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

September 2, 2025

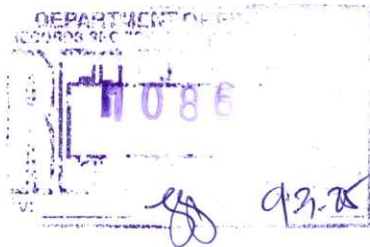
REGIONAL MEMORANDUM

No. **1086** s.2025

**MONITORING AND EVALUATION ON THE STATUS OF IMPLEMENTATION
OF KINDERGARTEN EDUCATION IN THE REGION**

To: Schools Division Superintendents
All Others Concerned

1. In line with the implementation of Kindergarten Education in the Region, this Office, through the Curriculum Learning and Management Division (CLMD), shall conduct a monitoring and evaluation on the status of implementation of Kindergarten for School Year 2025-2026.
2. The activity aims to:
 - a. monitor, evaluate and validate the status of implementation of the Kindergarten education;
 - b. extend appropriate technical assistance to ensure alignment with the Kindergarten framework and policy guidelines; and
 - c. gather best practices and significant insights from Kindergarten implementers.
3. Attached is the Monitoring and Evaluation tool intended for use by Education Program Supervisors, Public Schools District Supervisors, and School Heads.
4. All expenses incurred relative to the conduct of monitoring shall be charged against **Local Fund** subject to the usual accounting and auditing rules and regulations.
5. Immediate dissemination of and compliance with this Memorandum are desired.



RONELOAL K. FIRMO, CESO IV
Assistant Regional Director
Officer-In-Charge
Office of the Regional Director

Enclosure: Monitoring and Evaluation Tool for Kindergarten Implementers

Reference: None

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

EDUCATION EVALUATION KINDERGARTEN MONITORING

CLMD-ACA



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Enclosure No. 1 to Regional Memorandum No. _____ s. 2025

MONITORING TOOL FOR KINDERGARTEN

School Year _____

Division: _____ School ID: _____

School: _____

Date Monitored: _____

Instruction: Please review and complete the table below, ensuring that all required domains are thoroughly observe in relation to the implementation of Kindergarten Education.
(To be monitored by the Schools Heads, Principals, PSDSs and EPSs)

For each item:

- Kindly put (/) if the indicators per domain are present and (X) if not.
- Provide Remarks/Action Needed to clarify any observations or identify necessary actions for each domain, shown that specific concerns are addressed and appropriate follow-up to support continuous improvement.
- Each indicator must be evaluated using the defined scoring rubrics:
 - Met (M):** 90%–100% fulfillment of the indicator
 - Partially Met (PM):** 70%–89% fulfillment
 - Not Met (NM):** Less than 70% or absence of evidence
- The results of this Assessment may serve as a basis the indicator in the school level.

Domain	Description	Yes (/)	No (x)	Indicator			Remarks	MOVs
				Met	Partially Met (PM):	Not Met (NM)		
Curriculum Domain	Daily learning activities with Kindergarten Curriculum Framework							Classroom Program
	Daily Lesson Plans aligned with the Kindergarten curriculum standard							Curriculum Guide and Lesson Plan

	Learning competencies from the Curriculum Guide are being covered adequately							<i>Curriculum Guide, Lesson Plans, and Classroom Observations tools</i>
Learning Outcomes	Teacher's utilizing the different assessment tools for Kindergarten based on standard, i.e ECCD, EGRA, etc							<i>Assessment Results with Analysis</i>
	Teacher keeps and documents learners' progress in key developmental domain (cognitive, social, motor skills)							<i>Individual Learner Progress Reports/ ECCD Checklist</i>
	Integration of values aligned with the lessons objectives be observed in daily classroom interaction							<i>Lesson Plans, Learners' Individual Assessment as adopted in Homeroom Guidance Monitoring tools</i>
Teachers' Practices	Teacher is oriented/attended regular training on Kindergarten Curriculum.							<i>Training Completion Certificates, Memorandum or Invitation, and other MOVs (pictures, etc.)</i>
	Teacher uses varied instructional strategies to cater different learning style.							<i>Lesson Plans, Instructional Materials, Classroom Observation Reports</i>
	Teacher is embedding ICT into early childhood instruction to foster digital literacy and							<i>Lesson Plans with ICT integration</i>

	interactive learning.							
	Teacher is using developmentally appropriate teaching strategies, integrating play-based and experiential learning as prescribed in the curriculum.							<i>Lesson Plan, Classroom Observation tools, Learners Output</i>
Learning Environment	Classroom is safe, clean, and child-friendly.							<i>School Safety Inspection reports, Child Protection Policy Implementation reports, School Guidelines on Cleanliness and Safety, Health and Safety Protocols</i>
	Classroom and furniture's meet the standard for kindergarten learners.							<i>Official documents(DO # 77 s.2009 or ECCD Council standards, inspection/ compliance reports</i>
	Parents are involved in different school activities, stakeholders contribute to the development and success of the Kindergarten program.							<i>Attendance Sheets/logbook of parents and stakeholders</i>
	Strategies on parental engagement in Kindergarten are designed and validated for							<i>Activity Documentation report/pictorials</i>

