



Republic of the Philippines
Department of Education
Region XI
SCHOOLS DIVISION OF DIGOS CITY
Digos City



October 12, 2019

DIVISION MEMORANDUM

No. 914, s. 2019

**MONITORING AND EVALUATION OF TEACHING AND
LEARNING DIVISION PROGRAMS AND ACTIVITIES**

To : Chief, Curriculum Implementation Division
Division ELLN Focal Person
Division Reading Focal Person
Division PRIMALS Focal Persons
Public Schools District Supervisors
Elementary and Secondary School Heads

**ATTENTION: Ramon Magsaysay Central Elementary School
Badiang Elementary School
Digos City National High School
Senior High School in Digos City**

1. In pursuance to Regional Memorandum No. 1910-4858 dated October 2, 2019, re: "**Monitoring and Evaluation of Teaching and Learning Division Programs and Activities**", the schools below are notified of the conduct of the Monitoring and Evaluation of various programs and activities under the Bureau of Learning Delivery-Teaching and Learning Division (BLD- TLD) ON November 4-8, 2019.

Indicative Date	SDOs	Schools	Focus Key Stage	Focus TLD Programs
November 4-8, 2019	Digos City (Small Division)	RMCES	Key Stage 1	ELLN, Bridging Reading G2
		Badiang ES	Key Stage 2	PRIMALS 4-6, SEAMEO
		DiCNHS	Key Stage 3	PRIMALS JHS, Sci Cross, BK
		Senior HS in Digos City	Key Stage 4	ADPractices, CBL, SBR

2. The monitoring and evaluation will include interview with supervisors and school heads, classroom observations of selected teachers (trained and untrained) in the focused key stage area and interview/ focus group discussion with the selected teachers.
3. The Division focal persons for ELLN, Reading, PRIMALS (Mr. Endrina, Mrs. Jasmin, Miss Niones) are hereby directed to assist the BLD Specialists, Reynaldo S. Dantes and Julieven R. Abres in conducting the monitoring activity in this Division on November 4- 8, 2019.
4. The PSDS In- Charge for Ramon Magsaysay CES, Badiang ES, Digos City National HS and Senior High School in Digos City, as well as the Focal Persons for ELLN, Reading and PRIMALS, are expected to visit the concerned schools before the scheduled date of visit for possible technical assistance and orientation on Monitoring Tools to use during the visit.
5. Attached herewith are the details of the monitoring itinerary and monitoring tools which will be used as interview questionnaires for trained and untrained teachers, the classroom observation checklist and the self- assessment checklist.

6. All travelling and other allowable expenses shall be charged against local funds subject to the usual accounting and auditing rules and regulations.
7. For immediate dissemination and compliance.


WINNIE E. BATOON, Ed. D.
Officer-in-Charge
Office of the Schools Division Superintendent

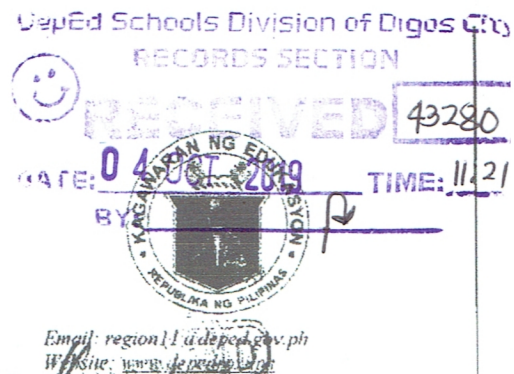
DepEd Schools Division of Digos City
RECORDS SECTION
RELEASED
43280
DATE: OCT 16 2019 TIME: 5:13 PM
BY: 

Encls: Regional Memorandum No. 1910-4858 dated October 2, 2019, Monitoring Tools
References: Regional Memorandum No. 1910-4858 dated October 2, 2019
To be included in the Perpetual Index under the following subjects:
Curriculum ELLN READING PRIMALS Monitoring and Evaluation
MJB: Monitoring and Evaluation of Teaching and Learning Division Programs and Activities
Date: July 3, 2019



Republic of the Philippines
DEPARTMENT OF EDUCATION
REGION XI
Davao City

Address: F. Torres St., Davao City (8000)
Contact Telefax Numbers: (082) 291-1665; (082) 221-6147



MEMORANDUM

To : Schools Division Superintendents
Davao City, Digos City, Davao del Norte, and IGACOS Divisions

Subject : MONITORING AND EVALUATION OF TEACHING AND
LEARNING DIVISION PROGRAMS AND ACTIVITIES

Date : October 2, 2019

Relative to the conduct of the Monitoring and Evaluation of the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD) on the various TLD Programs and Activities, this Office informs the concerned Schools Division Offices (SDOs) for the participating schools, schedule, monitors, activities, and monitoring tools of the said Monitoring and Evaluation.

This Office advises Analiza C. Almazan, Education Program Supervisor (EPS) of Curriculum and Learning Management Division (CLMD) and the Division ELLN, Reading, and PRIMALS Focal Persons to assist the BLD Specialists, Reynaldo S. Dantes and Julieven R. Abrea in conducting the monitoring activity in our region.

The monitoring and evaluation will include interview with supervisors and school heads, classroom observations of selected teachers (trained and untrained) in the focused key stage area and interview/focus group discussion with the selected teachers.

Below is the schedule and list of participating schools, to wit:

Indicative Date	SDOs	Schools	Focus Key Stage	Focus TLD Programs
Nov. 4-8, 2019	Davao City (Large Division)	Gen. Roxas CES	Key Stage 1	ELLN, Bridging Reading G2
		Malabog CES	Key Stage 2	PRIMALS 4-6, SEAMEO
		Davao City NHS	Key Stage 3	PRIMALS JHS, Sci Cross, BK
		Leon Garcia Sr. NHS	Key Stage 4	ADPractices, CBL, SBR

Empowerment Adaptability Goal-oriented Leadership Excellence

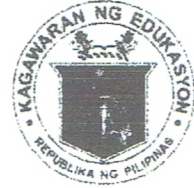
Page 1 of 2

Document Number : ROXI-114
Version Number : 2.0
Revision Number : 0
Date of Effectivity : July 15, 2019





Republic of the Philippines
DEPARTMENT OF EDUCATION
REGION XI
Davao City



Address: F. Torres St., Davao City (8000)
Contact Telefax Numbers: (082) 291-1665 (082) 221-6147

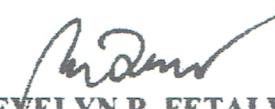
Email: region11@deped.gov.ph
Website: www.deped.gov.ph

Indicative Date	SDOs	Schools	Focus Key Stage	Focus TLD Programs
Nov. 4-8, 2019	Digos City (Small Division)	Ramon Magsaysay CES	Key Stage 1	ELLN, Bridging Reading G2
		Badiang ES	Key Stage 2	PRIMALS 4-6, SEAMEO
		Digos City NHS	Key Stage 3	PRIMALS JHS, Sci Cross, BK
		Senior HS in Digos City	Key Stage 4	ADPractices, CBL, SBR
Nov. 11-15, 2019	Davao del Norte (Medium Division)	Carmen CES	Key Stage 1	ELLN, Bridging Reading G2
		San Miguel ES	Key Stage 2	PRIMALS 4-6, SEAMEO
		Linao NHS	Key Stage 3	PRIMALS JHS, Sci Cross, BK
		Asuncion NHS	Key Stage 4	ADPractices, CBL, SBR
	IGACOS (Small/Island Division)	Toril ES	Key Stage 1	ELLN, Bridging Reading G2, MG
		Angel Villarica CES	Key Stage 2	PRIMALS 4-6, SEAMEO
		Mambago NHS	Key Stage 3	PRIMALS JHS, Sci Cross, BK
		Nieves Villarica NHS	Key Stage 4	ADPractices, CBL, SBR

Attached are the indicative monitoring itinerary and monitoring tools which will be used as interview questionnaires and classroom observation tool.

Travelling expenses, food, accommodation, and other expenses relative to this activity shall be charged against the local funds subject to the usual accounting and auditing rules and regulations.

Immediate dissemination of this Memorandum to the concerned is desired.


DR. EVELYN R. FETALVERO, CESO V
Assistant Regional Director
Officer-In-Charge
Office of the Regional Director

ROC12/aca

Empowerment Adaptability Goal-oriented Leadership Excellence

Page 2 of 2

Document Number : ROXI-114
Version Number : 2.0
Revision Number : 0
Date of Effectivity : July 15, 2019

RELEASED
By: 
Date: 10/24/19 Time: 10:41
10:41 4512



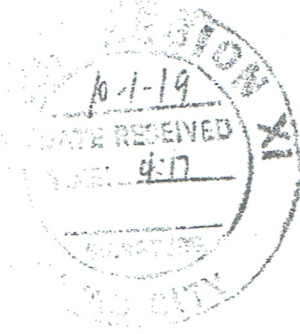
Certificate Number: AJA19-0237



Republic of the Philippines
Department of Education
DepEd Complex, Meralco Avenue, Pasig City, Philippines

October 1, 2019

EVELYN R. FETALVERO, CESO V
Schools Division Superintendent
Office-In-Charge, Office of the Regional Director
Region XI – Davao Region



Dear Superintendent Fetalvero:

This is in reference to the request of the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD) to conduct "Monitoring and Evaluation of TLD Programs and Activities" which your Office has willingly accepted. We are pleased to introduce to you the BLD specialists who will conduct the monitoring activity in your region:

1. REYNALDO S. DANTES, SVEPS
2. JULIEVEN R. ABREA, SEPS

We are pleased to inform you that the Bureau has selected the following division offices and schools from your region to participate in the monitoring:

Indicative Date	Target Division Offices	Target Schools	Focus Key Stage
Nov. 4-8, 2019	Davao City (Large division)	Gen. Roxas Central ES	Key Stage 1
		Malabog Central ES	Key Stage 2
		Davao City Natl. HS	Key Stage 3
		Leon Garcia Sr., Natl. HS	Key Stage 4
	Digos City (Small division)	Ramon Magsaysay Central ES	Key Stage 1
		Badiang ES	Key Stage 2
		Digos City Natl. HS	Key Stage 3
		Senior HS in Digos City	Key Stage 4
Nov. 11-15, 2019	Davao del Norte (Medium division)	Carmen Central ES	Key Stage 1
		San Miguel ES	Key Stage 2
		Linao Natl. HS	Key Stage 3
		Asuncion Natl. HS	Key Stage 4
	IGACOS (Small/Island division)	Toril ES	Key Stage 1
		Angel Villarica Central ES	Key Stage 2
		Mambago B Natl. HS	Key Stage 3
		Nieves Villarica Natl. HS	Key Stage 4

The monitoring and evaluation will include interview with supervisors and school heads, classroom observations of selected teachers (trained and untrained) in the focused key stage area and interview/focus group discussion with the selected teachers. The selection of schools is based from the data generated from the online survey questionnaires being sent to your region. As reference, kindly see attached indicative monitoring itinerary and monitoring tools which will be used as interview questionnaires and classroom observation tool.

Thank you for your continued support and cooperation.

Very truly yours,

LETICIA P. AREOLA
Director IV
Bureau of Learning Delivery

CLMD RECEIVED DATE & TIME: 10/01/19 5:15pm NAME & SIGNATURE:

Office of the Director: ☎ (02) 636-6540 ☎ 633-9343 Fax: (02) 637-4347
Teaching and Learning Division: ☎ (02) 638-4799 ☎ (02) 687-2948
Student Inclusion Division: ☎ (02) 631-9993

Email: blt.rtd@deped.gov.ph
blt.rtd@deped.gov.ph
blt.sid@deped.gov.ph

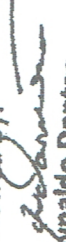


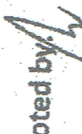
Republic of the Philippines
DEPARTMENT OF EDUCATION
BUREAU OF LEARNING DELIVERY
4th Floor Bonifacio Bldg., DepEd Complex, Meralco Avenue, Pasig City, Philippines

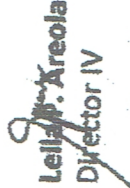
Monitoring, Evaluation and Research of TLD Programs
REGION XI – Davao Region

LIST OF TARGET DIVISION OFFICES AND SCHOOLS FOR MONITORING

Indicative Date	Target Division Offices	Type of SDO	Target Schools	Focus Key Stage	Focus TLD Programs
November 4-8, 2019	Davao City	Large	Gen. Roxas Central ES	Key Stage 1	ELLN, Bridging Reading G2
			Malabog Central ES	Key Stage 2	PRIMALS 4-6, SEAMEO
			Davao City Natl. HS	Key Stage 3	PRIMALS JHS, Sci Cross, BK
			Leon Garcia Sr., Natl. HS	Key Stage 4	ADPractices, CBL, SBR
			Ramon Magsaysay Central ES	Key Stage 1	ELLN, Bridging Reading G2
	Digos City	Small	Badiang ES	Key Stage 2	PRIMALS 4-6, SEAMEO
			Digos City Natl. HS	Key Stage 3	PRIMALS JHS, Sci Cross, BK
			Senior HS in Digos City	Key Stage 4	ADPractices, CBL, SBR
			Carmen Central ES	Key Stage 1	ELLN, Bridging Reading G2
			San Miguel ES	Key Stage 2	PRIMALS 4-6, SEAMEO
November 11-15, 2019	Davao del Norte	Medium	Liniao Natl. HS	Key Stage 3	PRIMALS JHS, Sci Cross, BK
			Asuncion Natl. HS	Key Stage 4	ADPractices, CBL, SBR
			Toril ES	Key Stage 1	ELLN, Bridging Reading G2, MG
			Angel Villarica Central ES	Key Stage 2	PRIMALS 4-6, SEAMEO
			Mambago B Natl. High School	Key Stage 3	PRIMALS JHS, Sci Cross, BK
	IGACOS	Small (Island division)	Nieves Villarica Natl. HS	Key Stage 4	ADPractices, CBL, SBR

Reviewed by: 
Reynaldo Dantes
SVEPS/ Monitor

Noted by: 
Rosalina J. Villaneza
Chief/BLD-TLD

Approved: 
Lella B. Areola
Director IV



Republic of the Philippines
DEPARTMENT OF EDUCATION
BUREAU OF LEARNING DELIVERY
4th Floor Bonifacio Bldg., DepEd Complex, Meralco Avenue, Pasig City, Philippines

Monitoring, Evaluation and Research of TLD Programs
REGION XI – Davao Region
INDICATIVE ITINERARY

TRAVEL DATE: November 11-15, 2019

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
		Division 1: Davao del Norte (Medium Division)	Division 2: IGACOS (Small Division)		
8:00 – 9:00		Travel to Carmen CES (K1)	Travel to Linao NHS (K3)	Travel to Angel Villarica CES (K2)	Travel to Toril ES (K1)
9:00 – 9:30		Courtesy meeting with School Principal	Courtesy meeting with School Principal	Courtesy meeting with School Principal	Courtesy meeting with School Principal
9:30 – 11:00	Travel to the assigned Region	Classroom Observation Class 1: Trained Teacher Class 2: Untrained Teacher	Classroom Observation Class 1: Trained Teacher Class 2: Untrained Teacher	Classroom Observation Class 1: Trained Teacher Class 2: Untrained Teacher	Classroom Observation Class 1: Trained Teacher Class 2: Untrained Teacher
11:00 – 11:30		Interview with selected teachers	Interview with selected teachers	Interview with selected teachers	Interview with selected teachers
12:00 – 1:00		LUNCH	LUNCH	LUNCH	LUNCH
1:00 – 2:00		Travel to San Miguel ES (K2)	Travel to Asuncion NHS (K4)	Travel to Mambago B NHS (K3)	Travel to Nieves Villarica NHS (K4)
2:00 – 2:30		Courtesy meeting with School Principal	Courtesy meeting with School Principal	Courtesy meeting with School Principal	Courtesy meeting with School Principal
2:30 – 4:00	Courtesy call to the Regional office and involved Division Offices	Classroom Observation Class 1: Trained Teacher Class 2: Untrained Teacher	Classroom Observation Class 1: Trained Teacher Class 2: Untrained Teacher	Classroom Observation Class 1: Trained Teacher Class 2: Untrained Teacher	Classroom Observation Class 1: Trained Teacher Class 2: Untrained Teacher
4:00 – 4:30		Interview with selected teachers	Interview with selected teachers	Interview with selected teachers	Interview with selected teachers
4:30 – 6:00	Travel to lodging place	Travel to lodging place	Travel to lodging place	Travel to lodging place	Travel to Airport back to Manila



Republic of the Philippines
DEPARTMENT OF EDUCATION
BUREAU OF LEARNING DELIVERY
4th Floor Bonifacio Bldg, DepEd Complex, Meralco Avenue, Pasig City, Philippines

Monitoring, Evaluation and Research of TLD Programs
REGION XI – Davao Region
INDICATIVE ITINERARY

TRAVEL DATE: November 4-8, 2019

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
		Division 1: Davao City (Large Division)		Division 2: Digos City (Small Division)	
8:00 – 9:00		Travel to Davao City NHS (K3)	Travel to Gen. Roxas Central ES (K1)	Travel to Ramon Magsaysay CES (K1)	Travel to Badlang ES (K2)
9:00 – 9:30		Courtesy meeting with School Principal	Courtesy meeting with School Principal	Courtesy meeting with School Principal	Courtesy meeting with School Principal
9:30 – 11:00	Travel to the assigned Region	Classroom Observation Class 1: Trained Teacher Class 2: Untrained Teacher	Classroom Observation Class 1: Trained Teacher Class 2: Untrained Teacher	Classroom Observation Class 1: Trained Teacher Class 2: Untrained Teacher	Classroom Observation Class 1: Trained Teacher Class 2: Untrained Teacher
11:00 – 11:30		Interview with selected teachers	Interview with selected teachers	Interview with selected teachers	Interview with selected teachers
12:00 – 1:00		LUNCH	LUNCH	LUNCH	LUNCH
1:00 – 2:00		Travel to Leon Garcia Sr. NHS (K4)	Travel to Malabog CES (K2)	Travel to Digos City NHS (K3)	Travel to Senior HS in Digos City (K4)
2:00 – 2:30		Courtesy meeting with School Principal	Courtesy meeting with School Principal	Courtesy meeting with School Principal	Courtesy meeting with School Principal
2:30 – 4:00	Courtesy call to the Regional office and involved Division Offices	Classroom Observation Class 1: Trained Teacher Class 2: Untrained Teacher	Classroom Observation Class 1: Trained Teacher Class 2: Untrained Teacher	Classroom Observation Class 1: Trained Teacher Class 2: Untrained Teacher	Classroom Observation Class 1: Trained Teacher Class 2: Untrained Teacher
4:00 – 4:30		Interview with selected teachers	Interview with selected teachers	Interview with selected teachers	Interview with selected teachers
4:30 – 5:30		Travel to lodging place	Travel to lodging place	Travel to lodging place	Travel to Airport back to Manila

Classroom Observation Checklist

Name of Teacher (Optional): _____

Grade Level: _____

Date and Time: _____

Subject Area: _____

Region: _____ Division: _____

Directions: Rate each item by checking the appropriate column. Use the scale provided below.

VGE - Very Great Extent

ME - Moderate Extent

GE - Great Extent

LE - Less Extent

	Pedagogical Approaches	VGE	GE	ME	LE
A.	Collaborative				
1	Group learners by shared interest, topic or ability for assignments				
2	Develops lesson that integrates positive interdependence within the group				
3	Uses techniques that encourage building of trust, promotion of open communication, present and defend ideas				
4	Engages learners together in processing information to strengthen teamwork				
5	Encourages learners to analyze group task and process the concept in the group				
6	Assigns roles for learners in the performance of a given task				
B.	Constructivist				
1	Designs lessons based on learners' learning styles				
2	Uses simple words in asking questions that help learners understand the concept				
3	Gives appropriate questions to level of the learners				
4	Assist learners in responding to questions by probing, prompting and redirecting them.				
5	Observes proper sequence of questioning				
6	Provides guided practice using a skill or strategy until the learner can use it independently				
7	Allows learners to make reasoned decisions and to defend them.				
8	Develops and contextualize questions that leads to achievement of the lesson's objective				
C.	Inquiry - Based				
1	Uses question as baseline to investigate a problem				
2	Leads learners in finding/investigating answers/solutions to open questions.				
3	Guides learners to investigate or conduct research .				
4	Provides learners with rich multiple media resources of information to assist them in finding solutions successfully.				
5	Allows the learners to define the problem.				
6	Encourages learners to develop a viable solution to a given problem.				
7	Facilitates in identifying action/steps to create a solution.				
8	Encourages decision making in innovating creative projects				
D.	Integrative				
1	Sets goals and rubrics for authentic task which involve different learning areas				

2	Presents activities that help learners to see the interconnectedness and interrelationship between the lesson and other learning areas				
3	Provides learners opportunity to conduct research and integrate/ apply theory to practice.				
4	Introduces new concepts and specific skills by modelling using concrete to abstract materials				
5	Creates activities that help learners convert ideas into practices				
6	Helps learners to engage with objects, people and representation through different activities				
E.	Reflective				
1	Asks learners to use rubrics during practice/ work until desired outputs are achieved				
2	Leads the learners to reflect on real-life situations where skills learned in school are applicable				
3	Engages learners to reflect on the activities performed by briefly describing what they learned and what didn't work well in the activity				
4	Gives students the opportunity to reflect on the activities performed by keeping a journal and the like				
5	Presents situation/s that allow/s learners to internalize learning.				

Evaluator:

Date:

Signature:

Self-Assessment Checklist

Name of Teacher (Optional): _____
Date and Time: _____
Region: _____ Division: _____

Grade Level: _____
Subject Area: _____

Directions: Rate each item by checking the appropriate column. Use the scale provided below.

- 4 - Very Great Extent
- 2 - Moderate Extent
- 3 - Great Extent
- 1 - Less Extent

	Pedagogical Approaches	VGE	GE	ME	LE
A.	Collaborative				
1	Group learners by shared interest, topic or ability for assignments				
2	Develops lesson that integrates positive interdependence within the group				
3	Uses techniques that encourage building of trust, promotion of open communication, present and defend ideas				
4	Engages learners together in processing information to strengthen teamwork				
5	Encourages learners to analyze group task and process the concept in the group				
6	Assigns roles for learners in the performance of a given task				
7	Provides activities that promotes roles differentiation, solidarity and accountability among learners				
B.	Constructivist				
1	Designs lessons based on learners' learning styles				
2	Uses simple words in asking questions that help learners understand the concept				
3	Gives appropriate questions to level of the learners				
4	Assist learners in responding to questions by probing, prompting and redirecting them.				
5	Observes proper sequence of questioning				
6	Provides guided practice using a skill or strategy until the learner can use it independently				
7	Allows learners to make reasoned decisions and to defend them.				
8	Develops and contextualize questions that leads to achievement of the lesson's objective				
9	Provides varied developmentally appropriate activities that address learning needs				
	Inquiry - Based				
1	Uses question as baseline to investigate a problem				
2	Leads learners in finding/investigating answers/solutions to open questions.				
3	Guides learners to investigate or conduct research .				
4	Provides learners with rich multiple media resources of information to assist them in finding solutions successfully.				
5	Facilitates in identifying action/steps to create a solution.				
6	Plans (provides/actualize) real-life projects that are beneficial to self/community to promote application of learning.				
7	Encourages learners to analyze problems in the creation of the proposed projects.				

8	Engages learners in active exploration of real-world problems/issues through structured steps.				
9	Provides opportunity for learners to gain knowledge and skills by working for a longer period of time to investigate.				
10	Identifies action steps in solving a problem through with a tangible output.				
D.	Integrative				
1	Sets goals and rubrics for authentic task which involve different learning areas				
2	Presents activities that help learners to see the interconnectedness and interrelationship between the lesson and other learning areas				
3	Provides learners opportunity to conduct research and integrate/ apply theory to practice.				
4	Introduces new concepts and specific skills by modelling using concrete to abstract materials				
5	Creates activities that help learners convert ideas into practices				
6	Helps learners to engage with objects, people and representation through different activities				
7	Trains learners to connect different learning areas in developing a viable solution to a given problem.				
8	Guides learners in analyzing the interrelationship of different learning areas necessary for identifying research problems				
E.	Reflective				
1	Asks learners to use rubrics during practice/ work until desired outputs are achieved				
2	Leads the learners to reflect on real-life situations where skills learned in school are applicable				
3	Engages learners to reflect on the activities performed by briefly describing what they learned and what didn't work well in the activity				
4	Gives students the opportunity to reflect on the activities performed by keeping a journal and the like				
5	Presents situation/s that allow/s learners to internalize learning.				

Evaluator:

Date:

Signature:

Monitoring Tool
Interview (Trained Teachers)

Name of Respondents: (Optional) _____

School: _____ Address of School: _____

Region: _____ Division: _____

Time started: _____

Time finished: _____

Introduction:

Good morning/afternoon. We are from the Bureau of Learning Delivery – Teaching and Learning Division. The BLD-TLD is monitoring the implementation of the programs, projects and activities of the TLD. The monitoring is program-based and is focused on program implementation rather than the performance of the teachers. The findings in the monitoring will be used for the improvement and enhancement of program designs and strategies.

All information you share with me/us is completely confidential. This means that there will be no information or answers you give me/us can be associated with your name or school. I/We just want to gather information which can be used in improving or enhancing the implementation of the K to 12 Program.

To capture the discussion, I/we propose to use an audio recorder. Do you agree to record the discussion?

I/We also want to make it clear that there are no wrong or right answers. Do you have any question regarding the interview? Can we start?

Questions	Responses
1. Which of the strategies discussed in the training programs of BLD-TLD have you already utilized in teaching?	
2. Which of those strategies helped you in using pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and/or integrative? Why?	
3. What facilitating factors helped you apply the strategies?	

Interview (Teachers)

4. How did those factors help you?	
5. What challenges did you encounter in applying those strategies?	
6. How did you resolve them?	
7. What further trainings or technical support do you need to enhance your teaching competencies?	
8. Do you have other things to share relevant to your teaching performance?	

We are done with the interview. We/I thank you for your valuable time and active participation in the discussion.

Interview (Teachers)

Form 4

Monitoring Tool

Interview (Untrained Teachers)

Name of Respondents: (Optional) _____

School: _____ Address of School: _____

Region: _____ Division: _____

Time started: _____

Time finished: _____

Introduction:

Good morning/afternoon. We are from the Bureau of Learning Delivery – Teaching and Learning Division. The BLD-TLD is monitoring the implementation of the programs, projects and activities of the TLD. The monitoring is program-based and is focused on program implementation rather than the performance of the teachers. The findings in the monitoring will be used for the improvement and enhancement of program designs and strategies.

All information you share with me/us is completely confidential. This means that there will be no information or answers you give me/us can be associated with your name or school. I/We just want to gather information which can be used in improving or enhancing the implementation of the K to 12 Program.

To capture the discussion, I/we propose to use an audio recorder. Do you agree to record the discussion?

I/We also want to make it clear that there are no wrong or right answers. Do you have any question regarding the interview? Can we start?

Questions	Responses
1. What pedagogical approaches are you utilizing in teaching?	
2. What strategies are you utilizing in teaching?	
3. How did you acquire those strategies?	

Interview (Teachers)

4. Which among those strategies helped you in utilizing pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and/or integrative? Why? What facilitating factors helped you apply the strategies?	
5. What facilitating factors helped you apply the strategies?	
6. How did those factors help you?	
7. What challenges did you encounter in applying those strategies?	
6. How did you resolve them?	
7. What further trainings or technical support do you need to enhance your teaching competencies?	
8. Do you have other things to share relevant to your teaching performance?	

When we are done with the interview. We/I thank you for your valuable time and active participation in this activity.

Interview (Teachers)