



Republic of the Philippines  
**Department of Education**  
REGION VIII - EASTERN VISAYAS

August 14, 2024

**REGIONAL MEMORANDUM**

No. **937** s. 2024

**REITERATION ON THE PREPARATION AND DELIVERY OF DAILY LESSON,  
CONDUCT OF INSTRUCTIONAL SUPERVISION, AND MANAGEMENT OF  
LEARNING RESOURCES IN LINE WITH THE IMPLEMENTATION  
OF THE MATATAG CURRICULUM**

To: Schools Division Superintendents  
All Others Concerned

1. In line with the implementation of the MATATAG Curriculum per DepEd Order No. 10, s. 2024, this Office, through the Curriculum and Learning Management Division, reiterates the guidelines on the preparation and delivery of the daily lesson, conduct of instructional supervision, and management of the learning resources to wit:

- a) Teachers must prepare Daily Lesson Log (DLL) or Detailed Lesson Plan (DLP) in accordance to DepEd Order No. 42, s. 2016 "Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program." The planning of daily lessons is fundamental to ensure the delivery of teaching and learning in schools. Preparing for the lessons through the DLL or DLP provides teachers with an opportunity for reflection on what learners need to learn, how learners learn, and how best to facilitate the learning process.
- b) The provided Lesson Exemplars do not replace the DLL/DLP but serve as a reference or guide for the different elements in the preparation of the lesson.
- c) As part of the conduct of Instructional Supervision, the checking of the DLL / DLP of the teachers must be done prior to the actual delivery of the lesson. This is to provide ample time for technical assistance in the improvement of the teaching-learning process including the use of learning resources and conduct of assessment and for the teacher's preparation of the lesson.
- d) Schools are advised to apportion time for the arrival and assembly (including the teachers' movement from one class to the next), library work, learning stations, health breaks, intervention activities, and other related tasks. The learners are allowed to go home once the required curricular and co-curricular periods had been conducted.
- e) Cognizant to the Key Result Area of the instructional leaders across governance levels, the conduct of instructional supervision (IS) activities may include, but not limited to, class visits or observations, instructional leaders and teachers' dialogues, and capability building and technical assistance provision focusing on improving and/or strengthening the teaching-learning process.
- f) In the continued implementation of the GIYA Teachers, class visits will be conducted by the regional and division instructional leaders to the schools. The class visits will first be done to the initial grade level implementers of the

MATATAG Curriculum then to the other grade levels. The attached GIYA Teachers Tools may be utilized during the visit for technical assistance provision purposes. The tools are accessible at <https://bit.ly/4dJ2g7Y>.

- g) Schools must ensure proper management of the learning resources; this includes the proper storage and utilization of the LRs.

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

  
**EVELYN R. FETALVERO CESO IV**  
Regional Director

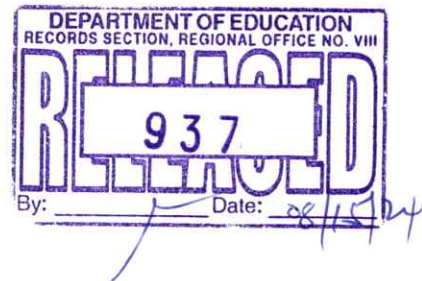
Enclosures: None

References: As stated

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

LESSON PREPARATION/DELIVERY      INSTRUCTIONAL SUPERVISION

CLMD-RRT





Republic of the Philippines  
**Department of Education**  
REGION VIII - EASTERN VISAYAS

**GIYA Teachers (Guide for Instructions Yielding Archetypal Teachers)**  
**Classroom Visitation Tool (Kindergarten)**

**Teacher's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Learning Area/Subject:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Division:** \_\_\_\_\_

**Part I. Teaching-Learning Process**

**Instructions:** Check the box that corresponds to your observation of the instructional behavior of the teacher from the given indicators below.

Description: **O** – Observed, if the indicator was appropriately conducted  
**N** – Not Observed, if the indicator was not observed nor appropriately conducted and Remarks must be provided

Indicators	O	N	Remarks
<b>A. Preparation for Teaching-Learning</b>			
1. Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures			
2. Maintain learning environments that promote fairness, respect, and care to encourage learning			
3. Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning			
4. Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning			
5. Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments			
6. Plan, manage, and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.			

Indicators	O	N	Remarks
<b>B. Learning Resources</b>			
1. <i>Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities</i>			
<ul style="list-style-type: none"> <li>Organizes basic learning resources/instructional materials (such as manipulative toys, activity cards/board games, readiness activity sheets, books, open-ended sensory materials, and literacy and numeracy materials) in the classroom</li> </ul>			
<ul style="list-style-type: none"> <li>Arranges the needed learning resources for use in class</li> </ul>			
2. <i>Select, develop, organize, and use appropriate teaching and learning resources, including ICT, to address learning goals</i>			
<b>C. Learning Delivery</b>			
1. <i>Apply knowledge of content within and across curriculum teaching areas</i>			
<ul style="list-style-type: none"> <li>Integrates appropriately positive values</li> </ul>			
2. <i>Ensure the positive use of ICT to facilitate the teaching and learning process</i>			
3. <i>Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills</i>			
<ul style="list-style-type: none"> <li>Delivers instruction in literacy/numeracy in explicit teaching and in other developmentally appropriate practices</li> </ul>			
<ul style="list-style-type: none"> <li>Observed the sequence of delivery (Arrival Time, Meeting Time 1, Work Period 1, Meeting Time 2, Recess, Quiet Time, Story Time, Work Period 2, Outdoor/Indoor Activities, Meeting Time 3)</li> </ul>			
4. <i>Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills</i>			
<ul style="list-style-type: none"> <li>Promotes play/game-based and active involvement in concrete, contextualized, and meaningful experiences</li> </ul>			
5. <i>Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning</i>			
6. <i>Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement</i>			

Indicators	O	N	Remarks
7. Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences			
8. Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic, and religious backgrounds			
9. Design, adapt, and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents			
10. Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups			
<b>F. Learning Assessment</b>			
1. Design, select, organize, and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements			
2. Use strategies for providing timely, accurate, and constructive feedback to improve learner performance			

**Part II. Guide-Teacher’s Conversation (Kumustahan)**

**Instructions:** Indicate the *Teacher’s Needs and Challenges* and the corresponding suggested intervention per Instructional Focused Area.

Instructional Focused Areas	Teacher’s Needs and Challenges	Suggested Intervention(s)
Preparation for Teaching-Learning		
Learning Resources		

<b>Learning Delivery</b>		
<b>Learning Assessment</b>		
<b>Teacher's Professional Development</b>		

Agreements

---



---

Prepared by:

Conforme:

---

**Guide / Visitor**

---

**Teacher**



Republic of the Philippines  
**Department of Education**  
REGION VIII - EASTERN VISAYAS

**GIYA Teachers (Guide for Instructions Yielding Archetypal Teachers)**  
**Classroom Visitation Tool (Grades 1 – 6)**

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Learning Area/Subject: \_\_\_\_\_ School: \_\_\_\_\_ Division: \_\_\_\_\_

**Part I. Teaching-Learning Process**

**Instructions:** Check the box that corresponds to your observation of the instructional behavior of the teacher from the given indicators below.

Description: **O** – Observed, if the indicator was appropriately conducted  
**N** – Not Observed, if the indicator was not observed nor appropriately conducted and Remarks must be provided

Indicators	O	N	Remarks
<b>A. Preparation for Teaching-Learning</b>			
1. Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures			
2. Maintain learning environments that promote fairness, respect, and care to encourage learning			
3. Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning			
4. Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning			
5. Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments			
6. Plan, manage, and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.			

Indicators	O	N	Remarks
<b>B. Learning Resources</b>			
1. Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments			
2. Select, develop, organize, and use appropriate teaching and learning resources, including ICT, to address learning goals			
<b>C. Learning Delivery</b>			
1. Apply knowledge of content within and across curriculum teaching areas			
2. Ensure the positive use of ICT to facilitate the teaching and learning process			
3. Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills			
4. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills			
5. Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning			
6. Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement			
7. Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences			
8. Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic, and religious backgrounds			
9. Design, adapt, and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents			
10. Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups			



Indicators	O	N	Remarks
<b>F. Learning Assessment</b>			
1. Design, select, organize, and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements			
2. Use strategies for providing timely, accurate, and constructive feedback to improve learner performance			

**Part II. Guide-Teacher’s Conversation (*Kumustahan*)**

**Instructions:** Indicate the *Teacher’s Needs and Challenges* and the corresponding suggested intervention per Instructional Focused Area.

Instructional Focused Areas	Teacher’s Needs and Challenges	Suggested Intervention(s)
Preparation for Teaching-Learning		
Learning Resources		
Learning Delivery		
Learning Assessment		
Teacher’s Professional Development		

Agreements

---



---

Prepared by:

Conforme:

\_\_\_\_\_  
Guide / Visitor

\_\_\_\_\_  
Teacher



Republic of the Philippines  
**Department of Education**  
 REGION VIII - EASTERN VISAYAS

**GIYA Teachers (Guide for Instructions Yielding Archetypal Teachers)**  
**Classroom Visitation Tool (Grades 7 – 12)**

**Teacher's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Learning Area/Subject:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Division:** \_\_\_\_\_

**Part I. Teaching-Learning Process**

**Instructions:** Check the box that corresponds to your observation of the instructional behavior of the teacher from the given indicators below.

Description: **O** – Observed, if the indicator was appropriately conducted  
**N** – Not Observed, if the indicator was not observed nor appropriately conducted and Remarks must be provided

Indicators	O	N	Remarks
<b>A. Preparation for Teaching-Learning</b>			
1. <i>Maintain learning environments that</i>			
• <i>establish safe and secure learning environments</i>			
• <i>promote fairness, respect, and care to encourage learning</i>			
• <i>nurture and inspire learners to participate, cooperate and collaborate in continued learning</i>			
2. <i>Apply a range of successful strategies that</i>			
• <i>maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning</i>			
• <i>applying positive and non-violent discipline to ensure learning-focused environments</i>			
3. <i>Plan, manage, and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts</i>			
• <i>Sequencing of content and activities facilitates achievement of objectives</i>			

Indicators	O	N	Remarks
<b>B. Learning Resources</b>			
1. <i>Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities</i>			
2. <i>Select, develop, organize, and use appropriate teaching and learning resources, including ICT, to address learning goals</i>			
<b>C. Learning Delivery</b>			
1. <i>Apply knowledge of content within and across curriculum teaching areas</i>			
<ul style="list-style-type: none"> <li>• Facilitate smooth progression from one part of the lesson to the next</li> <li>• Allows for review, comparison, and integration with previous lesson and/or other learning areas</li> </ul>			
2. <i>Ensure the positive use of ICT</i>			
3. <i>Use a range of teaching strategies that</i>			
<ul style="list-style-type: none"> <li>• enhance learner achievement in literacy and numeracy skills</li> <li>• develop critical and creative thinking, as well as other higher-order thinking skills</li> <li>• are differentiated and developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences</li> <li>• are contextualized meaningful learning activities</li> </ul>			
4. <i>Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning</i>			
5. <i>Use effective verbal and non-verbal classroom communication strategies</i>			
6. <i>Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic, and religious backgrounds</i>			
<ul style="list-style-type: none"> <li>• <u>Lesson is free from any social content violations</u></li> </ul>			

Indicators	O	N	Remarks
<b>F. Learning Assessment</b>			
1. Design, select, organize, and use assessment strategies consistent with curriculum requirements			
<ul style="list-style-type: none"> <li>Ensures alignment of the learning assessment to the MELC, objectives, and learning activities</li> </ul>			
<ul style="list-style-type: none"> <li>Asks appropriate (HOTS) questions to develop higher cognitive skills and 21<sup>st</sup> century skills</li> </ul>			
<ul style="list-style-type: none"> <li>Involves and guides learners in assessing their own learning (includes crafting of rubrics, if needed)</li> </ul>			
2. Use strategies for providing timely, accurate, and constructive feedback to improve learner performance			

**Part II. Guide-Teacher’s Conversation (Kumustahan)**

**Instructions:** Indicate the *Teacher’s Needs and Challenges* and the corresponding suggested intervention per Instructional Focused Area.

Instructional Focused Areas	Teacher’s Needs and Challenges	Suggested Intervention(s)
Preparation for Teaching-Learning		
Learning Resources		
Learning Delivery		
Learning Assessment		
Teacher’s Professional Development		

Prepared by:

Conforme:

\_\_\_\_\_  
Guide / Visitor

\_\_\_\_\_  
Teacher