



October 20, 2014

DIVISION MEMORANDUM
No. 556, s. 2014

**REPRODUCTION, DISTRIBUTION, AND UTILIZATION OF INSTRUCTIONAL
SUPERVISION (IS) MATERIALS**

**To: Assistant Superintendents
Education Supervisors/Coordinators
District Supervisors/OICs
Elementary and Secondary School Heads**

1. Attached is Regional Memorandum No. 638, s. 2014, entitled, "**Reproduction, Distribution, and Utilization of Instructional Supervision (IS) Materials.**"
2. Immediate and wide dissemination of and compliance with this Memorandum is directed.


ARDEN B. MONISIT, Ed.D.
Schools Division Superintendent

Telephone Numbers:

Schools Division Superintendent:	(032) 255-6405
Asst. Schools Division Superintendent:	(032) 414-7457
Accounting Section:	(032) 254-2632
Disbursing Section:	(032) 255-4401
Admin. Legal:	(032) 253-7847

Website : www.depedcebuprovince.com
E-mail Add : depedcebuprovince@yahoo.com



REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON
DEPARTMENT OF EDUCATION
REHIYON VII, GITNANG VISAYAS
REGION VII, CENTRAL VISAYAS
Sudlon, Lahug, Cebu City



OCT 16 2014

Regional Memorandum
No. **638**, s. 2014

**REPRODUCTION, DISTRIBUTION, AND UTILIZATION OF
INSTRUCTIONAL SUPERVISION (IS) MATERIALS**

To : Schools Division Superintendents/OICs

1. The main goal of the Instructional Supervision (IS) Training-Workshops (Phases 1 and 2) conducted recently by this Office was to assist Instructional Leaders and Teachers in improving teaching-learning and learning outcomes.
2. To sustain the gains of the said Training-Workshops, this Office instructs all Schools Divisions to reproduce the following IS Materials for distribution and utilization by all Teachers:
 - 2.1 Instructional Plan (iPlan) Template
 - 2.2 Verb List for Writing Operational/Behavioral Objectives
 - 2.3 List of Attitudes
 - 2.4 Sample Comments and Remarks After Observing Class Instruction
3. It is further instructed that all Instructional Leaders (Education Program Supervisors, Public Schools District Supervisors, School Heads, Department Heads, Master Teachers) shall provide professional, technical, and instructional assistance for teacher effectiveness and efficiency.
4. Expenses incurred for the reproduction and distribution of the said IS materials are chargeable against Local/MOOE funds subject to the usual accounting and auditing rules and regulations.
5. Immediate dissemination and compliance of this Memorandum is desired.


CARMELITA T. DULANGON
Director III
Officer-in-Charge

CTD/EBEJ

Office of the Director (ORDir), Tel. Nos.: (032) 231-1433; 231-1309; 414-7399; 414-7325; 255-4542 Field Technical Assistance Division (FTAD),
Tel. Nos.: (032) 414-7324 Curriculum Learning Management Division (CLMD), Tel. Nos.: (032) 414-7323
Quality Assurance Division (QAD), Tel. Nos.: (032) 231-1071 Human Resource Development Division (HRDD), Tel. No.: (032) 255-5239
Education Support Services Division (ESSD), Tel. No.: (032) 254-7062 Planning, Policy and Research Division (PPRD), Tel. Nos.: (032) 233-9030;
414-7065 Administrative Division, Tel. Nos.: (032) 414-7326; 414-4367; 414-7366; 414-7322; 414-4367
Finance Division, Tel. Nos.: (032) 256-2375; 253-8061; 414-7321

" ESD 2015: Karapatan ng Lahat, Pananagutan ng Lahat "

Instructional Plan (iPlan) Template

Name of Teacher		Grade/Year Level		
Learning Area:		Quarter:	Module No.:	
Competencies:				
iPlan No. 1			Duration (minutes/hours)	
Key Understandings to be developed				
Learning Objectives	Knowledge			
	Skills			
	Attitudes			
Resources Needed				
Elements of the Plan	Methodology			
Preparations - How will I make the learners ready? - How do I prepare the learners for the new lesson? - How will I connect my new lesson with the past lesson?	Introductory Activity (Optional)			
	Presentation - (How will I present the new lesson? - What materials will I use? - What generalization /concept /conclusion /abstraction should the learners arrive at?	Activity		
		Analysis		
		Abstraction		
Practice - What practice exercises/application activities will I give to the learners?	Application			

Assessment (Refer to DepED Order No. 73, s. 2012 for the examples)	Assessment Matrix			
	Levels of Assessment	What will I assess?	How will I assess?	How will I score?
	Knowledge			
	Process or Skills			
	Understanding(s)			
Products/performances (Transfer of Understanding)				
Assignment	Reinforcing the day's lesson			
	Enriching the day's lesson			
	Enhancing the day's lesson			
	Preparing for the new lesson			
Concluding Activity (Optional)	Wrap-up			
	Finale			

Attachments:

1. Verb List for Writing Operational/Behavioural Objectives

VERB LIST FOR WRITING OPERATIONAL/ BEHAVIORAL OBJECTIVES

The Three Types of Learning by Benjamin Bloom (1956)

1. **Cognitive:** mental skills (*Knowledge*); involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills.

6 Major Categories					
Level 1: Recall		Level 2: Interpretation		Level 3: Problem solving	
KNOWLEDGE: Recall data or information.	COMPREHENSION: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	APPLICATION: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.	ANALYSIS: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	SYNTHESIS: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	EVALUATION: Make judgments about the value of ideas or materials.
cite	associate	solve	analyze	arrange	appraise
count	classify	translate	appraise	assemble	assess
define	compare	utilize	break down	categorize	choose
describe	comprehend	show	compare	collect	compare
discover	compute	apply	contract	combine	conclude
draw	contrast	calculate	contrast	compile	contrast
identify	convert	complete	criticize	compose	criticize
Identify	defend	use	debate	construct	critique
Indicate	describe	demonstrate	deconstruct	create	defend
know	differentiate	dramatize	detect	design	describe
label	discuss	change	diagram	detect	determine
list	distinguish	employ	differentiate	devise	discriminate
match	estimate	examine	discriminate	explain	estimate
name	explain	compute	distinguish	formulate	evaluate
name	explore	construct	experiment	generalize	explain
outline	express	illustrate	identify	generate	grade
point	extend	discover	illustrate	integrate	interpret
quote	extrapolate	Interpret	infer	manage	judge
read	generalize	manipulate	inspect	modify	justify
recall	give	modify	inventory	organize	measure
recite	infer	interpolate	outline	plan	rank
recognize	interpolate	locate	question	prepare	rate
record	interpret	operate	relate	prescribe	recommend
relate	locate	prepare	select	produce	relate
repeat	paraphrase	order	separate	propose	revise
reproduce	predict	predict	summarize	rearrange	score
select	report	practice		reconstruct	select
state	restate	relate		relate	summarize
tabulate	review	report		reorganize	support
tell	rewrite	produce		revise	test
trace	summarize	restate		rewrite	
write	translate	review		specify	
		schedule		summarize	
		sketch		synthesize	
				tell	
				write	

2. Psychomotor: manual or physical skills (*Skills*)

Categories						
Perception: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).	Guided Response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.	Mechanism: This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.	Complex Overt Response: The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.	Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.	Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.
choose	begin	copy	assemble	assemble	adapt	arrange
describe	display	follow	calibrate	build	alter	build
detect	explain	react	construct	calibrate	change	combine
differentiate	move	reproduce	dismantle	construct	rearrange	compose
distinguish	proceed	respond	display	dismantle	reorganize	construct
identify	react	trace	fasten	display	revise	create
isolate	show		fix	fasten	vary	design
relate	state		grind	fix		initiate
select	volunteer		heat	grind		make
			manipulate	heat		originate
			measure	manipulate		
			mend	measure		
			mix	mend		
			organize	mix		
			sketch	organize		
				sketch		

3. Affective: growth in feelings or emotional areas (*Attitude*)

Categories				
Receiving Phenomena: Awareness, willingness to hear, selected attention.	Responding to Phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).	Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.	Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values.	Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).
ask	aid	work	adhere	act
choose	answer	complete	alter	discriminate
describe	assist	demonstrate	arrange	display
erect	comply	differentiate	combine	influence
follow	conform	explain	compare	listen
give	discuss	follow	complete	modify
Hold	greet	form	defend	perform
identify	help	initiate	explain	practice
locate	label	invite	formulate	propose
name	perform	join	generalize	qualify
point to	practice	justify	identify	question
reply	present	propose	integrate	revise
select	read	read	modify	serve
sit	recite	report	order	solve
study	report	select	organize	verify
use	select	share	prepare	
	tell	study	relate	
	write		synthesize	

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select	volunteer		heat	grind		make
			manipulate	heat		originate
			measure	manipulate		
			mend	measure		
			mix	mend		
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			sketch	organize		
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identify	help	initiate	explain	practice
locate	label	invite	formulate	propose
name	perform	join	generalize	qualify
point to	practice	justify	identify	question
reply	present	propose	integrate	revise
select	read	read	modify	serve
sit	recite	report	order	solve
study	report	select	organize	verify
use	select	share	prepare	
	tell	study	relate	
	write		synthesize	

Bloom's Revised Taxonomy

Lorin Anderson, a former student of Bloom, revisited the cognitive domain in the learning taxonomy in the mid-nineties and made some changes, with perhaps the two most prominent ones being, 1) changing the names in the six categories from noun to verb forms, and 2) slightly rearranging them (Pohl, 2000).

This new taxonomy reflects a more active form of thinking and is perhaps more accurate:

Categories					
Remembering: Recall previous learned information.	Understanding: Comprehending the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	Applying: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.	Analyzing: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	Evaluating: Make judgments about the value of ideas or materials.	Creating: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.
define	comprehend	apply	analyze	appraise	categorize
describe	convert	change	break down	compare	combine
identify	defend	compute	compare	conclude	compile
know	distinguish	construct	contrast	contrast	compose
label	estimate	demonstrate	diagrams	criticize	create
list	explain	discover	deconstruct	critique	devise
match	extend	manipulate	differentiate	defend	design
name	generalize	modify	discriminate	describe	explain
outline	give	operate	distinguish	discriminate	generate
recall	infer	predict	identify	evaluate	modify
recognize	interpret	prepare	illustrate	explain	organize
reproduce	paraphrase	produce	infer	interpret	plan
select	predict	relate	outline	justify	rearrange
state	rewrite	show	relate	relate	reconstruct
	summarize	solve	select	summarize	relate
	translate	use	separate	support	reorganize
					revise
					rewrite
					summarize
					tell
					write

Nonfunctional verbs:

The following verbs cannot be measured or are redundant. They should be avoided when writing objectives:

<i>Able to</i>	<i>shows interest in</i>
<i>Appreciation for</i>	<i>know</i>
<i>Awareness of</i>	<i>has knowledge of</i>
<i>Capable of</i>	<i>learn</i>
<i>Comprehend</i>	<i>memorize</i>
<i>Conscious of</i>	<i>understand</i>
<i>Familiar with</i>	<i>will be able to</i>

<http://rubistar.4teachers.org/index.php>

Behavioral Terms that are NOT measurable and do NOT meet ANCC's criteria for approval.

Appreciate	Learn how to	Have an understanding of
Communicate	Be aware of	Motivate
Increase	Enjoy	Believe
Be able to know	Know how to	Implement
Grasp the significance of	Be familiar with	Understand

List of Attitudes

<ul style="list-style-type: none"> • self-esteem • self-confidence • Cleanliness/Wellness • Unity/Oneness • Respect • Honesty • Personal discipline • Concern for Others • Respect for human rights • Perseverance • Sincerity • Generosity • Patience • Critical thinking • Open-mindedness • Gender equality • Interest • Courteous • Considerate • Kind • Humble • Sympathetic • Helping 	<ul style="list-style-type: none"> • Obedience • Appreciation of One's Rights • Peace and order • Care of the environment • Love of God • Hope • Charity • Fortitude • Family Solidarity • Kindness • Disaster Risk Management • Resiliency • Faith • Positive vision • Global concern • Acceptance • Determined • Independent • Gratitude • Tolerant • Cautious • Trusting • Hardworking 	<ul style="list-style-type: none"> • Love of truth • Self-Control • Calmness • Responsibility/Accountability • Heroism and Appreciation of Heroes • Civic Consciousness • Industriousness • Industry • National Unity • Care and protection of the Environment • Productivity • Patriotism • Cooperation • Optimism • Satisfaction • Persistent • Cheerful • Reliable • Gentle • Decisive • Inclusiveness • Obedience 	<ul style="list-style-type: none"> • Appreciation of One's Culture • Globalism • Concern for others • Compassion • Work Ethics • Creativity • Entrepreneurial Spirit • Responsible Consumerism • Financial Literacy • Global Solidarity • Making a Stand for the Good • Spirituality/ Inner Peace • Voluntariness of Human Act • Social responsibility • Thoughtful • Seriousness • Generous • Happiness • Modest • Realistic • Flexible • Frankness • Authority
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SAMPLE COMMENTS AND REMARKS AFTER OBSERVING CLASSROOM INSTRUCTION

Preparation:

1. The new lesson is connected with the previous lesson through a review. This is good! It will help the learners recall and link up the old and new lesson. It will aid their retention of their learning.
2. The day's lesson started with a motivation in the form of a **dance**. All the learners participated in the **dance**.
This made the learners interested and feel ready for the new lesson! Very good!
3. The teacher's question is focused on the new lesson.
Through the pictures, the learners' mind set is centered on the new lesson.
4. The day's lesson started with a drill in multiplying numbers by 5. Good! It will gradually lead the learners to master the multiplication table.
5. The teacher showed pictures of some places and people in China. Well done! The learners are able to get some background information about China and the Chinese people.

Presentation:

1. The presentation of the new lesson is done through a **role playing**.
The learners have actively participated in the activity.
The learners can answer the teacher's questions about the role-play.
2. The teacher is using real objects to present the new lesson. Good!
This makes the lesson realistic and meaningful!
3. The learners arrived at the generalization/abstraction/concept and expressed it using their own words.
4. The learners shared their experiences with one another through the group activity.
This is good. There is active learning and the lesson is relevant to their real life.
5. The learners expressed their thoughts, feelings, and emotions. This is a good way to make the lesson realistic, interesting, and meaningful.
6. The objectives of the lesson are achieved.

Practice/Application:

1. The practice exercises/application required learners to do an artwork and write a short description. Good!
This shows the integration of the English lesson with Arts.
2. The learners are given problems to solve. The problems are based on real-life situations. This is good! The problems are realistic and meaningful. They are related to the learners' real life situations.
3. The learners applied their new learning through the practice exercises given by the teacher.

RD C.T. Dulangon

Assessment:

1. The assessment/evaluation is congruent to the objective/s of the lesson.
2. The teacher gave assessment on distinguishing between organic and non-organic farming. This is congruent to the objective of the day's lesson. Well-done!
3. The assessment was on Performance. The teacher used rubrics for scoring. This is a good way to measure the actual performance of the learners.

Assignment:

1. The learners were given questions to answer. This is in preparation for the next day's lesson. This is good.
The learners will be made ready for the new lesson.
2. The group of learners were instructed to create and present a dance number for the next meeting. This is fun! The learners will be challenged to show their creativity and to work collaboratively.

SAMPLE SUGGESTIONS

1. Try using real objects, too. This will make the lesson realistic and meaningful. Use big pictures, so that all the learners can see clearly.
2. You may use role-playing to present your new lesson.
There are other ways to present your new lesson. Try dramatic reading games, etc.
3. Let the learners do group activity and let them report orally on their observations.
4. Call on shy learners to share their experiences, too.
5. Ask relevant questions. Let the learners relate the lesson to their own lives. Let them talk about/share their experiences/thoughts/feelings/emotions.
6. To get 100% learners' participation, let them use Response Cards (black tag boards). They can write their answers on their Cards and then raise them up for you to see.
7. Practice less teacher-talk and more learner-response.
8. Encourage/Guide learners to state or express the generalization/abstraction/concept in their own words.
9. Give clues and guide questions to enable learners to give the correct answers.
10. Ask high-order-thinking skills questions, too. Let them give suggestions/make decisions.
Ex. How can students, like you, help your community in promoting a clean and green environment?
If you were a government official, what would you do with government funds?
11. Minimize choral answers. Call on individual learners/small groups.
12. Let learners group themselves and create an art work on preserving our natural resources.
13. Acknowledge/recognize the learner's correct responses.
14. Correct learners' the mispronunciation in a gentle way. Say the word correctly/Model the correct pronunciation let all learners repeat after you.
15. Give some star-awards or wow applause for correct answers.

RD C.T. Dulangon