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DIVISION MEMORANDUM
No. 24, s. 2015

GUIDELINES FOR EFFECTIVE INSTRUCTIONAL SUPERVISION AND MONITORING

TO: Education Program Supervisors
Public Schools District Supervisors
Elementary & Secondary School Heads

1. Corollary to the objectives of K to 12 Basic Education Program, its implementation along the delivery of instruction and in line with the Division efforts to improve learners' performance, all Education Program Supervisors (EPSs), Public Schools District Supervisors (PSDSs), and Elementary & Secondary School Heads are expected to conduct instructional supervision and monitoring effectively and efficiently with the following objectives:
 - a. enhance teaching-learning process
 - b. demonstrate non-prescriptive and teacher friendly supervision/monitoring
 - c. express commitment in empowering teachers / fellow supervisors
 - d. identify one's potentials for self-development
 - e. actualize effective and efficient ways of developing the potentials of others.
2. To facilitate the conduct of teacher-friendly and non-prescriptive instructional supervision and monitoring, behavioral method of observation and giving feedback shall be used. A copy of the Principles, Sample Observation Notes, Operational Guidelines on Behavioral Observation and Hints on Giving Feedback is hereto attached.
3. For the information, guidance and compliance of all concerned.

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Officer-In-Charge

PRINCIPLES, SAMPLE OBSERVATION NOTES, AND OPERATIONAL GUIDELINES ON BEHAVIORAL METHOD OF OBSERVATION AND GIVING FEEDBACK

School heads, ^{SPS} supervisors are expected to oversee the implementation of the prescribed curriculum and the delivery of quality education. The employment of behavioral method of observation which involves systematic collection, classification and analysis of behavioral data/observations will enable the observer to assist the teacher in improving teaching-learning process.

The following are the principles of behavioral method of observation:

Principle 1. Behavioral observations refer to concrete, verifiable data.

Behavior refers to an action or identifiable results. The action/reaction includes both verbal elements (what is said) and non-verbal elements (what is not said). Non verbal range from facial expressions and voice tones to body posture and physical mannerisms.

Principle 2 A behavioral observation in a STAR links action/reaction with situation and result(s).

Three elements make-up a complete behavioral observation:

1. A scientific Situation or Task (S/T) – describes the context or the reason(s) underlying the action.
2. A concrete Action (A) – describes what people say or do, including non-verbals.
3. An identifiable Result (R) – describes the manifests effects/impact of the Action, (establishing the data as positive/desirable or negative/undesirable) verbal/non-verbal

Examples of STAR Observation

Situation/Task	Action	Result(s)
After the group activity	The teacher conducted a drill using 15 division flash cards	and the pupils answered all items correctly
With the use of pictures posted on the board,	The teacher asked 1 question to connect the previous lesson to the present	2 pupils from each group answered the questions correctly
Using the task cards given by the teacher	The leader of each group discussed the tasks with members	And all members participated in accomplishing the group output
After reading the text	The teacher asked 11 multi-level questions	And the pupils were able to answer the questions. 2 students were also able to state the message of the text
To illustrate the meaning of the word problem,	The teacher called 1 pupil to distribute 10 bananas equally to 5 of his classmates, asked the class how the bananas were divided	The class answered $10/5 = 2$
After the activity and individual practice exercises,	The teacher gave a 5-item test	Where the class obtained 80% mastery level (ML)
Utilizing the worksheet with the detailed procedure for preparing a native dish,	Each group followed the procedure step by step while the teacher monitored the activity	The students were able to prepare the dish within the allotted time.
Utilizing the task card given by the teacher	Each group (5 groups) identified from among the real objects they brought those which can be easily broken, hard, etc.	The group was able to present a correct list of objects classified according to properties of matter.

- Note:
- a. a complete STAR contains all the elements in clear descriptive and specific items
 - b. Incomplete STAR misses one or two elements
 - c. false STAR appears to have all the elements of a STAR but contains theoretical, judgmental or vague elements.

Principle 3. Behavioral observations need to be classified and evaluated against pre-determined performance criteria.

Behavioral observations even if they are complete STARs are not useful for assessment until they are classified into some performance categories/criteria (skills, abilities, functions, etc.) and evaluated against standards relative to these performance criteria.

Principle 4. Good observation depends on good documentation.

Recording or noting down STARs as they actually occur is helpful in analyzing and evaluating the data later on. Aside from ensuring against selective or biased perceptions and/or judgments, good behavioral notes are also extremely useful in giving feedback to the teacher confidently and impartially.

Operational Guidelines

BEFORE THE OBSERVATION PERIOD: Be sure that you are thoroughly familiar with the performance criteria to be

- a. Concentrate on simply OBSERVING behavior and recording STARS. Do not try to interpret or analyze the observed behavior, since this will take your mind off observing the teacher and you may miss a lot of useful data.
- b. Avoid cue-ing the teacher about your thoughts, impressions or reactions either through verbal or non-verbal actions. This will not only distract him/her, but may influence his/her subsequent behavior negatively. Reserve your feedback for the class dialog.
- c. Every observer has his/her own feelings and biases, which he/she brings into the observation situation. Be aware of your feelings, biases, hidden agenda during the observation/evaluation process, so you can screen these out when making the final objective assessment of the teacher's performance.

3. AFTER the observation period:

- a. Process the data you have recorded, keeping in mind the performance criteria and the standards for evaluating acceptable behavior.

B. Giving Feedback

1. Sample Questions: Dialog Between ES/PSDS/School Head/Observer with Teacher

- How did you feel being observed in your class?
- What was the objective of your lesson?
- What activities did you provide to realize the objectives? What other activities could have been given to ensure learners' mastery of target skills?
- What were the questions asked? What kind of questions were they? What other questions could you have asked to enhance reading comprehension/higher order thinking skills? What other questions could you have asked to elicit the generalization?
- Was your class teacher-centered or learner-centered? Why do you say so? What else could you have done to make it more learner-centered?
- Did the evaluation jibe with the objective? Why do you say so? How else can you assess learners' mastery level?
- What can you say about the assignment given? What other assignments could have been given? Why?
- Will you reteach the same lesson or move on to the next lesson? Why? If you would reteach the same lesson, what activities would you provide to ensure mastery?
- What improvements can you make in the conduct of your next lesson?
- How can you involve the pupils, students, parents and other stakeholders to enhance learners' performance and create a child-friendly school system?
- What other assistance along teaching-learning process do you need?

HINTS ON GIVING FEEDBACK

1. Prepare for the feedback.

Prior to the actual giving of feedback, develop an outline of the important points to be covered during the interview. This way, you will not miss the critical points or spend too much time on less important points.

2. Try to gain the teacher's acceptance of your feedback.

A likely way of facilitating acceptance of your feedback is to give the teacher an opportunity to assess his/her performance during the observation period before giving your own data.

3. *Maintain the teacher's self-esteem.*

Support the teacher's self-esteem throughout the feedback session. This can be demonstrated by:

- a. providing positive reinforcement of his/her good points or strengths;
- b. showing empathy and understanding;
- c. discussing only the major weaknesses observed or he/she may suffer a major flaw to his/her self-esteem.

4. *Be specific.*

5. *State the observed behavior, not the motivation.*

Give only the facts about the behavior, avoiding statements about the possible reasons for the behavior. Don't try to read possible reasons for the behavior. Avoid comments like, "You were probably trying to find out if he studied his lessons", or "I think you wanted to get them to participate more actively".

6. *Direct attention to constructive action by the teacher.*

Obtain agreements on "next steps" or actions to be taken to improve performance. However, never dictate developmental suggestions. Rather, involve the teacher in generating his/her own "next steps", as it is he/she who will have to change/make improvements.

7. *Close the feedback session on a positive note.*

End the feedback session by restating major points and agreements made, stressing the teacher's strengths and how these can be maximized. Quickly summarize the "next steps", that the teacher was committed himself/herself to undertake, in order to minimize his/her identified developmental areas.

2. **Sample Questions: Post Conference Between the Supervisor and School Head or School Head and Department Head/Mentor**

1.
 - * How did you find the post conference with your teacher?
 - * Was the lesson teacher-centered or learner centered? How did the teacher realize this?
 - * What was the focus and objective of your observation?
 - * How did you write your observation notes? How can you modify it following the STAR way?
 - * How did you enable the teacher realize that the lesson objective was/was not carried out?
 - * What strengths and weaknesses of the teaching-learning process were surfaced?
 - * How did you affirm teacher's strengths?
 - * What suggestions were offered by the teacher to overcome the identified weaknesses?
 - * How did the teacher realize that the questions asked were enough/not enough?, low-level/high level/multi-level?
 - * How did the teacher realize that activities including the evaluation are congruent with the objectives?
 - * How did the teacher realize that mastery level was attained/not attained? that assignment was appropriate/inappropriate?
 - * What were the agreements made? How were these agreements reach?
 - * How did you assist the teacher?
 - * Was the dialog with the teacher prescriptive or non-prescriptive? Friendly or non-friendly? Why do you say so?
 - * What other assistance along supervision and mentoring do you need?