Republic of the Philippines
Department of Education
SCHOOLS DIVISION OF MARINDUQUE

DEPARTMENT OF EDUCATION
RECORDS SECTION, SDO MARINDUQUE
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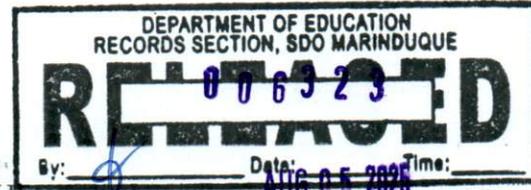
Office of the Schools Division Superintendent

August 4, 2025

DIVISION MEMORANDUM
No. _____076_____, **s. 2025**

SUBMISSION OF SCHOOL HEADS' INSTRUCTIONAL SUPERVISORY REPORT

To: Assistant Schools Division Superintendent
     Chief Education Supervisor, CID
     Education Program Supervisors
     Public Schools District Supervisors
     Public Elementary & Secondary School Heads

1.   This is to emphasize the critical role of instructional supervision in improving the quality of teaching and learning in our schools. As espoused by educational authorities such as Carl Glickman, effective supervision is a collaborative process that supports teacher development and, in turn, drives positive instructional outcomes for our learners.

2.   Similarly, all school heads are hereby instructed to submit their ***"Instructional Supervisory Report"*** using the provided Google Form at http://tinyurl.com/ISR-CID-MRQ. This initiative aims to foster a culture of collaboration and continuous improvement, ensuring that supervisory practices are systematic, thoroughly documented, and aligned to deliver high-quality education. Submissions should be made weekly, specifically on Fridays of each week, until midnight, starting August 8, 2025.

3.   The proper and timely submission of this report is a matter of institutional responsibility and accountability. Hence, each school head must ensure that all relevant data are accurately and completely provided.

4.   Furthermore, school heads shall submit the consolidated Technical Assistance Needs Assessment (TANA) of teachers to ensure a needs-based, effective, and targeted approach to improving teaching and, ultimately, student outcomes. A copy of the instructions for school heads on consolidating the TANA of teachers and a sample copy of the consolidated TANA are provided for reference.

5.   Enclosed also is the instructions on how to properly accomplish the Google Form of the Instructional Supervisory Report.

6. For strict compliance.

LYNN G. MENDOZA, EdD
OIC – Schools Division Superintendent

Encl.:
    As stated

Reference: None

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

BASIC EDUCATION LEARNERS	CURRICULUM LEARNING AREAS	DELIVERY SUPERVISION

CID/JMC/DM-Instructional Supervisory Report/08/04/2025

INSTRUCTIONS FOR SCHOOL HEADS ON CONSOLIDATING TECHNICAL ASSISTANCE NEEDS ASSESSMENT (TANA) OF TEACHERS

Step 1: Gather Instructional Supervision Data

Collect data from classroom observations, lesson plan reviews, LAC feedback, coaching sessions, and student performance.

Step 2: Identify Supervision-Related Needs

Focus on areas such as planning and delivery of instruction, assessment practices, classroom management, teaching strategies, and reflective practice.

Step 3: Consolidate and Prioritize

Group needs by PPST domain and highlight those directly linked to instructional supervision. Use a matrix to show frequency and urgency.

Step 4: Plan Targeted Technical Assistance

Design TA interventions such as instructional coaching, demo teaching, peer observations, focused LAC sessions, and video lesson reviews.

Step 5: Document and Submit

Prepare a consolidated TANA report and submit it to the Division Office. Use the report to guide INSET, LAC planning, and in monitoring and evaluation of teachers.

SAMPLE SCHOOL CONSOLIDATED TECHNICAL ASSISTANCE

NEEDS ASSESSMENT (TANA) OF TEACHERS

School: [School Name]

School Year: 2025–2026

Prepared by: [Name of School Head]

Date: [Date of Consolidation]

Summary Table of Technical Assistance Needs of Teachers

PPST Domain	Priority Indicators	Instructional Supervision Needs	Suggested TA Strategy
1. Content Knowledge and Pedagogy	1.3. Use of teaching strategies	Need for varied and learner-centered strategies	Demo teaching, peer coaching
2. Learning Environment	2.2. Managing learner behavior	Classroom management techniques	Mentoring, behavior management workshops
4. Curriculum and Planning	4.1. Planning instruction	Alignment with MELCs and learner needs	Lesson planning clinics
5. Assessment and Reporting	5.2. Monitoring and feedback	Effective use of formative assessment	LAC on assessment for learning
7. Personal Growth and Professional Development	7.4. Professional reflection	Reflective teaching practices	Coaching on reflective journals and IPCRF

GUIDELINE FOR ACCOMPLISHING THE GOOGLE FORM FOR THE INSTRUCTIONAL SUPERVISORY REPORT

Directions: To ensure the accurate and uniform submission of reports, all concerned school heads are instructed to complete the Google Form with the following details:

1. **Date of Submission:** Provide the date of your report submission.
2. **Name of School Head:** Provide your complete name.
3. **Designation:** Select your designation:
   - Teacher In-Charge
   - Head Teacher
   - Asst. Principal
   - Principal
4. **District:** Select the name of your district:
   - Boac North
   - Boac South
   - Buenavista
   - Gasan
   - Mogpog
   - Santa Cruz East
   - Santa Cruz North
   - Santa Cruz South
   - Torrijos
5. **School:** Indicate the name of your school.
6. **Date & Time of Supervision:** Specify the exact date and time when the supervision took place.
7. **Modality of Supervision:** Select the appropriate modality of supervision[1] from the choices provided, which are:
   - **Directive** (*This modality is characterized by the supervisor taking a primary, prescriptive role. It is a top-down approach where the supervisor is the expert who identifies a problem and provides a solution*).
   - **Collaborative** (*This modality is based on a partnership between the supervisor and the teacher. It is a shared problem-solving approach where both parties work together to identify a problem and develop a solution*).
   - **Non-Directive** (*This modality is a teacher-centered approach that prioritizes teacher autonomy and self-reflection. The supervisor's role is to facilitate the teacher's own process of growth and problem-solving*).
8. **Supports Used:** Select the specific support/s utilized[2,3,4] during the supervision from the list provided, which includes
   - **Direct Classroom Observation** (*This is the foundational support where the supervisor sits in the teacher's classroom to observe a lesson. This is not for evaluative purposes alone, but for data gathering*).

- *Demonstration Teaching* (*The supervisor or a master teacher models a specific teaching strategy or technique in the teacher's classroom*).
- *Coaching/Mentoring* (*A more experienced or skilled teacher (the mentor/coach) is paired with a developing teacher to provide ongoing support*).
- *Co-Teaching* (*The supervisor or mentor works alongside the teacher in the classroom, sharing the responsibility for planning, instructing, and assessing students*).
- *Provision of Resources and Materials* (*The supervisor identifies and provides the teacher with materials that can help improve their instruction*).
- *Lesson Planning Assistance* (*The supervisor assists the teacher in designing and refining lesson plans to align with curriculum standards, learning objectives, and effective instructional strategies*).
- *Professional Development and Training* (*The supervisor connects the teacher to relevant professional development opportunities, such as workshops, seminars, or in-school training*).

9. **Name of Teacher Observed/ Monitored/ Supervised:** Provide the complete name of the teacher you supervised.
10. **Subject/s Observed/ Monitored/ Supervised:** Indicate the subject/s covered during the supervision.
11. **Lesson Objectives/Learning Competencies:** State the specific lesson objectives or learning competencies that were the focus of the supervision.
12. **Evidence-Based Strengths Observed:** Detail the specific, positive teaching practices you observed.
13. **Areas for Development/Improvement:** Identify specific areas where the teacher could grow or improve.
14. **Means of Verification:** Indicate the supporting documents or evidence (Observation Notes written in behavioral format with agreements between the teacher and the school head) that confirm the supervision was conducted.

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[1]*Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2007). Supervision and instructional leadership: A developmental approach (7th ed.). Allyn and Bacon.*

[2]*Danielson, C. (2013). The framework for teaching: Evaluation instrument. The Danielson Group.*

[3]*Marzano, R. J. (2007). The art and science of teaching: A comprehensive framework for effective instruction. Association for Supervision and Curriculum Development.*

[4]*Knowles, M. S., Holton, E. F., III, & Swanson, R. A. (2015). The adult learner: The definitive classic in adult education and human resource development (8th ed.). Routledge.*