing skills (e.g, labeling, LEA, interactive writing)	1.1, 1.4, 1.5, 1.6				DLP, LAS, HLE, IVR	
2c	Uses a variety of teaching strategies to facilitate student phonological awareness (e.g. rhyming, alliteration through poems and songs, manipulating sounds)	1.1, 1.4, 1.6				DLP, LAS, HLE, IVR <i>K-1 Classrooms only</i>	

2d	Uses a variety of teaching strategies to facilitate student ability to decode (Elkonin Boxes, concept sorts)	1.1, 1.4, 1.6				DLP, LAS, HLE, IVR	
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³ School heads can support teachers in using these strategies to teach academic language proficiency in content area subjects

2e	Uses a variety of teaching strategies to facilitate student reading fluency (choral reading, independent reading, buddy reading)	1.1, 1.4, 1.6				DLP, LAS, HLE, IVR	
2f	Uses a variety of teaching strategies to facilitate student reading comprehension (eg. predicting, inferring, retelling)	1.1, 1.4, 1.5, 1.6				DLP, LAS, HLE, IVR	
2g	Uses a variety of teaching strategies to help pupils learn vocabulary (sight words, sketch to stretch, labeling)	1.1, 1.4, 1.5, 1.6				DLP LAS HLE IVR	
2h	Uses a variety of bridging strategies to teach the target MoTL (Comparing MT and MoTL at sound, word, and sentence levels)	1.1, 1.5, 1.6, 1.7				DLP LAS HLE IVR	
2i	Uses developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences.	1.1, 1.7, 2.2, 3.1, 3.2, 3.3				DLP LAS HLE IVR	

3. Learner Engagement _____

Total
Total

Practice Area Score _____%

3a	Learners are using new vocabulary in the home or in learning activities to demonstrate understanding of new words	1.7, 1.4, 1.5, 2.4, 2.5				DLP LAS HLE	
3b	Learners exhibit SEL behaviors and practices described in lessons, learning activity sheets and supplementary reading materials (SRMs) (eg being kind, helping others, understanding feelings).	2.2, 2.3, 2.4, 2.5, 3.1				DLP LAS HLE	

4. Use of Teaching and Learning Materials _____

Total
Total

Practice Area Score _____%

4a	Teacher incorporates the use of supplemental reading materials in WHLPs (SRMs can include resources accessed from the DepEd portal, DepEd Commons, internet, Facebook, and distributed to learners).	1.4, 1.5, 1.7, 2.3, 4.1, 4.5				DLP LAS HLE	
4b	Teacher provides time for learners to read and write using textbooks and supplementary materials.	1.4, 1.5, 1.7, 2.3, 4.1, 4.5				DLP LAS HLE IVR	

5. Student Assessment and Feedback _____

Total
Total

Practice Area Score _____%

5a	Uses formative and/or summative assessment strategies consistent with curriculum requirements.	4.1, 4.2, 5.2, 5.3, 5.5				DLP LAS HLE	
5b	Uses a variety of learners' work written and performance tasks to monitor learner progress.	4.1, 4.2, 4.5, 5.2, 5.3, 5.5				HLE SW	
5c	Gives constructive feedback to improve learning (eg scaffolds when response is incorrect or incomplete, helps learner respond correctly).	1.5, 1.7, 2.4, 5.3				HLE SW	

6. Home Learning Partners Engagement _____							Practice Area Score
			Total	_____	Total		%
6a	Communicates regularly with home learning partners about the weekly home learning plan, and MELCs for lessons and/or units.	1.3, 5.4, 6.1, 6.2				HLE	
6b	Shares and provides feedback on individual learner's performance to home learning partners (ie, record of progress, weekly check-in meetings)	1.3, 5.4, 5.5, 6.1, 6.2				SW HLE	
6c	Collaborates with home learning partners to establish a positive learning environment for learners by listening to their children, providing encouragement and assistance, appreciating their efforts, and setting up daily routines for learning at home.	1.1, 4.1, 4.4, 5.4, 6.1, 6.2				HLE WHLP	
6d	Collaborates with home learning partners to solve problems and challenges encountered by learners.	1.3, 1.7, 2.2, 2.4, 3.1, 4.1, 4.4, 5.4, 6.1, 6.2				HLE SW	
6e	Uses ICT successfully, including technologies such as (but not limited to) WhatsApp, FB and SMS to communicate with home learning partners. Uses offline strategies when ICT is not an option.	1.3, 6.2				HLE	
7. Teacher Professional Development (specific to teaching language and literacy) _____							Practice Area Score
			Total	_____	Total		%
7a	Collaborates with colleagues formally through learning and development modalities (eg, LAC sessions, teacher training) to improve practice.	1.3, 4.4, 7.3, 7.4				LD TTCC	
7b	Demonstrates and provides evidence of reflective practices (eg, journaling, self-assessment, lesson reviews to improve their instructional practices.	7.4				LD TTCC	
7c	Sets and implements professional development goals	7.4				LD TIDP IPCRF	

Overall Totals _____ Total _____ Total	Overall Score _____ %
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Legend

LD: LAC Documentation⁴
IPCRF: Individual Performance Commitment and Review Form HLE:
Home Learning Engagement (check-in and interviews with HLPs) IVR:
Instructional Video Recording
LAS: Learning Activity Sheets (document review)

LD: LAC Documentation
SW: Students' Work
WHLP: Weekly Home Learning Plans⁵(document review)
TIDP: Teacher Individual Development Plan TTCC: Teacher
Training Completion Certificate

⁴LAC Documentation could include portfolio of work, online journaling and other outputs produced by the teachers through formal and informal LACs
⁵ Use the appropriate WHLP for the week.

Section II. Teacher Feedback Form.

School ID: School Name: Date:
District: School Head Name:

Teacher Name:

Division: Teacher Grade: (circle one): Grade 1 | Grade 2 | Grade 3 | Multigrade Completed by:

8. Indicate the top three (3) practice areas for priority attention and support from this observation (note the practice area headings, not the specific items)			
Priority Practice Area Practice Area Score Remarks / Issues / Items			
A. Priority Area 1 [record practice area here, eg. Literacy and Language Instructional Practices] [record the score for this practice area heading] [identify specific issues / items that need attention]			
B. Priority Area 2			
C. Priority Area 3			
9. Indicate the level of follow-up support the teacher requires, based on the overall results	Level of Support Required (tick only one)	Guiding Criteria	Guidance for Follow-up and Support to the Teacher
	☐ Substantial	Overall score is less than 50%	Provide detailed feedback on areas of strengths and weaknesses; follow-up within one week and closely monitor their participation in LACs and LDM documentation.

of the observation. (Circle one)	Support	
	☐ Moderate Support	Overall score is between 50% and 90%
	Provide detailed feedback on areas of strengths and weaknesses; follow-up observation within one month and monitor their participation in LACs and LDM documentation.	
☐ Light Support	Overall score is higher than 90%	Provide detailed feedback on areas of strengths and weaknesses; follow-up within the Quarter and observe their participation in LACs and LDM documentation.
10. Comments/Suggestions/Recommendations (Please use this monitoring tool as a springboard to conduct a supportive problem-solving dialogue with teachers about their experiences with teaching and learning during the new normal.)		
Strengths: Challenges: Progress from prior observations: Growth plan/goals: Timeline: School Head's Name and Signature: Teacher's Signature:		

Section III. Quarterly Summary School Report on Language and Literacy Instructional Practices.

Instructions. This form is to be completed by the School Head to submit to the SDO via the PSDS. The purpose is to help the School Head, PSDS and SDO identify generally the areas of targeted support required by schools and districts, respectively. This form could be a reference document for the PSDS' school head monitoring and feedback tool. School heads should refer to their completed Section II Feedback Forms to complete this form.

School ID: Date:

School Name:
School Head Name:

District: PSDS Name:

Division: Completed by: Reporting Period (circle one): Q1 | Q2 | Q3 | Q4

Summary Results by Grade Grade 1 Count Grade 2 Count Grade 3 Count G1-3 Multigrade Count

1. Number of unique teachers employed at the school				
2. Number of unique teachers observed at the school during the quarterly reporting period				
3. Number of total observations conducted during the quarterly reporting period				
4. Number of unique teachers requiring technical support and follow-up				
4a. Number requiring substantial support				
4b. Number requiring moderate support				
4c. Number requiring light support				
5. Practice areas targeted as an area of priority and support (frequency of observations reported)				
5a. Teachers' Lesson Planning and Preparation of Language and Literacy Subject Lessons				
5b. Literacy and Language Instructional Practices				
5c. Learner Engagement				
5d. Use of Teaching and Learning Materials				
5e. Student Assessment and Feedback				
5f. Home Learning Partners Engagement				
5g. Teacher Professional Development (specific to teaching language and literacy)				

CERTIFICATION

School Head Signature (over printed name) Date:

PSDS Signature (over printed name) Date:



Republic of the Philippines
Department of Education

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PPST Domains and Strands Reference Table

S/N Domain / Strand Observation Items No. Items

1.	Content Knowledge and Pedagogy		51
1.1	Content knowledge and its application within and across curriculum areas	2a, 2b, 2d, 2e, 2f, 2g, 2h, 2i, 6c	9
1.3	Positive use of ICT	5d, 6a, 6b, 6d, 6e, 7a	6
1.4	Strategies for promoting literacy and numeracy	1b, 2a, 2b, 2d, 2e, 2f, 2g, 3a, 4a, 4b	10
1.5	Strategies for developing critical and creative thinking, as well as other higher- order thinking skills	2a, 2b, 2f, 2g, 2h, 3a, 4a, 4b, 5c, 5d	10
1.6	Mother Tongue, Filipino and English in teaching and learning	1b, 2a, 2b, 2d, 2e, 2f, 2g, 2h	8
1.7	Classroom communication strategies	2h, 2i, 3a, 4a, 4b, 5c, 5d, 6d	8
2.	Learning Environment		15
2.2	Fair learning environment	2i, 3b, 5d, 6d	4
2.3	Management of classroom structure and activities	3b, 4a, 4b	3
2.4	Support for learner participation	3a, 3b, 5c, 5d, 6d	5
2.5	Management of learner behavior	3a, 3b, 5d	3
3.	Focusing on Teaching and Learning		8
3.1	Learners' gender, needs, strengths, interests and experiences	1c, 2i, 3b, 6d	4
3.2	Learners' linguistic, cultural, socio-economic and religious backgrounds	1c, 2i	2
3.3	Learners with disabilities, giftedness and talents	1c, 2i	2
4.	Curriculum and Planning		16
4.1	Planning and management of teaching and learning processes	1b, 4a, 4b, 5a, 5b, 6c, 6d	7

4. 2	Learning outcomes aligned with learning competencies	1a, 5a, 5b	3
4. 4	Professional collaboration to enrich teaching practice	6c, 6d, 7a	3
4. 5	Teaching and learning resources including ICT	4a, 4b, 5b	3
5.	Assessment and Reporting		14
5. 2	Monitoring and evaluation of learner progress and achievement	5a, 5b, 5d	3
5. 3	Feedback to students to improve learning	5a, 5b, 5c, 5d	4
5. 4	Communication of learner needs, progress and achievement to key stakeholders	6a, 6b, 6c, 6d	4
5. 5	Use of assessment data to enhance teaching and learning practices and programs	5a, 5b, 6b	3



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Republic of the Philippines

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6.	Community Linkages and Professional Engagement		8
6. 1	Establishment of learning environments that are responsive to community contexts	6a, 6b, 6c, 6d	4
6. 2	Engagement of parents and the wider school community in the educative process	6a, 6b, 6c, 6d, 6e	4
7.	Personal Growth and Professional Development		4
7.	Professional links with colleagues	7a	1

3			
7. 4	Professional reflection and learning to improve practice	7a, 7b, 7c	3



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