



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

**Office of the Schools Division Superintendent**

September 10, 2024

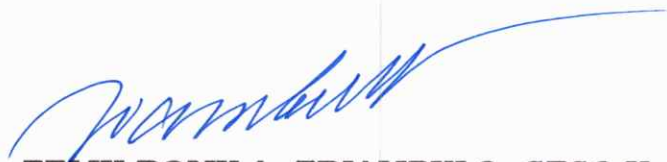
**DIVISION MEMORANDUM**

**NO. 468 s. 2024**

**GUIDELINES ON THE CONDUCT OF FORMATIVE CLASSROOM OBSERVATION**

To: Chief Education Supervisors ( CID & SGOD )  
Education Program Supervisors ( EPS )  
Public Schools District Supervisor ( PSDS )  
Secondary and Elementary School Principal/ School Head ( SP/SH )  
Assistant School Principal ( ASP )  
Secondary and Elementary Head Teacher ( HT )  
Secondary and Elementary Master Teacher ( MT )  
This Division

1. The Attached is the Regional Memorandum No. 218, series 2024 regarding the GUIDELINES ON THE CONDUCT OF FORMATIVE CLASSROOM OBSERVATION”
2. The Chief Education Supervisor (CID) Education Program Supervisors, Public School District Supervisors, Secondary and Elementary School Principals, Assistant School Principals, Secondary and Elementary Head teachers, Secondary and Elementary Master Teachers are directed to follow and observe the said guidelines religiously.
3. Immediate dissemination of and strict compliance with this Memorandum is earnestly desired.

  
**FELIX ROMY A. TRIAMBULO, CESO V**  
Schools Division Superintendent

Department of Education  
Division of Dapitan City  
**RELEASED**  
NO 468 DATE 9/10/2024  
TIME 3:40 BY [Signature]



Republic of the Philippines  
**Department of Education**

REGIONAL OFFICE IX, ZAMBOANGA PENINSULA

DEPARTMENT OF EDUCATION  
 RECORDS SECTION, REGIONAL OFFICE IX

**RELEASED**

2401

Date: 4/12/2024

Office of the Regional Director

April 11, 2024

**REGIONAL MEMORANDUM**

No. 218, s. 2024

**GUIDELINES ON THE CONDUCT OF FORMATIVE  
 CLASSROOM OBSERVATION**

To: Assistant Regional Director  
 Schools Division Superintendents  
 Others concerned  
 This Region

1. The Department of Education Regional Office IX issues the enclosed "**Guidelines on the Conduct of Formative Classroom Observation**" in pursuit of fostering continuous improvement and professional growth of teachers in Zamboanga Peninsula. This is consistent with DepEd Memorandum 008, s. 2023 prescribing the "**Multi-year Guidelines on the Results-Based Performance Management System-Philippine Professional Standard for Teachers**".
2. This aims to create a framework that fosters collaborative learning environments, encourages reflective teaching practices, and ultimately contributes to the continuous improvement of learning delivery and learning outcomes.
3. All previous issuances inconsistent with this guideline are hereby rescinded, repealed, or modified accordingly.
4. This policy shall take effect immediately upon issuance.
5. Widest dissemination of this Order is hereby desired.

  
**RUTH L. FUENTES, CESO IV**  
 Regional Director

Encls: As stated

References:  
 DepEd Memorandum No. 008, s. 2023  
 DepEd Order 2, s. 2015





**GUIDELINES FOR THE CONDUCT OF FORMATIVE CLASSROOM OBSERVATION (FCO)**

**I. RATIONALE**

1. The guideline aligns with the principles outlined in DepEd Order 2, s. 2015, which emphasizes **"The establishment and implementation of a Results-Based Performance Management System"**. Additionally, they are consistent with the provisions of DepEd Memorandum 008, s. 2023, which prescribes the **"Multi-year Guidelines on the Results-Based Performance Management System-Philippine Professional Standard for Teachers"**. By adhering to these directives, the guideline contributes to the over-all goals and standards set by the Department of Education.

2. Consistent with MATATAG Agenda, the guideline underscores the strategic importance of supporting teachers as key drivers of educational transformation and progress. By **incorporating mentoring and coaching components, the aim is to encourage meaningful dialogue, reflective practices, and the establishment of a culture where feedback is constructive, personalized and aligns with broader educational objectives.**

3. The primary objective of this guideline is to position formative classroom observation as a constructive and empowering tool for ongoing professional development. **Emphasizing the formative nature of observations seeks to shift the perception of the process from a mere evaluative exercise to a dynamic strategy that supports educators in their journey of continuous improvement.**

4. Acknowledging the diverse teaching methodologies and contexts within the educational settings of Zamboanga Peninsula, the guideline emphasizes flexibility and adaptability. **By embracing a formative approach, the guideline ensures that teachers receive tailored support, acknowledging the uniqueness of each teaching environment.**

5. In essence, this guideline stands as a commitment to fostering a culture of continuous improvement and excellence in teaching practices within the Zamboanga Peninsula. By integrating mentoring and coaching principles, the guideline aims to elevate the professional development experience for teachers, ultimately benefiting learners learning outcomes.

**II. OBJECTIVES:** This guideline aims to:

- a. Develop an inclusive framework for formative classroom observation that integrates mentoring and coaching principles.
- b. Foster an environment conducive to meaningful dialogue between mentors or coaches and educators during formative classroom observations.





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- c. Promote reflective teaching practices among teachers by embedding opportunities for self-assessment and feedback within the formative observation process.
- d. Implement a structured feedback system aimed at fostering collaboration and positivity between observers and teachers.
- e. Align the formative observation guidelines with the Philippine Professional Standards for Teachers.

**III. SCOPE**

6. This guideline outlines the distinct roles and duties of instructional leaders, encompassing public school district supervisors, education program supervisors, school heads, head teachers, and master teachers, in delivering technical support during formative classroom observations.

7. It presents a comprehensive framework for these leaders to systematically observe and assess classroom dynamics, instructional methods, and interactions such as teacher-student, student to student, student to text/material, and self-monitoring or metacognition.

8. These guidelines encompass regular classes across all grade levels, including ALS, IPED, Special Interest Programs, SPED, and Open High School.

9. Furthermore, this guideline is also integrated into the Formative Assessment Instructional Framework (FAIR) as a component of the MATATAG CURRICULUM, ensuring alignment and coherence with broader educational initiatives.

FAIR

**IV. DEFINITION OF TERMS**

6. For this guideline, the following terms are operationally defined as follows:

- a. **Classroom Management.** Classroom management refers to the set of techniques and practices that teachers use to create a positive and organized learning environment. It involves establishing expectations, handling disruptions, and promoting a conducive atmosphere for learning.
- b. **Continuous Professional Development.** Refers to the ongoing process by which individuals, particularly professionals in various fields, engage in activities and learning experiences to enhance and update their knowledge, skills, and competencies throughout their careers.
- c. **Daily Lesson Log.** A document prepared by teachers that outlines the specific lessons and activities planned for each day of instruction. It typically includes details such as the objectives of the lesson, the learning competencies to be



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includes the use of computers, software, online platforms, and other digital resources.

### V. POLICY STATEMENT

7. The Department of Education, Zamboanga Peninsula hereby declares the Conduct of Formative Classroom Observation as an integral part of our commitment to fostering a culture of continuous improvement and professional development within Zamboanga Peninsula.

8. This guideline is rooted in the following principles and serves as a framework: instructional practices, classroom management, student interaction and feedback, technology integration reflection, and Professional Growth.

### VI. GUIDELINES

9. The following but not limited to shall conduct Formative Classroom Observation:

- a. Education Program Supervisor (EPS)
- b. Public Schools District Supervisor (PSDS)
- c. Secondary and Elementary School Principal/School Head (SP/SH)
- d. Assistant School Principal (ASP)
- e. Secondary and Elementary Head Teachers (HT)
- f. Secondary and Elementary Master Teachers (MT)

10. The Formative Classroom Observation primarily focuses on teachers with five (5) or less of teaching experience. However, teachers with more than five years of experience may undergo observation, with a particular focus on assessing their teaching performance.

STAR + Agreement Approach

11. The observer shall utilize the Situation, Task, Actions, Result (STAR) approach for formative classroom observation with specific agreement. A minimum of ten (10) formative classroom observations per month is required. Additionally, it is strongly encouraged to carry out follow-up observations as agreed upon with the teachers to ensure continuous improvement and support.

12. The EPS/PSDS, in partnership with school principals/heads shall conduct a profiling of teachers. The output of this profiling will serve as the foundation for crafting the Annual Formative Classroom Observation Plan noted by the Chief Education Supervisor- Curriculum and Implementation Division (CES-CID) and approved by the Assistant Schools Division Superintendent (ASDS).

13. To strengthen the process observation protocols, EPSs and PSDSs should provide technical support not only on instructional matters but also on the post-conference.



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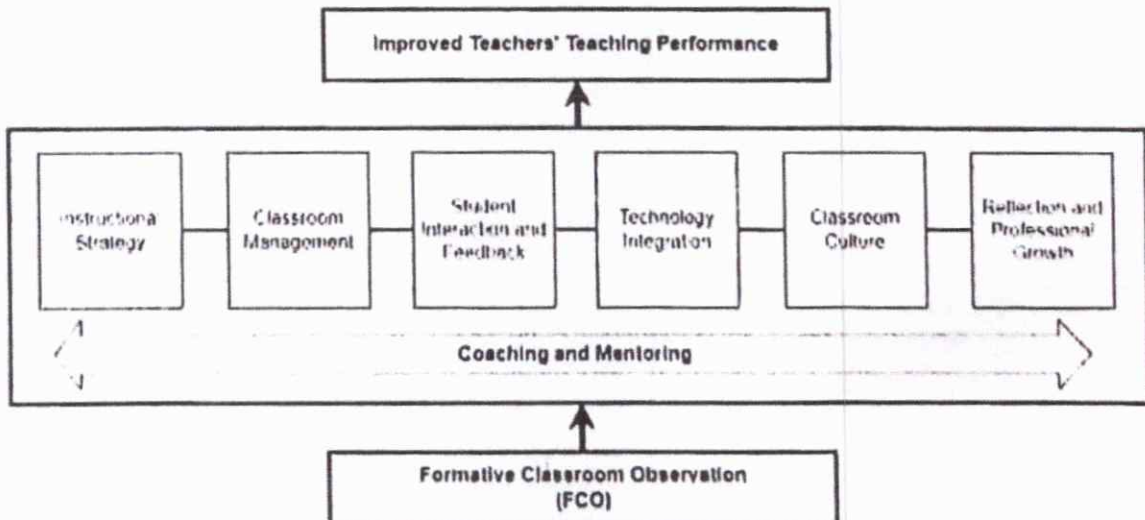
process for class observers. Instructional feedback can be incorporated to address aspects that may have been overlooked during observation.

14. The CES-CID shall prepare the consolidated Annual Formative Classroom Observation duly noted by the Assistant Schools Division Superintendent (ASDS) and approved by the Schools Division Superintendent. Also, CES-CLMD shall monitor its implementation.

15. The Schools Division Superintendent through the Performance Management Team shall incorporate the conduct of Formative Classroom Observation as one of the objectives of the EPS and PSDS, and School heads in the Office Performance Commitment/Individual Performance Commitment.

16. This guideline adopts the Formative Classroom Observation (FCO) Framework:

**Formative Classroom Observation Framework**



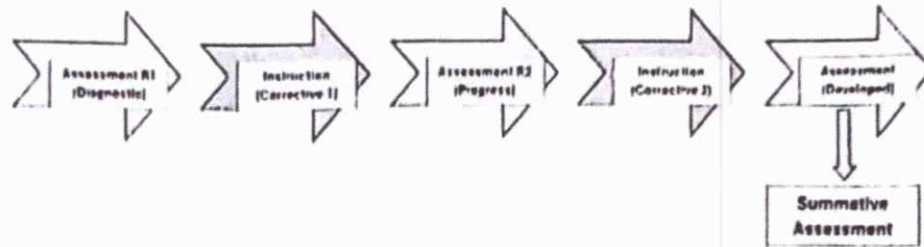
17. The formative classroom observation is designed to assess various aspects of teaching, including teacher strategies, classroom management, student participation, and integration of technology. Within the framework of mentoring and coaching, Educational Program Supervisor (EPS), Public School District Supervisor (PSDS), and School Heads shall prioritize the professional growth and development of teachers.

18. This guideline also adopts the Formative Assessment Instructional Framework (FAIR)



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19. Formative classroom observation is an ongoing process that focuses on providing constructive feedback to teachers to improve instructional practices. This guideline hereby establishes the following process:

- a. Define the purpose of the observation and outline specific objectives. Ensure that both the observer and the teacher understand the goals and expectations.
- b. Communicate the formative classroom observation schedules in advance to the teacher. This allows them to prepare and ensures a non-disruptive observation process.
- c. Conduct a pre-observation conference to discuss the focus areas, goals, and any specific concerns or preferences the teacher may have. This builds trust and sets the stage for collaborative feedback.
- d. Minimize distractions and avoid being overly conspicuous to allow for an authentic representation of the teaching and learning environment.
- e. Utilize a well-defined observation tool or framework to guide the observation process. This provides a structured approach and ensures consistency in feedback.
- f. Ensure feedback must be based on specific evidence observed during the lesson. Use examples to illustrate points and provide a balanced perspective on both strengths and areas for improvement.
- g. Ensure impartiality in conducting formative classroom observation. Avoid personal biases and focus on the teaching practices and their impact on learner learning.
- h. Sustain a tone of respect and support in feedback sessions. Acknowledge the teacher's efforts and highlight their strengths before addressing areas for improvement.





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- i. Encourage the teacher to reflect on their practice. Ask open-ended questions that promote self-analysis and insight.
- j. Conduct a post-observation conference to discuss the observation findings. Provide constructive feedback, share specific examples, and engage in a two-way conversation.
- k. Provide mentoring to help the teacher achieve their goals. Connect them with relevant professional development opportunities.
- l. Ensure confidentiality of the observation process. Discussions and feedback should be kept private between the observer and the teacher unless the teacher chooses to share them more widely.
- m. Conduct follow-up observations to further enhance the teachers performance.
- n. Keep detailed records of each observation, feedback, and the teacher's progress.

**VII. MONITORING AND EVALUATION**

20. The Top Management through the Curriculum and Learning Management Division (CLMD), Quality Assurance Division (QAD), and Policy Planning and Research Division (PPRD) shall monitor and gather feedback on the implementation of the guideline for continuous improvement.

**VIII. EFFECTIVITY**

21. This guideline shall **take effect immediately upon issuance** and shall remain in force and effect unless sooner repealed, amended or rescinded.

**IX. REFERENCES**

1. DepEd Memorandum 008, s. 2023 otherwise known as "**Multi-Year on the Result Based Performance Management-Philippine Professional Standard for Teacher**".
2. DepEd Order No. 2, s. 2015, otherwise known as "**Guidelines on the Establishment and Implementation of the Result-Based Performance Management System (RPMS)**".

