**Monitoring and Evaluation Tool for School Heads**

**on the Implementation of Kindergarten Curriculum Programs/Projects**

Description: This tool is to be used by the **Public Schools District Supervisors** in conducting Monitoring of Kindergarten Curriculum, programs and projects implemented by divisions/schools.

Directions: Please respond to the tool by ticking the appropriate box that corresponds to your observation ad available documentary evidences.

 *Never - not done at all*

 *Sometimes - done once a month*

 *Always - done at least twice a month*

1. District Profile

No. of Schools: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

No. of School Heads: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

No. of Kindergarten Teachers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

No. of K Classes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

No. of K Learners: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| 1. **INSTRUCTIONAL LEADERSHIP**
 |
| **The schools:** |
| 1. ASSESSMENT OF LEARNING OUTCOMES
 | Never | Sometimes | Always | MOVs |
| 1. Manage the processes and procedures in monitoring kindergarten’s progress.
 |  |  |  |  |
| 2. Ensure utilization of Early Childhood Checklists and other assessment tools to diagnose, assess learner performance, and make assessment a learning process for kindergarten learners. |  |  |  |  |
| 3. Check the effectiveness of the interventions used by the teachers |  |  |  |  |
| 3. Assess the effectiveness of curricular/co-curricular programs and /or instructional strategies particularly the Contextualized Kindergarten Blocks of Time? |  |  |  |  |
| 4. Utilize assessment results to improve learning. |  |  |  |  |
| 5. Develop/Manage the development of contextualized assessment programs |  |  |  |  |
| 1. CURRICULUM MANAGEMENT
 | Never | Sometimes | Always | MOVs |
| 6. Develop/adopt a research based school co-curricular program for Kindergarten and determine its effectiveness |  |  |  |  |
| 7. Develop and manage a coherent and responsive curriculum program/project which supports and enhances the localized kindergarten curriculum |  |  |  |  |
| 8. Address deficiencies and sustain successes of current programs in collaboration with teachers, and learners |  |  |  |  |
| C. Implementing Kindergarten Programs for Instructional Improvement |  |  |  |  |
| 9. Manage the implementation of the utilization of kindergarten blocks of time in line with DepEd policies and standards. |  |  |  |  |
| 11. Initiate activities to enrich Kindergarten curriculum through localization. |  |  |  |  |
| 12. Manage K- curriculum innovation and enrichment with the use of technology. |  |  |  |  |
| 13. Organize teachers to champion instructional innovation programs toward curricular responsiveness. |  |  |  |  |
| **II. INSTRUCTIONAL SUPERVISION** | Never | Sometimes | Always | MOVs |
| 14. Prepare and implements an instructional supervisory plan |  |  |  |  |
| 15. Conduct Instructional Supervision using appropriate strategy |  |  |  |  |
| 16. Evaluate lesson plans as well as actual classroom and learning management |  |  |  |  |
| 17. Provide in a collegial manner timely, accurate and specific feedback to teachers' regarding their performance. |  |  |  |  |
| 18. Provide expert technical assistance and instructional support to the teachers. |  |  |  |  |
| **III. EFFECTIVENESS ON CRITICAL PROCESSES** |  |  |  |  |
| A. PLANNING | Never | Sometimes | Always | MOVs |
| 19. Did planning help SH attain their goals? |  |  |  |  |
| 20. Was planning necessary to implement a program or project? If yes, indicate the benefits: |  |  |  |  |
| a. |  |  |  |  |
| b. |  |  |  |  |
| 1. ADVOCACY
 | Never | Sometimes | Always | MOVs |
| 21. Did the stakeholders actually support the K curriculum? If yes, please name the stakeholders: |  |  |  |  |
| a. |  |  |  |  |
| b. |  |  |  |  |
| c. |  |  |  |  |
| 22. Did the stakeholders‘ support bring about positive effects on the K curriculum implementation? If yes, indicate the positive effects: |  |  |  |  |
| a. |  |  |  |  |
| b. |  |  |  |  |
| 1. LOCALIZATION
 | Never | Sometimes | Always | MOVs |
| 23. Was the Contextualized Kindergarten Blocks of Time useful in the teaching – learning process? If yes, indicate the benefits derived: |  |  |  |  |
| a. |  |  |  |  |
| b. |  |  |  |  |
| c. |  |  |  |  |
| d.  |  |  |  |  |
| **Technical Assistance/Capability Building** |  |  |  |  |
| 24. Did the school head conduct TA/support to teachers? If yes, specify: |  |  |  |  |
| a. |  |  |  |  |
| b. |  |  |  |  |
| 25. Did the TA improve the competencies of Kindergarten Teachers? If yes, indicate the marked improvement: |  |  |  |  |
| 26. Did the school head conduct LAC Session based on needs? If yes, indicate the bases: |  |  |  |  |
| a. |  |  |  |  |
| b. |  |  |  |  |
| 27. Were the LAC Session programs focused? If yes, indicate the bases: |  |  |  |  |
| a. |  |  |  |  |
| b. |  |  |  |  |
| a. |  |  |  |  |
| b. |  |  |  |  |
| 28. Did the LAC Session improve the competencies of the Kindergarten Teachers? If yes, indicate the marked improvement: |  |  |  |  |
| a. |  |  |  |  |
| b. |  |  |  |  |
| 29. Are there other school needs not currently addressed? If yes, specify:   |  |  |  |  |
| a. |  |  |  |  |
| b. |  |  |  |  |
| 30. Has there been marked improvement in the school performance as a result of the program implementation? If yes, indicate the marked improvement: |  |  |  |  |
| a. |  |  |  |  |
| b. |  |  |  |  |
| 1. LEARNING DELIVERY
 | Never | Sometimes | Always | MOVs |
| 31. Did classroom observations show that the teaching –learning process adhere to the Kindergarten standards and to the program/project‘s goals? |  |  |  |  |
| 32. Did the schools recognize classroom good practices for replication? |  |  |  |  |
| 1. RESEARCH
 | Never | Sometimes | Always | MOVs |
| 33. Did the schools conduct research related to the program/project? If yes, specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| 36. Did the schools report and utilize the research findings? If yes, specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| 1. LEARNING RESOURCE DEVELOPMENT & UTILIZATION
 | Never | Sometimes | Always | MOVs |
| 34. Are there learning resources available? If yes, specify: \*\*\*\*\*\* |  |  |  |  |
| 35. Are the resources adequate? If yes, indicate the adequacy by a check mark: |  |  |  |  |
| \_\_\_\_ very adequate |  |  |  |  |
| \_\_\_\_ moderately adequate |  |  |  |  |
| \_\_\_\_ not adequate |  |  |  |  |
| 36. Were the resources developed by: \_\_\_\_\_CO\_\_\_\_\_RO\_\_\_\_\_DO\_\_\_\_\_SchoolOthers, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| 37. Are the resources localized? |  |  |  |  |
| 38. Do the resources conform to the LR standards? |  |  |  |  |
| 39. Do classroom observations show that local materials were maximally utilized in the teaching – learning process?  |  |  |  |  |
| 40. Do classroom observations show that the resources contribute to the effectiveness in implementing the K curriculum? |  |  |  |  |
| 41. Was inventory of Learning Resources conducted? |  |  |  |  |
| 1. MONITORING & EVALUATION
 | Never | Sometimes | Always | MOVs |
| 42. Did the school head conduct M & E of the K curriculum implementation? |  |  |  |  |
| 45. Did the school head report and utilize the M & E results? |  |  |  |  |
| How? Please cite ways: |  |  |  |  |
| a. |  |  |  |  |
| b. |  |  |  |  |
| c. |  |  |  |  |

Prepared by:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PSDS/Acting PSDS

GGB/CLMD18