



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

October 22, 2024

**REGIONAL MEMORANDUM**

No. **1332** s. 2024

**UPDATES ON THE CONDUCT OF THE GUIDE FOR INSTRUCTION  
YIELDING ARCHETYPAL (GIYA) TEACHERS**

To: Schools Division Superintendents  
All Others Concerned

1. In the continuous improvement process of the implementation of the instructional supervision, this Office, through the Curriculum and Learning Management Division, updates all concerned on the conduct of GIYA Teachers:

- a. The instructional supervision (IS) activities 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.
- b. The GIYA Teachers class visits shall 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.
- c. The following phases of the GIYA Teachers class visits shall be done:
  - i. Pre-conference between the teacher and the school head;
  - ii. Class visit proper by the school, district, division and/or regional IS leaders;
  - iii. Post conference between the teacher and the school head; and
  - iv. Post conference – Process Observation Analysis between the school IS leader(s) and the district, division, and/or regional IS leaders.
- d. The attached GIYA Teachers Class Visitation Tool shall be utilized during the visit for technical assistance provision purposes of the school IS leaders to the teachers. This tool is the updated version based on the Criterion-Referenced Instructional Supervision Strategy (CRISS), and other basis including the Technological, Pedagogical, and Content Knowledge (TPACK) Framework, and the Classroom Observation Tool (COT) – Results-Based Performance Management System (RPMS) for Teachers.
- e. The attached GIYA Teachers Process Observation Analysis Tool for the district, division, and/or regional IS leaders is utilized while the school IS leader(s) is doing the pre- and post-conferences and class visit proper and the results will be shared during the IS leaders' post conference.
- f. GIYA Teachers classroom visits must be conducted to ensure quality teaching and following a process of providing feedback to the teacher's classroom practice. This provides evidence of actual teacher performance, their strengths and areas of improvement, as well as encourages teachers to reflect and develop self-awareness about their own practice.

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

  
**EVELYN R. FETALVERO, CESO III**  
Regional Director *g*

Enclosures: As stated

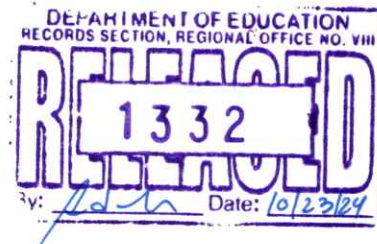
References: None

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

GIYA TEACHERS

INSTRUCTIONAL SUPERVISION

CLMD-RRT



Enclosure No. 1 of Regional Memorandum No. **133**s.2024

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

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

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

**Observation Focus Area (if any):** \_\_\_\_\_

**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. *Remarks/Observations must be provided which include significant actions, examples, or suggestions.*

Description: **O** – Observed  
**N** – Not Observed

Indicators	O	N	Remarks/Observations
<b>A. Lesson Planning &amp; Objectives</b>			
The lesson objectives are clear, aligned with standards, and communicated effectively to learners.			
• Lesson objectives are clearly explained at the beginning.			
• Objectives are aligned with curriculum standards.			
• Lesson structure follows the planned objectives.			
• Lesson Plan/Log crafted is based on DO 42, s. 2016			
<b>B. Instructional Strategies and Delivery</b>			
The teacher employs appropriate and varied instructional strategies, with corresponding learning resources to engage learners and promote learning.			
• Utilizes pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative, and integrative.			
• Shows creativity through the flexible and adaptable structure, i.e. aligned with the MATATAG Instructional Design Framework			



Indicators	O	N	Remarks/Observations
<ul style="list-style-type: none"> <li>• Uses contextualization strategies in delivery of teaching and learning process (differentiated and developmentally appropriate local materials, culture, etc.) to address learners' gender, needs, strengths, interests, and experiences</li> </ul>			
<ul style="list-style-type: none"> <li>• Develops critical and creative thinking, as well as other higher-order thinking skills, through questioning</li> </ul>			
<ul style="list-style-type: none"> <li>• Uses effective verbal and non-verbal classroom communication strategies</li> </ul>			
<ul style="list-style-type: none"> <li>• Demonstrates awareness and utilizes available instructional resources e.g. lesson exemplars / lesson scripts / learning delivery guides in school and other sources relevant to the lesson</li> </ul>			
<ul style="list-style-type: none"> <li>• Integrates education technology and other available technology/learning materials (radio, manipulatives, etc.) appropriately.</li> </ul>			
<b>C. Classroom Management and Environment</b>			
The teacher maintains a positive and organized learning environment conducive to learning.			
<ul style="list-style-type: none"> <li>• Class rules and routines are clearly established.</li> </ul>			
<ul style="list-style-type: none"> <li>• Transitions between activities are smooth and efficient.</li> </ul>			
<ul style="list-style-type: none"> <li>• Common difficulties of learners in learning the topic/subject matter are addressed.</li> </ul>			
<b>D. Learners' Engagement and Interaction</b>			
Learners are actively engaged in learning through meaningful tasks and interactions.			
<ul style="list-style-type: none"> <li>• Learners demonstrate understanding of the lesson's objectives.</li> </ul>			
<ul style="list-style-type: none"> <li>• Collaborative learning and peer interactions are observed.</li> </ul>			
<ul style="list-style-type: none"> <li>• Learners ask relevant questions and contribute to discussions.</li> </ul>			
<ul style="list-style-type: none"> <li>• Learners remain on task throughout the lesson, where active learner participation is encouraged.</li> </ul>			

Indicators	O	N	Remarks/Observations
<b>E. Assessment and Feedback</b>			
The teacher uses formative assessments and provides feedback to monitor and support learner progress.			
<ul style="list-style-type: none"> <li>• Designs, selects, organizes, and uses assessment strategies consistent with curriculum requirements.</li> </ul>			
<ul style="list-style-type: none"> <li>• Ensures alignment of the learning assessment to the MATATAG curriculum objectives and learning activities.</li> </ul>			
<ul style="list-style-type: none"> <li>• Shows evidence of formative assessment strategies during the lesson.</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>			
<ul style="list-style-type: none"> <li>• Uses strategies for providing timely, accurate, and constructive feedback to improve learner performance</li> </ul>			

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

**Instructions:** Indicate the *Teacher’s Areas of Strengths and for Improvement* and the corresponding suggested intervention.

<b>Areas of Strength</b>	
<b>Areas for Improvement</b>	<b>Suggested Intervention(s)</b>

Prepared by:

Conforme:

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

\_\_\_\_\_  
**Teacher**

Enclosure No. 2 of Regional Memorandum No. \_\_\_\_\_ s. 2024

**GIYA Teachers (Guide for Instructions Yielding Archetypal Teachers)  
Process Observation Analysis Tool**

**School Instructional Leader:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Division:** \_\_\_\_\_

**Class Visited:** \_\_\_\_\_ **Learning Area:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Time Session Started:** \_\_\_\_\_ **Time Session Ended:** \_\_\_\_\_

This form is to be used from the pre-conference, during the actual delivery, to the post conference conducted by the instructional leader to the teacher.

**Part I. School Instructional Leader’s Facilitation Skills**

**Instructions:** Check the box that corresponds to your observation of the instructional behavior of the IS Leader from the given indicators below. *Remarks/Observations must be provided which include significant actions, examples, or suggestions.*

Description: **O** – Observed  
**N** – Not Observed

Indicators	O	N	Remarks/Observations
<b>A. OBSERVING SKILLS</b>			
• noted teachers’ level of involvement in all class activities			
• monitored the energy level of the teachers during class delivery			
• sensed the needs of the teachers that may affect the learning process			
• utilized Classroom Observation Notes			
<b>B. QUESTIONING SKILLS</b>			
• utilized Situation-Task-Action-Result (STAR) approach or mentoring rather than coaching approach			
• formulated questions in a simple manner			
• asked questions that were clear and focused			
• formulated follow-up questions to teachers’ responses appropriately			
• asked Higher Order Thinking Skills			



Indicators	O	N	Remarks/Observations
(HOTS)			
<ul style="list-style-type: none"> <li>acknowledged teachers' responses</li> </ul>			
<ul style="list-style-type: none"> <li>solicited, accepted, and acted on feedback from teacher</li> </ul>			
<ul style="list-style-type: none"> <li>processed responses with probing questions to elicit the desired result</li> </ul>			
<ul style="list-style-type: none"> <li>facilitated the teacher to choose or decide on the solution or option(s) for the teaching-learning process' improvement</li> </ul>			
<b>C. LISTENING SKILLS</b>			
<ul style="list-style-type: none"> <li>listened and understood the meaning of what had been said</li> </ul>			
<ul style="list-style-type: none"> <li>responded positively to teacher's insights</li> </ul>			
<ul style="list-style-type: none"> <li>clarified and checked understanding of what was heard</li> </ul>			
<ul style="list-style-type: none"> <li>reacted to ideas not to the person</li> </ul>			
<b>D. ATTENDING SKILLS</b>			
<ul style="list-style-type: none"> <li>acknowledged greetings and responses of teacher</li> </ul>			
<ul style="list-style-type: none"> <li>established the proper environment based on adult learning principles</li> </ul>			
<ul style="list-style-type: none"> <li>managed the learning atmosphere throughout the conference or dialogue</li> </ul>			
<ul style="list-style-type: none"> <li>directed and/or redirected the teacher to the learning tasks</li> </ul>			
<ul style="list-style-type: none"> <li>provided feedback in constructive manner</li> </ul>			
<b>E. INTEGRATING SKILLS</b>			
<ul style="list-style-type: none"> <li>highlighted important results of the activity that lead to the attainment of the objectives of the conference</li> </ul>			
<ul style="list-style-type: none"> <li>deepened and broadened teacher's outlook on the significance of the process and/or outputs</li> </ul>			
<b>F. ORAL COMMUNICATION SKILLS</b>			
<ul style="list-style-type: none"> <li>expressed ideas with clarity, logic and in grammatically correct sentences</li> </ul>			

Indicators	O	N	Remarks/Observations
• spoke with a well-modulated voice			
• delivered ideas with confidence and sincerity			

**Part II. Guide-to-School IS Leader's Conversation (*Kumustahan*)**

**Instructions:** Indicate the *School Instructional Leader's Areas of Strengths and for Improvement* and the corresponding suggested intervention.

<b>Areas of Strength</b>	
<b>Areas for Improvement</b>	<b>Suggested Intervention(s)</b>

Prepared by:

Conforme:

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

\_\_\_\_\_  
**Instructional Leader**