

Teacher's M&E Report

Name: _____ School: _____ Advisory Class: _____ Quarter: _____ Calendar Year: _____

CURRICULUM IMPLEMENTATION

1. Curriculum Coverage

Subjects Handled	Number of Competencies		%
	To Teach (Target)	Taught (Actual)	

Compliance with DepEd Order No. 9, s. 2005 on Increasing Engaged Time-on-Task *There are 50 school days in a quarter of this SY.*

1. How many days did you file for a leave because of personal reasons like illness and vacation?	
2. How many days did you spend attending meetings, trainings or workshops?	
3. How many days were spent on Written Works? Performance Tasks? Quarterly Assessment?	
4. How many days were spent in the faculty room and you only give seat/collaborative works to your classes?	
5. How many days were devoted solely for co- and extra-curricular activities?	
6. How many days that class periods were shortened because of school activities like meetings and the like?	
7. How many times did you leave your classes for a few hours because of personal errands?	

8. What happened to your classes when you were not around (distributed to other classes, substitute teacher took over, group leaders took charge, no classes)?	
9. If your classes were left to a substitute teacher/group leaders, did you leave seat/collaborative works? If you did, how often (always, often, sometimes, never)?	
10. How often did you report to your classes on time (always, often, sometimes, never)?	
11. How often did you facilitate your classes throughout the whole period (always, often, sometimes, never)?	
12. Did you prepare Competency Calendars/Checklists (CC/Cs) in your subjects to serve as your lesson-pacing guides? Note: Submit copies of you CC/Cs that shows the untaught and difficult-to-teach competencies. If no CC/Cs, just give a list.	
13. How often did you prepare lesson plans/Iplans/DLL before going to your classes (always, often, sometimes, never)?	
14. How often did you deliver complete lessons daily from Motivation to Assignment (always, often, sometimes, never)?	
15. Did you establish quick and systematic routines in checking attendance, absences, and cutting classes to maximize class periods? Is it effective? What are your plans?	
16. Did you establish proactive/positive classroom discipline to avoid misbehavior? Is it effective? What are your plans?	

2. Student Mastery of Competencies

Classes Handled	No. of Learners	No. of Learners with grades			
		60-74	75-79	80-89	90-99
TOTAL					

Note: Submit the list of students with failures in every subject handled.

Compliance with K to 12 Policies such as DepEd Order No. 8, s. 2015 Classroom Assessment

1. How many learners were at risk of failing on the first four weeks of classes?	
2. How many learners at risk of failing in your classes were you able to meet to discuss how to improve their performance? When were the specific dates that you met them? Note: Submit documentary evidences of these meetings.	
3. How many parents/guardians of learners at risk of failing in your classes were you able to meet to detail the assistance you need to help improve their children's performance? When were the specific dates that you met them? Note: Submit documentary evidences of these meetings.	
4. Were the meetings you conducted with the parents/guardians effective? If not, what changes do you plan to implement to improve?	
5. Did you give interventions to learners at risk of failing through remediation? When did you start conducting remedial classes? How often? Until when did you conduct remedial classes? Note: Submit documentary evidences of these remedial classes.	
6. Were the remedial classes you conducted effective? If not, what changes do you plan to implement to improve?	

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Compliance with Kto12 Policies/Principles	
7. What other forms of interventions did you provide aside from conducting remedial classes? Did you employ peer tutoring? Differentiated instruction/assessment? Note: <i>Submit documentary evidences of these interventions. If you have not applied these interventions, what are your plans?</i>	
8. How often were your daily lessons able to develop all the cognitive processes on remembering, understanding, applying, analyzing, and evaluating or creating (always, often, sometimes, never)?	
9. How often did you utilize your daily formative assessment to identify learners' strengths and weaknesses to be able to adjust teaching strategies right there and then (always, often, sometimes, never)?	
10. How many Written Works (WWs) did you give in each subject you handle? How many of these WWs are supported by Summative Assessment Matrices (SAMs) that describe the competencies of a unit tested and the cognition processes required for each item? Note: <i>Submit SAMs if available.</i>	
11. How many of your Quarterly Assessments are supported by Summative Assessment Matrices? Note: <i>Submit SAMs if available.</i>	
12. How many Performance Tasks (PTs) did you give in all subjects you handle?	
13. How many of these PTs are based from the suggestions found in the K to 12 Modules? Note: <i>Submit documentary evidences of student outputs.</i>	
14. How many of these PTs did you design on your own based on the performance standards stipulated in Curriculum Guides? Note: <i>Submit the mechanics of these PTs, the rubrics for rating and documentary evidences of student outputs.</i>	

15. Were you able to distribute cards on August 27, 2016? If not, when was it done?	
16. Did you display performance products or showcase performance tasks during the Distribution of Cards? Note: <i>Submit documentary evidences of this exhibit.</i>	
17. Did you conduct a meeting with the parents/guardians of learners with failing grades during the Distribution of Cards? Note: <i>Submit minutes of these meetings that show agreements.</i>	
18. What interventions do you plan to implement this quarter to assist students who failed last quarter? Note: <i>Submit a Technical Assistance (TA) Plan.</i>	
Compliance with Kto12 Policies and Principles on the Integration of 21st Century Skills	
<i>Did you help develop learners' ____? How many times? Note: If yes, submit documentary evidences.</i>	
1. information skills that enable them to identify, find, evaluate, and manage information through internet/library research tasks?	
2. media skills of accessing, analyzing, evaluating, and creating media such as those they experience from television, radio, internet, newspapers, magazines, books, billboards, video games, and other forms of media? ?	
3. technology skills such as messaging/communications, data mining, and networking?	
4. communication skills where they can convey and transmit information efficiently and effectively?	
5. life skills or abilities for adaptive and positive behavior that enable them to deal effectively with the demands & challenges of everyday life.	

6. career skills that enables them to plan their career based on their interests and skills and develop habits and attitudes that enable them to manage chosen careers.	
7. learning skills that refer to the study skills involving concentrating, reading and listening, using time, and more.	
8. innovation skills that enable them to keep up with changes such as new technology and new jobs; and to improve the way things are done to stay competitive such as developing new products and designing new policies or technology.	
Compliance with Kto12 Policies and Principles on Differentiated Instruction	
1. Did you prepare a learning profile of all your classes according to learning styles—visual, auditory, and kinesthetic?	
2. Did you prepare a learning profile of all your classes based on levels of ability—slow, average, fast?	
3. Did you differentiate instruction based on learning styles? How many times? Note: <i>If yes, submit LPs/iplans/DLLs</i>	
4. Did you try to differentiate instruction based on levels of ability? How many times? Note: <i>If yes, submit LPs/iplans/DLLs</i>	
Compliance with Section 10.2.e of the IRR of R.A. 10533 : “The curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative, and integrative.”	
Answer <i>how-often</i> questions with always, often, sometimes or never.	
1. How often did you focus your lessons on drill mastery	
2. How often did you apply the use of rewards and punishments in your classes?	
3. How often did you apply lecturing ?	

4. How often did you let learners interact solely with the textbook or Learning Material in delivering your lessons?	
5. How often did you demonstrate a skill?	
6. How often did you use interactive discussion ?	
7. How often did you allow your students to work collaboratively in groups and you hopped from one group to another to provide technical assistance?	
8. How often did you apply guided discovery where your role includes facilitating, asking questions to challenge learners to think, and giving clues to promote creation of meaning and discovery of concepts and principles ?	
9. How often did you use manipulative or multimedia materials such as videos and PowerPoint presentations?	
10. How often did you base your lessons on the learners' prior knowledge, background, and context to help them make connections with the content through their learning experiences?	
11. How often did you employ an inquiry-based learning where you used questions , problems, and scenarios to help students learn through their own agency and investigation?	
12. How often did you use David Kolb's Reflective Learning which is parallel to 4A's—Activity, Analysis, Abstraction, and Application?	
13. How often did you require learners to write reflective journals such as <ul style="list-style-type: none"> • Double Entry Journal (Summary/Highlights and Reflections) • Stream Consciousness Writing (Spontaneous) • Mind-mapping or concept mapping 	
14. How often did you integrate in your lessons concepts and principles from other disciplines/learning areas ?	

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3. Learning Resources

Put a check mark on the appropriate columns.

Subjects Handled	Curriculum Guide		Teacher's Guide	
	Is it available?			
	YES	NO	YES	NO

4. Textbook/ Learning Material (LM)

Classes Handled (Section-Subject)	No. of Students	No. of Available Textbook / Learning Guides

5. Reading Proficiency of Advisory Class

BOSY Enrolment: _____

ORAL FLUENCY	MTB	FIL	ENG
Independent			
Instructional			
Frustration			
No Fluency			

Compliance with DepEd Standards:
Every child should have oral fluency in MTB, Filipino, and English at the end of Grade One.

- Did you conduct remedial reading program?
- If yes, how often (Daily, MWF, TTh, Once a week)?
Note: Submit documentary evidences.
- How long was each session?
- What did you use? (Put a check Mark)
 - Alphabet chart
 - Flash Cards
 - Reading Charts
 - Big Books
 - Reading Books
 - Learning Material
- Did you have access to DepEd Learning Resources? Where—LRMDS, Regional FB pages, DepEd website, Other Internet Sources?
- Did you conduct a meeting with the parents/guardians of frustration readers and non-readers to guide them what to do to help their children overcome their reading weakness? When? **Note: Submit documentary evidences.**
- What adjustments do you plan to implement in your remedial reading program to elevate the reading performance of frustration readers and non-readers last quarter?

CLASSROOM MANAGEMENT

1. Monthly Attendance of Advisory Class

Yearly Enrolment	Ave. Monthly Attendance		
	June	July	August

2. On Tardiness and Cutting Classes

Classes Handled	Enrolment	Number of Learners who					
		always cut classes			are frequently late		
		Month			Month		
		Jun	Jul	Aug	Jun	Jul	Aug
TOTAL							

3. Nutritional Status of Advisory Class

No. of Learners classified as WASTED and SEVERELY WASTED		
In the Baseline Data	At the end of the Quarter	%

Compliance with DepEd Policies on Nutritional Status

- When did you measure the baseline data of the nutritional status of learners?
- Did you conduct a feeding program for the wasted and severely wasted? How often? **Note: Submit documentary evidences.**
- Where did your fund come from?
- Did you have an initiative to find stakeholders who would fund the feeding program of your advisory class?

3. Advisory Learners At-Risk of Dropping Out (LARDOs) at the end of the Quarter

No.	Names of LARDOs

Compliance with DepEd Policies on Access

- How many learners were at risk of dropping out last quarter?
- How many **learners** in your classes **at risk of dropping out** (LARDOs) were you able to meet to convince them to improve their school attendance? When were the specific dates that you met them? **Note: Submit documentary evidences.**
- How many parents/guardians of LARDOs in your classes were you able to meet to detail the assistance you need to help improve their children's reading performance? When were the specific dates that you met them? **Note: Submit documentary evidences.**
- Were the meetings you conducted with LARDOs effective? If not, what changes do you plan to implement to improve?

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5. Were the meetings you conducted with the parents/guardians effective? If not, what changes do you plan to implement to improve?	
6. What other interventions did you implement to reduce LARDOs? Note: Submit documentary evidences .	
7. Were the other interventions conducted to save LARDOs effective? If not, what changes do you plan to implement to improve?	

<ul style="list-style-type: none"> Seek credible lesson/assessment references from the Internet Downloading multimedia resources such as video lessons and PowerPoint presentations from the Internet to modify or directly use in classes Pursue graduate studies 	
3. Did you have Learning Action Cell (LAC) Sessions in your school/cluster?	
4. What was your school's LAC schedule? Were classes disrupted? What measures did your school implement in order that classes were not sacrificed?	
5. If yes, what LAC Session activities (did you include/you should have included) in your IPPD?	
<ul style="list-style-type: none"> Discussion of instruction-related policies, standards, and guidelines Discussion of educational trends/practices Planning lessons that are difficult to teach Lesson demonstration and critiquing Discussion of the effectiveness of lessons planned by groups and how to improve the lessons Mentor/Coach other teachers Being mentored/coached by other teachers Share learning resources Critiquing learning resources Discussion of how to use learning resources Discussion of how to use teaching-learning technology such as calculator, downloader, video camera, audio/video converter/editor, LCD projector, and more 	
6. Did you attend capability building (CB) programs—orientation, training, workshop?	
<ul style="list-style-type: none"> District Division Region National 	

2. Educational Qualifications

1. Bachelor's Degree (with DPE)	
2. Major/Minor	
3. Masteral Degree/Major	
4. No. of Units/CAR/Graduated	
5. Doctoral/PhD Degree/Major	
6. No. of Units/CAR/Graduated	
7. No. of Years of Public Teaching Experience	
8. Conducted Action Research?	
9. Designed a Teaching Innovation?	
10. Served as demonstrator?	
11. Served as training facilitator, trainer, resource speaker, ?	
12. Position/Designation	

SPECIAL ASSIGNMENTS

1. Co- and Extra-Curricular and Community -Related Activities (Put a Check Mark)

CATEGORIES	ROLE/S
Culminating Activities	
1.	
2.	
3.	
District/Area/Division/Region/National Activities/Competitions	
1.	
2.	
3.	
4.	
5.	
Community-Related Activities (Parade, Tree Planting, Cleanliness Drive, Cultural/Entertainment Presentation, Symposium, Conferences)	
1.	
2.	
3.	
4.	

2. Ancillary Services (Related to Guidance. Can-teen, Library, Clinic, School Records, ICT/Computer, DRRM, Subject Coordinator, and the like)

ANCILLARY SERVICES

3. Special Programs/Projects (ALS/Abot-Alam, IPED, Madrasah/ALIVE, MISOSA, Open HS/EASE/ e-IMPACT, DORP, ECARP, Foreign Language)

SPECIAL PROGRAMS AND PROJECTS

What activities did you conduct in your programs/projects?

ACCOMPLISHMENTS	
PHYSICAL	FINANCIAL

Classroom Situation

What is the status of your classroom?

New	Needs Repair		Dilapidated
	Major	Minor	
1. Do you have enough seats for learners? If NO, how many do you lack? If YES, do you have excess? How many?			
2. How many seats need repair? Replacement?			
3. How many excess seats you have?			
4. Do you have enough blackboards? If NO, how many do you lack? If YES, do you have excess? How many?			

PROFESSIONAL DEVELOPMENT

1. Learning Area/Subject Expertise/Weakness (Put a Check Mark)

Subjects Handled	Major	Minor	Interested	Difficult

Compliance with Standards on Professional Development

1. Did you prepare Individual Plan for Professional Development to address your weakness and improve your teaching skills?	
2. What activities did you do on your own that you (should have) included in your IPPD?	
<ul style="list-style-type: none"> Professional Readings using borrowed/self-purchased books/journals Professional Readings from credible Internet sources Borrow or purchase books as lesson/assessment references 	

Grade One Teacher's M&E Report

Name: _____ School: _____ Advisory Class: _____ Quarter: _____ Calendar Year: _____

What is the status of your classroom?	
5. Does your classroom have electrical connection?	
6. How many _____ does your classroom have?	
<ul style="list-style-type: none"> Fans Aircon unit/s Electrical lamps Sound System Computer Printer LCD Projector 	
7. Does your classroom have a comfort room (CR)?	
7.1 If YES, do it have water connection?	
7.2 Is the CR clean all the time?	

7.3 If NO, did your class have access to a common CR? How many for boys/girls/teachers?	
7.3 Is/Are the common CR/s always clean?	
8. Did the class practice turning off the lights when not in use and before going home at the end of the day?	
9. Did the class practice turning off the water faucets when not in use and before going home at the end of the day?	
10. Did the class practice plugging out classroom appliances before going home at the end of the day?	
11. Did the class practice locking the classrooms when nobody is around and before going home at the end of the day?	

Promptness in Submitting School Forms	
How prompt are you in accomplishing and submitting the following school forms (<i>before the time, on time, late</i>)?	
• Teacher's M&E Report	
•	
•	
•	
•	
•	
•	
•	
•	
•	

Major Accomplishments that you are proud of

Concerns, Issues, Gaps, Problems (CIGPs)

CIGPs	Actions Taken at My Own Level	TA Needed from the School Head	TA Needed from the Division/Region