



Republic of the Philippines
Department of Education
REGION IX, ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF DAPITAN CITY

Office of the Schools Division Superintendent

January 4, 2024

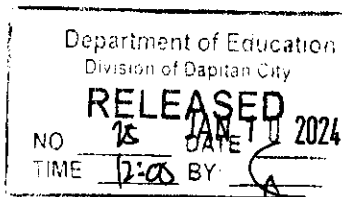
Division Memorandum
No. 15, S. 2024

Policy Guidelines on Instructional Supervision

To:

Asst. Schools Division Superintendent
Chief Education Supervisor-CID and SGOD
Education Program Supervisors
Public School District Supervisors
Elem. And Sec. School Principals
Head Teachers, TICs
Teachers

1. The Division Policy on Monitoring and Instructional Supervision is designed to oversee educational activities systematically, with a specific focus on enhancing instructional delivery in schools and Community Learning Centers (CLCs). The policy seeks to establish a structured framework delivery of Basic Education Services, aiming for high-quality learning outcomes.
2. It establishes basic standards for efficient and effective Kindergarten to Grade 12 Basic Education Curriculum implementation in the Division of Dapitan City.
3. The objective of instructional supervision are:
 - a. improve instructional supervision practices;
 - b. guide instructional leaders in their instructional supervision activity.
4. For clarification and queries, you may contact Dr. Vicente Jose V. Suarez, II, EMD, CES CID- Contact Nos. 09175100066/09088998180.
5. Widest dissemination and compliance of this memorandum is enjoined.



DANNY B. CORDOVA, CESO VI
Schools Division Superintendent



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Enclosure #1, s. 2024 to DM No. _____

Title: Policy Guidelines on Instructional Supervision

I. Rationale:

The Division Policy on Monitoring and Instructional Delivery is designed to oversee educational activities systematically, with a specific focus on enhancing instructional delivery in schools and Community Learning Centers (CLCs). The policy seeks to establish a structured framework for monitoring procedures, utilizing appropriate tools for Technical Assistance (TA), and enforcing the Time-on Task policy to optimize the delivery of Basic Education Services, aiming for high-quality learning outcomes.

DepEd Order No. 4 s. 2022 outlines the blueprint for DepEd's next decade, aligning policies, plans, programs, and projects with the 2030 Basic Education Development Plan (BEDP). Monitoring and instructional delivery are viewed as means to achieve objectives, including access, equity, quality, resilience, and well-being.

DepEd Order No. 29 s. 2022 establishes the Basic Education Monitoring and Evaluation Framework to assess the effectiveness of introduced programs and projects. It mandates DepEd operating units to conduct monitoring and process evaluations.

This policy guideline establishes basic standards for efficient and effective Kindergarten to Grade 12 Basic Education Curriculum implementation in both public and private schools in the Division of Dapitan City.

The Department of Education (DepEd) is committed to providing a comprehensive, culture-based, and equitable basic education. Emphasizing lifelong learning and continuous professional development for both learners and teachers, DepEd recognizes the connection between teaching quality and learning outcomes. The priority is on hiring proficient teachers, supporting their growth, and establishing professional learning communities. Successful teaching involves the systematic use of strategies for delivering and assessing learning objectives. Various teacher professional development methods, including both top-down and bottom-up approaches, are employed.



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II. Scope:

The Division issues **Policy Guidelines on Instructional Supervision** in public elementary and secondary schools from School Year 2023-2024 to SY 2027-2028. In accordance with RA 10533 or Enhanced Basic Education Act of 2013 the Department of Education ensures equal opportunities for all grade levels. In the context of SDO-Dapitan City, these policy guidelines specifically cover public K to 12 schools. Private schools have the flexibility to adopt or modify them based on their needs. This policy is applicable to Education Program Supervisors (EPSs), Public Schools District Supervisors (PSDSs), Principal In-Charge of the District (PICDs), Principals/School Heads, and other stakeholders involved in monitoring and improving instructional delivery within the division. The **Policy Guidelines on Instructional Supervision** aim to guide instructional supervision at the school levels. The goal is to institutionalize practices and processes in basic education.

III. Definition of Terms:

BEDP (Basic Education Development Plan) - refers to a long-term plan of the DepEd for Basic Education covering all formal education from Kindergarten to Senior High School, including non-formal education. Aims to address current challenges through its four pillars: access, equity, quality, resiliency, and well-being.

BEMEF (Basic Education Monitoring & Evaluation Framework) - refers to guide DepEd operating units across governance levels in the conduct of Monitoring and Evaluation (M&E) in basic education.

Developmentally Appropriate Practice (DAP) - refers to an approach to teaching based on child development and early childhood education research. It involves adapting knowledge and skills to suit the age, individuality, and social and cultural backgrounds of each learner, allowing teachers to modify their teaching strategies to respond to diverse learners.

EPSs - Educational Program Supervisors

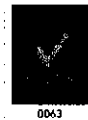
IS - Instructional Supervision

Learning Delivery - Refers to the various learning delivery modalities employed in curriculum implementation.

MATATAG - The agenda of the Department of Education addressing challenges in the country's Basic Education System. It stands for "Bansang Makabata, Batang Makabansa," translating to "A nation for the Youth, Youth for the Nation."



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Monitoring - Checking the progress and quality of curriculum teaching and learning over a period of time.

PICDs – Principal In-Charge of the Districts

PSDSs - Public Schools District Supervisors

SH - School Heads

SIP (School Improvement Plan) - A roadmap that outlines specific interventions a school, with the help of the community and other stakeholders, undertakes within a three-year period. It aims to improve the key result areas in basic education: access, quality, and governance. Central in School-Based Management (SBM), it is prepared by the School-Community Planning Team and serves as the basis for the school's Annual Implementation Plan.

TA - Technical Assistance

TNA – Training Needs Assessment

ZAMPENTAM - Zamboanga Peninsula Technical Assistance Mechanism

IV. Policy Statement:

It is the policy of the division to ensure effective monitoring and continuous improvement of instructional delivery. This involves informed visits, proper use of vehicles, standardized TA tools, formal agreements after TA, and the enforcement of the Time-on-Task policy.

V. Procedure and Conceptual Framework:

The Curriculum Implementation Division (CID) of Dapitan City Division issues Instructional Supervision Policy to ensure effective management and implementation of curriculum in the compliance to quality standards.

Policy Guidelines on Instructional Supervision:

1. All school heads, department heads, PSDSs, PICDs, and EPSs shall prepare monthly instructional supervisory plan one week before the succeeding month.
2. School heads, department heads, PSDSs, and PICDs shall submit the plan through the District In-Charge for review and recommendation, and to the CID Chief for approval, while EPSs shall submit directly to the CID Chief for approval.



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3. Instructional/Clinical Supervision of all EPSs in all areas shall be conducted in coordination with the PSDSs and PICDs.
4. EPSs, with PSDSs and PICDs may extend supervision to teachers for validation. However, area specialists are allowed to conduct instructional supervision in elementary and secondary schools as the need arise.
5. Instructional supervisors shall use approved monitoring tools on Instructional Supervision and Technical assistance.
6. Reports submitted to the CID Office quarterly shall be consolidated by the District in-Charge
7. CID Chief through his secretary consolidates and files reports submitted to the office, to wit:
 1. Training Needs Assessment (TNA)
 2. Pre-conferences
 3. Post-conferences

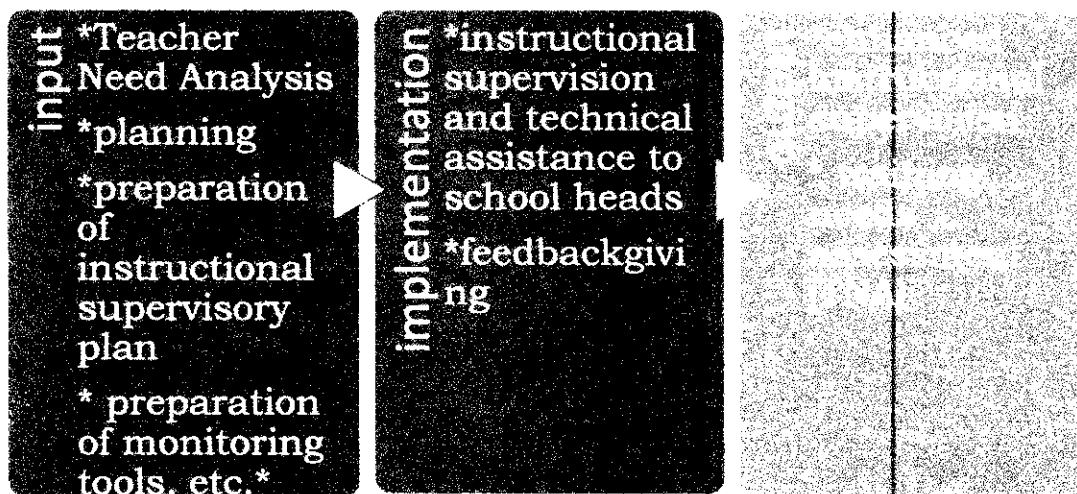


Figure 1. Conceptual Framework

VI. Monitoring and Evaluation:

The Division will consistently assess the implementation of this policy through internal audits and feedback mechanisms, making necessary adjustments to optimize monitoring and instructional delivery effectiveness. Instructional supervisors are tasked with overseeing the implementation of reading readiness, reading, and numeracy interventions in schools, offering technical assistance to ensure ongoing effectiveness. District supervisors and school heads actively participate in monitoring and providing technical



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assistance to enhance the reading performance of learners. Elementary public and private schools are directed to adhere to Department Order No. 47, Series 2016, or the Omnibus Guidelines, ensuring the proper and complete execution of the Kindergarten Education Program (KEP).

VII. References:

This policy is aligned with national and regional educational guidelines, existing division policies, and relevant laws.

- DepEd Order No. 32, s. 2020, "Guidelines on the Engagement of Services of Learning Support Aides to Reinforce the Implementation of the Basic Education Learning Continuity Plan in Time of COVID-19 Pandemic"
- DepEd Order No. 35, s. 2016, "The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning"
- DepEd Order No. 47, 2016, "Omnibus Policy on Kindergarten"
- DepEd Order No. 9, s. 2005, "Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith"

VIII. Effectivity:

This policy becomes effective on [insert effective date], and all stakeholders are required to be familiar with and follow the outlined guidelines.

By following this Division Policy on Monitoring and Instructional Delivery, the division strives to promote a culture of continuous improvement, accountability, and excellence in educational practices.

These guidelines become effective immediately upon approval.

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