



Republic of the Philippines
Department of Education
Region VI-Western Visayas
SCHOOLS DIVISION OF KABANKALAN CITY

Office of the Schools Division
Superintendent

DIVISION MEMORANDUM

NO. 475, s. 2022

NOV 18 2022

**PROFESSIONAL DEVELOPMENT NEEDS OF SCHOOL HEADS
ON INSTRUCTIONAL SUPERVISION**

To: Asst. Schools Division Superintendent
Chiefs, CID & SGOD
Public Schools District Supervisors
Public Elementary & Secondary School Heads
All Others Concerned

1. Attached is Regional Memorandum No. 882, s. 2022 dated November 17, 2022, RE: Professional Development Needs of School Heads on Instructional Supervision, which is self-explanatory.
2. Widest dissemination of and compliance with this Memorandum are desired


LEA C. BELLEZA EdD
OIC-ASDS
In-charge of the Division





Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS

REGIONAL MEMORANDUM
No. 882 s. 2022

NOV 17 2022

**PROFESSIONAL DEVELOPMENT NEEDS OF SCHOOL HEADS
ON INSTRUCTIONAL SUPERVISION**

**To: Schools Division Superintendents
All Others Concerned**

1. The Department of Education, through the National Educators Academy of the Philippines (NEAP), is committed to the professional growth and lifelong learning of its teachers and school leaders as a key foundation of upgrading the quality of basic education.

2. To ensure that the professional development programs and courses are based on needs of target participants, this Office through the Human Resource Development Division, requests select teachers and school heads of each Schools Division Office (SDO) to accomplish the tool on the **Professional Development Needs of School Heads on Instructional Supervision** on or before November 18, 2022 using the following links:

School Heads: <https://forms.gle/TFrY9jKvynBP3UtWA>
Teachers: <https://forms.gle/AbT69zJtb2ojDcmA7>

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


RAMIR B. UYTICO EdD, CESO III
Regional Director

Encl.: Data Gathering Instrument on Level of Challenges on Instructional Supervision
Data Gathering Instrument on The School Head's Extent on The Implementation of
Instructional Supervision as Perceived by Teachers

Reference: None

To be indicated in the Perpetual Index
under the following subjects:

DATA

SUPERVISION



Address: Duran Street, Iloilo City, 5000
Telephone Nos: (033)509-7653; (033)336-2816
Email Address: region6@deped.gov.ph
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DATA GATHERING INSTRUMENT ON LEVEL OF CHALLENGES ON INSTRUCTIONAL SUPERVISION

Description:

The Department of Education Region VI defines Instructional Supervision as a developmental, systemic, and continuous process of providing guidance and support to teachers by the instructional leaders of the Region as they support the leadership role of the SDO in curriculum and instruction management; and the SDOs, as they provide technical assistance to instructional supervisors in schools and Community Learning Centers (CLCs) in improving teaching-learning practices that best meet the goals of curriculum implementation (i.e. better learning outcomes).

Direction: Part I: Personal Profile. Please fill in the desired information and check the appropriate space () provided below.

Name: _____

Position: (Pls. put a check mark)

- | | |
|---------------------------------------|------------------------------|
| <input type="checkbox"/> Principal | <input type="checkbox"/> I |
| <input type="checkbox"/> Head Teacher | <input type="checkbox"/> II |
| <input type="checkbox"/> TIC | <input type="checkbox"/> III |
| | <input type="checkbox"/> IV |

Sex: (Pls. put a check mark)

- | |
|---------------------------------|
| <input type="checkbox"/> Male |
| <input type="checkbox"/> Female |

Years of experience as School Head (Pls. put a check mark)

- | |
|--|
| <input type="checkbox"/> Below 5 years |
| <input type="checkbox"/> 5 years and above |

Part II: Questionnaire on the School Heads Level of Challenges on Instructional Supervision.

This questionnaire contains some of the challenges encountered by school heads on instructional supervision. Please read and evaluate carefully each item. Put a check (/) mark on the column provided for your rating which you think best described your challenges as school head. Your answers will be kept highly confidential. Thank you.

Think how well the statements describe your challenges encountered in the conduct of instructional supervision as school head with the following rating and description.

Rating	Description
4	(A) Always
3	(VO) Very Often
2	(S) Sometimes
1	(N) Never

No.	Statement	A	VO	S	N
1	The environment is not conducive for supervision.				
2	Ambiguity on the roles and functions of instructional leaders.				
3	Lesser time to attend to instructional issues due to too much administrative work.				
4	Difficulty in communicating feedback to the supervisee.				
5	Insufficient fund for organizing instructional supervision regularly.				
6	Lack of competency training for organizing instructional supervision.				
7	No appropriate materials for instructional supervision.				
8	Teachers' resistance to supervision.				
9	Excessive workloads of school heads.				
10	Insufficient professional development on instructional supervision for school heads.				
11	Inappropriate technical assistance is provided to school heads.				
12	Over familiarity of teachers and instructional leaders.				
13	Insufficient training on pedagogical content knowledge.				
14	Unavailability of technical assistance provider or unwillingness to provide technical assistance.				
15	Teachers preparing intensively for supervision thereby giving false impression that it is the same way they do prepare for all their instruction sessions.				
16	Teachers do not straightway accept correction and admitting their mistakes.				
17	Teachers' mistrust of the intention of the supervisor and so coiling up and withdraw.				
18	Unavailability of templates for instructional supervision plan and report.				
19	Absence or inaccessible Instructional Supervision Framework or Manual.				
20	Insufficient background/ training on coaching and mentoring, critiquing, classroom observation, and peer teaching.				
21	Insufficient training on the processes and standards of collegial supervision and self-directed supervision.				

Thank you!

**DATA GATHERING INSTRUMENT ON THE SCHOOL HEAD'S EXTENT ON THE
IMPLEMENTATION OF INSTRUCTIONAL SUPERVISION
AS PERCEIVED BY TEACHERS**

Description:

The Department of Education Region VI defines Instructional Supervision as a developmental, systemic, and continuous process of providing guidance and support to teachers by the instructional leaders of the Region as they support the leadership role of the SDO in curriculum and instruction management; and the SDOs, as they provide technical assistance to instructional supervisors in schools and Community Learning Centers (CLCs) in improving teaching-learning practices that best meet the goals of curriculum implementation (i.e. better learning outcomes).

Part I: Personal Profile. Please fill in the desired information and check the appropriate space () provided below.

Name: _____

Schools Division: _____

Position: (Pls. put a check mark)

- Teacher I
 SPED Teacher II
 Master Teacher III
 IV

Sex: (Pls. put a check mark)

- Male
 Female

Years of experience as classroom teacher (Pls. put a check mark)

- Below 5 years
 5 years and above

Part II: Questionnaire on School Heads Level of Challenges on Instructional Supervision as Perceived by Teachers

This questionnaire contains some items which describe the extent on the implementation of instructional supervision of school head as instructional leaders. Please read and carefully evaluate each item. Your answers will be kept highly confidential. Thank you.

Think how well the statements describe the extent of instructional supervision of school head as instructional leader, with the following rating and description. Choose one option provided your rating which you think best described the extent of implementation in your school.

Rating	Description
4	(A) Always
3	(VO) Very Often
2	(S) Sometimes
1	(N) Never

No.	Statement	A	VO	S	N
1	The school head as instructional leader, conducts instructional supervisory activity to facilitate teachers' participation in continuous professional development programs.				
2	The school head with other instructional leaders are working effectively for instructional supervision.				
3	The school head as instructional leader, arranged different capacity building mechanisms in the school as a result of supervision.				
4	The school head as instructional leader, conducts instructional supervision to encourage teachers to engage on research activities related to professional development and curriculum.				
5	The school head as instructional leader, conducts instructional supervisory activities to develop teachers' competency on their learning areas.				
6	The school head as instructional leader, conducts instructional supervisory activities to enhance teachers' interest to improve learning materials.				
7	The school head as instructional leader, conduct instructional supervisory activities to enable teachers to evaluate the teaching learning process and to assess their learners accordingly.				
8	The school head as instructional leader, conducts instructional supervisory activities in prioritizing topics for Learning Action Cell (LAC).				
9	The school head as instructional leader, conducts supervision to assists teachers to improve their instructional skills.				
10	The school head as instructional leader, provide updates on methods of teaching strategies to teachers.				
11	Group effectiveness is ensured by the school head as instructional leader, through supervisory activity in the school.				
12	The school head as instructional leader, organizes teachers to supervise each other to facilitate the teaching and learning process.				
13	The school head as instructional leader, are competent in helping teachers to plan their lesson.				
14	The school head as instructional leader, is working together with other instructional leaders, and set standards of planning to be utilized during planning of their lesson.				
15	The school head as instructional leader, creates model lesson exemplars and guide teachers to develop their own.				
16	The school head as instructional leader, encourages teachers to meet instructional leaders to plan their lesson and process feedbacks given by supervisors.				
17	The school head as instructional leader, engages in assisting teachers during planning of instruction.				

18	School head as instructional leader, conducts pre observation conference before the actual delivery of the lesson.				
19	The school head as instructional leader, conducts post observation conference after classroom observation lesson.				
20	The school head as instructional leader, facilitates peer supervision among teachers.				
21	The school head as mentor, helps assist teachers in presenting their lesson as well as developing their competency of teaching				
22	The school head as instructional leader, encourages teachers-initiated supervision.				
23	The school head as instructional leader, checks learners' assessment mechanisms to be used by teachers.				
24	The school head as instructional leader, creates conditions conducive for supervision of instruction.				
25	The school head as instructional leader, utilizes master teachers and senior teachers as coach and mentors.				
26	The school head as instructional supervisor, analyzes assessment results and take remedial actions to solve problems.				
27	The school head as instructional supervisor, plays valuable role to establish mechanism to address behavior problems among learners.				
28	There is motherly or fatherly relationship between teachers and learners as a result of frequent supervision of school head as instructional leader.				
29	The school head as instructional leader, works with the school non-teaching personnel to solve problems related to instructional process in the classroom.				
30	The school head as instructional leader, are well capacitated to support teachers regarding instructional supervision.				
31	The school head as instructional leader, allots adequate budget for teachers' professional development activities.				
32	The school head as instructional leader, are well equipped to arrange workshops and seminar which are helpful for instructional improvement.				
33	The school head as instructional leader, promotes teachers' self-training.				
34	The school head as instructional leader, facilitates training programs based on needs assessment.				
35	The school head as instructional leader, allots enough time to assists all teachers as needed and are highly engaged in working with teachers to improve instruction.				

Thank you!