

1452



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

October 30, 2025

**REGIONAL MEMORANDUM**

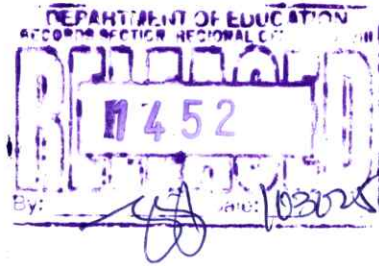
No. **1452** s. 2025

**DISSEMINATION OF EVALUATION RESULTS OF THE IMPLEMENTATION  
OF PROJECT INITIATIVES AND OTHER UPDATES**

To: Schools Division Superintendents  
Regional Office Division Chiefs  
All Others Concerned

1. Concerning the on-site evaluation of the implementation of Project Initiatives conducted in April, May, and August 2025, this Office, through the Human Resource Development Division (HRDD), disseminates the Evaluation Results of the Implementation of Project Initiatives and Other Updates.
2. Attached are the Evaluation Results of the Implementation of Project Initiatives for reference (Enclosure 1).
3. The Certificates of Completion shall be available for release starting on November 17, 2025, at the HRDD, DepEd Regional Office VIII, Government Center, Candahug, Palo, Leyte.
4. Other school heads/implementers, including those who were trained in the Division Rollout, shall be evaluated by the Division Office through the creation of a Project Initiative (PI) Evaluation Team, which shall be composed of personnel from the Human Resource Development Section (HRDS), the Curriculum Implementation Division (CID)—specifically the Education Program Supervisor (EPS) for Early Literacy—the Monitoring and Evaluation (M&E) Senior Education Program Specialist, and Public Schools District Supervisors (PSDSs).
5. The evaluation shall run from the first to the second quarter of calendar year 2026. The HRDS personnel shall consolidate the results using the attached template (Enclosure 2) and email them to **hrdd.region8@deped.gov.ph** by June 30, 2026. Evaluation results shall be used as reference in the issuance of the Certificate of Completion.
6. The PI Monitoring and Evaluation Tool (Enclosure 3) is enclosed, which the Division Team may adopt or adapt as needed. The HRDD shall extend technical assistance should the team opt to make revisions to the tool.
7. For inquiries or concerns, contact Dr. Harvie D. Villamor, Chief of HRDD, through **hrdd.region8@deped.gov.ph**.

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



**RONALO AL K. FIRMO CESO IV**  
Assistant Regional Director  
Officer-in-Charge  
Office of the Regional Director

Enclosures: As stated

References: None

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

ILT                      PROJECT INITIATIVE                      RESULTS

HRDD-DSS



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

Enclosure 1 to Regional Memorandum No. **1452** s. 2025

**EVALUATION RESULTS OF THE IMPLEMENTATION OF PROJECT INITIATIVES**

**Professional Development (PD) Program Profile**

|                             |                                                                                                  |
|-----------------------------|--------------------------------------------------------------------------------------------------|
| <b>PD Title</b>             | : Instructional Leadership Training (ILT): Strengthening Learning Conditions for Early Literacy  |
| <b>Implementation Dates</b> | : November 26-29, 2024 (Batch 1), December 1-4, 2024 (Batch 2), & December 10-13, 2024 (Batch 3) |

| No. | Name of School Head       | Schools Division | District    | Date of Evaluation | Remarks                                   |
|-----|---------------------------|------------------|-------------|--------------------|-------------------------------------------|
| 1   | Lilibeth E. Marte         | Baybay City      | District 9  | Apr. 22, 2025      | For issuance of Certificate of Completion |
| 2   | Rosalinda D. Febria       | Baybay City      | District 9  | Apr. 22, 2025      | For issuance of Certificate of Completion |
| 3   | Lalaine T. Topia          | Baybay City      | District 10 | Apr. 22, 2025      | For issuance of Certificate of Completion |
| 4   | Albert Filemon B. Daclag  | Baybay City      | District 10 | Apr. 22, 2025      | For issuance of Certificate of Completion |
| 5   | Rodward H. Calago         | Baybay City      | District 10 | Apr. 22, 2025      | For issuance of Certificate of Completion |
| 6   | Romeo N. Sonio Jr.        | Baybay City      | District 10 | Apr. 22, 2025      | For issuance of Certificate of Completion |
| 7   | Joylyn S. Jampas          | Biliran          | Almeria     | Apr. 21, 2025      | For issuance of Certificate of Completion |
| 8   | Jane D. Centino           | Biliran          | Almeria     | Apr. 21, 2025      | For Reevaluation                          |
| 9   | Andrian P. Palconit       | Biliran          | Biliran     | Apr. 21, 2025      | For issuance of Certificate of Completion |
| 10  | Jay C. Rosales            | Biliran          | Biliran     | Apr. 21, 2025      | For issuance of Certificate of Completion |
| 11  | Roxan S. Marilao          | Biliran          | Naval 1     | Apr. 21, 2025      | For issuance of Certificate of Completion |
| 12  | Michelle G. Romero        | Biliran          | Kawayan 2   | Apr. 21, 2025      | For Reevaluation                          |
| 13  | Chamberlain O. De La Cruz | Biliran          | Maripipi    | Apr. 21, 2025      | For issuance of Certificate of Completion |
| 14  | Anne V. Beringa           | Biliran          | Caibiran    | Apr. 21, 2025      | For issuance of Certificate of Completion |
| 15  | Bartolome R. Doroja       | Calbayog City    | Oquendo 1   | May 21, 2025       | For Reevaluation                          |
| 16  | Berly C. Manzanero        | Calbayog City    | Oquendo 1   | May 21, 2025       | For issuance of Certificate of Completion |



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|    |                          |                 |                 |               |                                           |
|----|--------------------------|-----------------|-----------------|---------------|-------------------------------------------|
| 17 | Nicolas B. Tarrayo Jr.   | Calbayog City   | Oquendo 3       | May 21, 2025  | For issuance of Certificate of Completion |
| 18 | Normel C. Galias         | Calbayog City   | Tinambacan 3    | May 21, 2025  | For issuance of Certificate of Completion |
| 19 | Citadel R. Uy            | Catbalogan City | Catbalogan 10   | Aug. 15, 2025 | For issuance of Certificate of Completion |
| 20 | Neviejen O. Casoy        | Catbalogan City | Catbalogan 5    | Aug. 15, 2025 | For issuance of Certificate of Completion |
| 21 | Brian U. Brillantes      | Catbalogan City | Catbalogan 8    | Aug. 15, 2025 | For issuance of Certificate of Completion |
| 22 | Marica A. Cadilo         | Eastern Samar   | Gen. Mac Arthur | Aug. 13, 2025 | For issuance of Certificate of Completion |
| 23 | Deo M. Cebaga            | Eastern Samar   | Oras East       | Aug. 13, 2025 | For issuance of Certificate of Completion |
| 24 | Jefferson Y. Bobon       | Eastern Samar   | Llorente        | Aug. 13, 2025 | For issuance of Certificate of Completion |
| 25 | Lourdes C. Alota         | Eastern Samar   | Llorente        | Aug. 13, 2025 | For issuance of Certificate of Completion |
| 26 | Domingo A. Ariaso        | Eastern Samar   | Arteche         | Aug. 13, 2025 | For issuance of Certificate of Completion |
| 27 | Ramil C. Rivera          | Eastern Samar   | Dolores 2       |               | Did not attend/ For evaluation            |
| 28 | John A. Rosaldo          | Eastern Samar   | Salcedo 2       | Aug. 13, 2025 | For issuance of Certificate of Completion |
| 29 | Ma. Jovy L. Cabantoc     | Leyte           | Abuyog East     | Apr. 23, 2025 | For issuance of Certificate of Completion |
| 30 | Magnolia S. Ruales       | Leyte           | Abuyog South    | Apr. 25, 2025 | For issuance of Certificate of Completion |
| 31 | Ralph P. Valeriano       | Leyte           | Alangalang I    | Apr. 24, 2025 | For issuance of Certificate of Completion |
| 32 | Jimmy A. Vicuña          | Leyte           | Alangalang II   | Apr. 23, 2025 | For issuance of Certificate of Completion |
| 33 | Mary Grace M. Caldosa    | Leyte           | Alangalang II   | Apr. 23, 2025 | For issuance of Certificate of Completion |
| 34 | Grace M. Ruña            | Leyte           | Albuera South   | Apr. 25, 2025 | For issuance of Certificate of Completion |
| 35 | Dario C. Arot            | Leyte           | Bato East       | Apr. 25, 2025 | For issuance of Certificate of Completion |
| 36 | Maria Mosilda A. Ortiz   | Leyte           | Bato West       |               | Did not attend/ For evaluation            |
| 37 | Ramel B. Grabador        | Leyte           | Carigara I      | Apr. 25, 2025 | For Reevaluation                          |
| 38 | Merlinda R. Angcay       | Leyte           | Dagami North    | Apr. 23, 2025 | For issuance of Certificate of Completion |
| 39 | Eric I. De Castro        | Leyte           | Dagami South    | Apr. 23, 2025 | For issuance of Certificate of Completion |
| 40 | Larry J. Jasmin          | Leyte           | Dagami South    | Apr. 23, 2025 | For issuance of Certificate of Completion |
| 41 | Josephine A. Cabalquinto | Leyte           | Dulag South     | Apr. 23, 2025 | For issuance of Certificate of Completion |
| 42 | Annabel A. Renomeron     | Leyte           | Hindang         | Apr. 25, 2025 | For issuance of Certificate of Completion |
| 43 | Gina S. Inocente         | Leyte           | Inopacan        | Apr. 24, 2025 | For issuance of Certificate of Completion |
| 44 | Oliver A. Villarín       | Leyte           | Leyte I         |               | Did not attend/ For evaluation            |
| 45 | Izel Ann A. Andrade      | Leyte           | Mahaplag I      | Apr. 25, 2025 | For issuance of Certificate of Completion |
| 46 | Jocelyn D. Rosal         | Leyte           | Merida          | Apr. 24, 2025 | For issuance of Certificate of Completion |
| 47 | Eden B. Blanco           | Leyte           | Sta. Fe         | Apr. 23, 2025 | For issuance of Certificate of Completion |
| 48 | Francisco I. Dagoy       | Leyte           | Tabango North   | Apr. 24, 2025 | For issuance of Certificate of Completion |
| 49 | Evangelina Z. Daño       | Leyte           | Tabango South   | Apr. 24, 2025 | For issuance of Certificate of Completion |

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|    |                         |                |                   |               |                                           |
|----|-------------------------|----------------|-------------------|---------------|-------------------------------------------|
| 50 | Jayson R. Gaduena       | Leyte          | Tanauan II        | Apr. 23, 2025 | For issuance of Certificate of Completion |
| 51 | Alma C. Cinco           | Leyte          | Tanauan III       |               | Did not attend/ For evaluation            |
| 52 | Marilyn A. Deuda        | Leyte          | Tunga             | Apr. 23, 2025 | For issuance of Certificate of Completion |
| 53 | Cherryl S. Diocton      | Leyte          | Villaba North     | Apr. 24, 2025 | For issuance of Certificate of Completion |
| 54 | Celia P. Catucod        | Northern Samar | Capul             |               | Did not attend/ For evaluation            |
| 55 | Wilberto C. Quibal      | Northern Samar | Lope de Vega      | May 20, 2025  | For issuance of Certificate of Completion |
| 56 | Anecito A. Gabitan      | Northern Samar | San Isidro II     |               | Did not attend/ For evaluation            |
| 57 | Ariel T. Diego          | Northern Samar | San Antonio       | May 20, 2025  | For issuance of Certificate of Completion |
| 58 | Rudel C. Lutaog         | Northern Samar | Catarman VI       |               | Did not attend/ For evaluation            |
| 59 | Celso M. Capawing       | Northern Samar | Catarman VI       | May 20, 2025  | For issuance of Certificate of Completion |
| 60 | Elvira L. Caguerhab     | Northern Samar | Catarman V        | May 20, 2025  | For issuance of Certificate of Completion |
| 61 | Maricel A. Padilla      | Northern Samar | Laoang III        | May 20, 2025  | For issuance of Certificate of Completion |
| 62 | Cindy C. Ciscar         | Northern Samar | San Roque         | May 20, 2025  | For issuance of Certificate of Completion |
| 63 | Fe P. Depiña            | Northern Samar | Rosario           | May 20, 2025  | For issuance of Certificate of Completion |
| 64 | Jessie J. Abadiano      | Samar          | Zumarraga         | Aug. 14, 2025 | For issuance of Certificate of Completion |
| 65 | Rechelle C. Alarcon     | Samar          | Tarangnan         | Aug. 14, 2025 | For issuance of Certificate of Completion |
| 66 | Angelico A. Dacallos Jr | Samar          | Daram I           | Aug. 14, 2025 | For issuance of Certificate of Completion |
| 67 | Domingo P. Cajurao      | Samar          | Sta. Margarita II | Aug. 14, 2025 | For issuance of Certificate of Completion |
| 68 | Jonathan D. Cabaal      | Samar          | Calbiga I         | Aug. 14, 2025 | For issuance of Certificate of Completion |
| 69 | Teresa B. Bacsal        | Samar          | Calbiga II        | Aug. 14, 2025 | For issuance of Certificate of Completion |
| 70 | Melanie C. Cordero      | Samar          | Motiong           | Aug. 14, 2025 | For issuance of Certificate of Completion |
| 71 | Mylene O. Jaromay       | Samar          | Motiong           | Aug. 14, 2025 | For issuance of Certificate of Completion |
| 72 | Evelyn Soyasa           | Samar          | Motiong           | Aug. 14, 2025 | For issuance of Certificate of Completion |
| 73 | Maribel B. Labong       | Samar          | Motiong           | Aug. 14, 2025 | For issuance of Certificate of Completion |
| 74 | Stephanie S. Labong     | Samar          | Villareal I       | Aug. 14, 2025 | For issuance of Certificate of Completion |
| 75 | Lorenzo M. Nabor        | Samar          | Sta. Rita I       | Aug. 14, 2025 | For issuance of Certificate of Completion |

Prepared by:

Noted by:



**DINA S. SUPERABLE**  
EPS, HRDD

**HARVIE D. VILLAMOR EDD**  
Chief, HRDD

Enclosure 2 to Regional Memorandum No. **452** s. **2025**

**EVALUATION RESULTS OF THE IMPLEMENTATION OF PROJECT INITIATIVES**

|                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------|
| <b>Professional Development (PD) Program Profile</b>                                                            |
| <b>PD Title</b> : Instructional Leadership Training (ILT): Strengthening Learning Conditions for Early Literacy |
| <b>Implementation Dates</b> :                                                                                   |

| No. | Name of School Head | Schools Division | District | Date of Evaluation | Remarks |
|-----|---------------------|------------------|----------|--------------------|---------|
| 1   |                     |                  |          |                    |         |
| 2   |                     |                  |          |                    |         |
| 3   |                     |                  |          |                    |         |
| 4   |                     |                  |          |                    |         |
| 5   |                     |                  |          |                    |         |



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**PROJECT INITIATIVE (PI) MONITORING AND EVALUATION TOOL**

**PART I: Background Information**

|                          |         |       |         |        |
|--------------------------|---------|-------|---------|--------|
| Schools Division:        |         |       |         |        |
| Name of School:          |         |       |         |        |
| Name of School Head:     |         |       |         |        |
| Position:                |         |       |         |        |
| Contact No.              |         |       |         |        |
| DepEd Email Address:     |         |       |         |        |
| Project Title:           |         |       |         |        |
| Project Duration:        |         |       |         |        |
| Start Date:              |         |       |         |        |
| End Date:                |         |       |         |        |
| Number of Beneficiaries: | Grade 1 | Male: | Female: | Total: |
|                          | Grade 2 | Male: | Female: | Total: |
|                          | Grade 3 | Male: | Female: | Total: |

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|                |              |      |        |
|----------------|--------------|------|--------|
| Doc. Ref. Code | RO-HRDD-F054 | Rev  | 00     |
| Effectivity    | 10.28.25     | Page | 1 of 8 |



**PART II: Reading Profiles of Beneficiaries Before and After the PI**  
**Directions:** Indicate the number of **target learners or beneficiaries** who fall under each reading profile.

| Beneficiaries' Reading Profiles <b>Before</b> the PI Implementation | Grade Level/ Reading Profile           | Low Emerging Reader | High Emerging Reader | Developing Reader | Transitioning Reader | Reading at Grade Level |
|---------------------------------------------------------------------|----------------------------------------|---------------------|----------------------|-------------------|----------------------|------------------------|
| Male                                                                | <b>Grade 1</b>                         |                     |                      |                   |                      |                        |
| Female                                                              |                                        |                     |                      |                   |                      |                        |
| Total                                                               |                                        |                     |                      |                   |                      |                        |
| Male                                                                | <b>Grade 2</b><br><i>Mother Tongue</i> |                     |                      |                   |                      |                        |
| Female                                                              |                                        |                     |                      |                   |                      |                        |
| Total                                                               |                                        |                     |                      |                   |                      |                        |
| Male                                                                | <b>Grade 2</b><br><i>Filipino</i>      |                     |                      |                   |                      |                        |
| Female                                                              |                                        |                     |                      |                   |                      |                        |
| Total                                                               |                                        |                     |                      |                   |                      |                        |
| Male                                                                | <b>Grade 3</b><br><i>Mother Tongue</i> |                     |                      |                   |                      |                        |
| Female                                                              |                                        |                     |                      |                   |                      |                        |
| Total                                                               |                                        |                     |                      |                   |                      |                        |
| Male                                                                | <b>Grade 3</b><br><i>Filipino</i>      |                     |                      |                   |                      |                        |
| Female                                                              |                                        |                     |                      |                   |                      |                        |
| Total                                                               |                                        |                     |                      |                   |                      |                        |
| Male                                                                | <b>Grade 3</b><br><i>English</i>       |                     |                      |                   |                      |                        |
| Female                                                              |                                        |                     |                      |                   |                      |                        |
| Total                                                               |                                        |                     |                      |                   |                      |                        |
| <b>Total:</b>                                                       |                                        |                     |                      |                   |                      |                        |

| Beneficiaries' Reading Profiles <i>After</i> the PI Implementation | Grade Level/ Reading Profile           | Low Emerging Reader | High Emerging Reader | Developing Reader | Transitioning Reader | Reading at Grade Level |
|--------------------------------------------------------------------|----------------------------------------|---------------------|----------------------|-------------------|----------------------|------------------------|
| Male                                                               | <b>Grade 1</b>                         |                     |                      |                   |                      |                        |
| Female                                                             |                                        |                     |                      |                   |                      |                        |
| Total                                                              |                                        |                     |                      |                   |                      |                        |
| Male                                                               | <b>Grade 2</b><br><i>Mother Tongue</i> |                     |                      |                   |                      |                        |
| Female                                                             |                                        |                     |                      |                   |                      |                        |
| Total                                                              |                                        |                     |                      |                   |                      |                        |
| Male                                                               | <b>Grade 2</b><br><i>Filipino</i>      |                     |                      |                   |                      |                        |
| Female                                                             |                                        |                     |                      |                   |                      |                        |
| Total                                                              |                                        |                     |                      |                   |                      |                        |
| Male                                                               | <b>Grade 3</b><br><i>Mother Tongue</i> |                     |                      |                   |                      |                        |
| Female                                                             |                                        |                     |                      |                   |                      |                        |
| Total                                                              |                                        |                     |                      |                   |                      |                        |
| Male                                                               | <b>Grade 3</b><br><i>Filipino</i>      |                     |                      |                   |                      |                        |
| Female                                                             |                                        |                     |                      |                   |                      |                        |
| Total                                                              |                                        |                     |                      |                   |                      |                        |
| Male                                                               | <b>Grade 3</b><br><i>English</i>       |                     |                      |                   |                      |                        |
| Female                                                             |                                        |                     |                      |                   |                      |                        |
| Total                                                              |                                        |                     |                      |                   |                      |                        |
| <b>Total:</b>                                                      |                                        |                     |                      |                   |                      |                        |

**\*PART IIIA: School Head - Monitor Pair Work**

**Directions:** Put a check mark on the columns that correspond to your answer based on what you observed, and the Means of Verification (MoV) presented.

| Practice Areas and Observation Items | PSSH Domains and Strands                                                                             | MoVs     | YES | NO | N/A | Remarks                                               |
|--------------------------------------|------------------------------------------------------------------------------------------------------|----------|-----|----|-----|-------------------------------------------------------|
| <b>1</b>                             | <b>Feedback and Support to Teachers' Lesson Planning and Preparation of Language Subject Lessons</b> |          |     |    |     |                                                       |
| 1a                                   | Reviews and provides feedback to teachers in the development                                         | 3.1, 3.2 |     |    |     | Instructional Supervision (IS) Plan/IS Accomplishment |

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|          |                                                                                                                                                         |                    |                                                                                                                |  |  |  |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------------------------------------------------------------------------------------------------|--|--|--|
|          | of teaching-learning resources aligned to curricular outcomes for Mother Tongue (MT), Filipino, and English.                                            |                    | Report/coaching plan/coaching report/PMCF/other relevant MoVs                                                  |  |  |  |
| 1b       | Monitors the utilization and implementation of teaching-learning resources of the teachers.                                                             | 3.2, 3.3           | Instructional Supervision (IS) Plan/IS Accomplishment Report/coaching plan/coaching report/other relevant MoVs |  |  |  |
| <b>2</b> | <b>Feedback and Support to Teachers' Literacy and Language Instructional Practices</b>                                                                  |                    |                                                                                                                |  |  |  |
| 2a       | Provides teachers with advice and feedback to support effective implementation of literacy language teaching.                                           | 3.2, 3.3           | Instructional Supervision (IS) Plan/IS Accomplishment Report/coaching plan/coaching report/other relevant MoVs |  |  |  |
| 2b       | Provides technical assistance (TA) to teachers to use and integrate supplemental reading materials when teaching literacy in MT, Filipino, and English. | 3.2, 3.3           | Instructional Supervision (IS) Plan/IS Accomplishment Report/coaching plan/coaching report/other relevant MoVs |  |  |  |
| 2c       | Supports teachers to use data for decision making through a variety of learners' work; written and performance tasks to monitor learner progress.       | 3.4, 3.5           | Instructional Supervision (IS) Plan/IS Accomplishment Report/coaching plan/coaching report/other relevant MoVs |  |  |  |
| <b>3</b> | <b>Monitoring, Evaluating, and Using Teacher and Learner Performance Data</b>                                                                           |                    |                                                                                                                |  |  |  |
| 3a       | Uses multiple sources of information to monitor teachers' preparation, planning, and implementation of language instruction.                            | 3.1, 3.3, 3.7      | Instructional Supervision (IS) Plan/IS Accomplishment Report/coaching plan/coaching report/other relevant MoVs |  |  |  |
| 3b       | Supports teachers to establish remediation and enrichment opportunities to support learners.                                                            | 1.1, 1.2, 1.5, 3.6 | Instructional Supervision (IS) Plan/IS Accomplishment Report/coaching plan/coaching report/other relevant MoVs |  |  |  |



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|          |                                                                                                                                                    |                                             |                                                                                                                |  |  |  |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------|--|--|--|
| 3c       | Shares school-wide literacy goals and performance with parent and community stakeholders (e.g., SMEA, parent-teacher conference, etc.)             | 1.1, 1.7, 3.4, 5.1, 5.4, 5.5                | PIP/Minutes of Meetings/ADRs/other relevant MoVs                                                               |  |  |  |
| <b>4</b> | <b>Support to Teacher's Professional Development</b>                                                                                               |                                             |                                                                                                                |  |  |  |
| 4a       | Collaborates with teachers to implement effective learning action cells (LACs) with the goal of improving teaching-learning outcomes.              | 3.7, 4.5, 4.6                               | LAC Plan/s/LAC session report/s or other relevant MoVs                                                         |  |  |  |
| 4b       | Provides timely feedback to all G1-G3 teachers' instructional practices relating to language and literacy.                                         | 3.2, 3.3, 4.6                               | Instructional Supervision (IS) Plan/IS Accomplishment Report/coaching plan/coaching report/other relevant MoVs |  |  |  |
| <b>5</b> | <b>Support to improve the learning environment, including Social and Emotional competencies, and Gender and Equity and Social Inclusion (GESI)</b> |                                             |                                                                                                                |  |  |  |
| 5a       | Reviews and gives feedback on teaching-learning resources to ensure they contain strategies which support Social Emotional Learning (SEL) and GESI | 3.1, 3.2, 3.6, 3.8                          | Instructional Supervision (IS) Plan/IS Accomplishment Report/coaching plan/coaching report/other relevant MoVs |  |  |  |
| 5b       | Advises, assists, and monitors teachers' use of supplemental reading materials to highlight and incorporate SEL and GESI themes and topics         | 3.2, 3.3, 3.6                               | Instructional Supervision (IS) Plan/IS Accomplishment Report/coaching plan/coaching report/other relevant MoVs |  |  |  |
| 5c       | Helps establish connections and encourage communication between and among teachers, learners, and parents to ensure learners' well-being.          | 1.1, 1.2, 1.3, 3.6, 4.8, 5.1, 5.3, 5.4, 5.5 | LAC session report/minutes of meeting/ADR/other relevant MoVs                                                  |  |  |  |
| <b>6</b> | <b>Building connections</b>                                                                                                                        |                                             |                                                                                                                |  |  |  |



|                                                         |                                                                                                                                  |                                                                                             |                                                                       |                                                                                                                                                                                                                                                      |    |                                       |  |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------------------|--|
| 6a                                                      | Taps and/or coordinates with internal and external stakeholders in strengthening the language and literacy program of the school | 5.1, 5.5                                                                                    | PIP/Minutes of Meetings/ADRs/MOA/Deed of Donation/other relevant MoVs |                                                                                                                                                                                                                                                      |    |                                       |  |
| 6b                                                      | Creates a community of partners to advocate language and literacy program/s of the school.                                       | 5.1, 5.4                                                                                    | PIP/MOA/Deed of Donation/Minutes of Meetings/other relevant MoVs      |                                                                                                                                                                                                                                                      |    |                                       |  |
| <b>Overall Totals</b>                                   |                                                                                                                                  |                                                                                             |                                                                       | 15                                                                                                                                                                                                                                                   | 15 | <b>Overall Score</b><br>Yes out of 15 |  |
| <b>Implementation Rating:</b><br>(Overall score/15*100) |                                                                                                                                  |                                                                                             |                                                                       |                                                                                                                                                                                                                                                      |    |                                       |  |
| <b>Descriptive Rating:</b>                              |                                                                                                                                  |                                                                                             |                                                                       |                                                                                                                                                                                                                                                      |    |                                       |  |
| <b>PART IIIB: Rating Scale</b>                          |                                                                                                                                  |                                                                                             |                                                                       |                                                                                                                                                                                                                                                      |    |                                       |  |
| <b>Rating</b>                                           |                                                                                                                                  | <b>Description</b>                                                                          |                                                                       | <b>Indicators</b>                                                                                                                                                                                                                                    |    |                                       |  |
| 90-100 Exemplary                                        |                                                                                                                                  | Implementation is fully established, sustained, and regularly improved based on data.       |                                                                       | <ul style="list-style-type: none"> <li>- All components of the project are implemented.</li> <li>- Continuous monitoring and improvement plans are in place.</li> <li>- Strong learner outcomes and high participation rates are evident.</li> </ul> |    |                                       |  |
| 80-89 Fully implemented                                 |                                                                                                                                  | Project activities are implemented consistently with minor gaps in coverage or consistency. |                                                                       | <ul style="list-style-type: none"> <li>- Most target learners are reached.</li> <li>- Learning resources and tools are consistently used.</li> <li>- Regular reporting and documentation are maintained.</li> </ul>                                  |    |                                       |  |
| 70-79 Partially implemented                             |                                                                                                                                  | Project activities are ongoing but show inconsistency or limited reach.                     |                                                                       | <ul style="list-style-type: none"> <li>- Some components are implemented; others are lacking or irregular.</li> <li>- Teacher or learner engagement is moderate.</li> <li>- Data tracking or feedback mechanisms are limited.</li> </ul>             |    |                                       |  |
| 60-69 Minimally implemented                             |                                                                                                                                  | Project is initiated but lacks structure, consistency, or full participation.               |                                                                       | <ul style="list-style-type: none"> <li>- Activities are partially aligned with goals.</li> </ul>                                                                                                                                                     |    |                                       |  |

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|                                    |                                                                             |                                                                                                                                                                                                                                                                                                                       |
|------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>0-59</b> Not implemented</p> | <p>Project has not yet been initiated or is in the planning stage only.</p> | <ul style="list-style-type: none"> <li>- Resources may be unavailable or underutilized.</li> <li>- Documentation is incomplete or informal.</li> <li>- No activities have been carried out.</li> <li>- No plans, resources, or monitoring tools are in place.</li> <li>- Stakeholders are not yet engaged.</li> </ul> |
|------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

\*Adapted from: USAID ABC+: Advancing Basic Education in the Philippines project. (2021b). *Instructional Leadership Training (ILT) Strengthening Learning Conditions for Early Literacy Participant's Guidebook*. CC BY-NC-SA 4.0.

**PART IV: Highlights of the Monitoring and Evaluation and Monitor's Notes**

**Directions:** Please write your observations and highlights of the monitoring and evaluation, and the technical assistance provided.

A. *Highlights of the Monitoring and Evaluation*

**1. What are the facilitating factors in the implementation of the Project Initiative?**

**2. What are the hindering factors in the implementation of the Project Initiative?**

B. *Monitor's Notes*

1. Good Practices

2. TA Provided



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3. Implementer's Recommendations for the Improvement of the Program

| <b>PART V: Monitor's Recommendation/s</b><br><b>Directions:</b> Please place a check mark (✓) in the space corresponding to your recommendation. |                                                  |                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|---------------------------|
| <b>Title of the Project</b>                                                                                                                      | <i>For Issuance of Certificate of Completion</i> | <i>For Reevaluation</i>   |
|                                                                                                                                                  |                                                  | <i>For implementation</i> |
| <b>Remarks:</b>                                                                                                                                  |                                                  |                           |

Signature over Printed Name of Evaluator

Signature over Printed Name of School Head

