


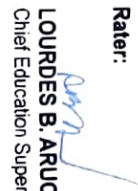




**PERFORMANCE MONITORING
AND COACHING**



PERFORMANCE MONITORING AND COACHING FORM



DATE	CRITICAL INCIDENT DESCRIPTION	OUTPUT	IMPACT ON JOB/ACTION PLAN	SIGNATURE (RATER/RATEE)
January 16, 2023	<p>During a recent evaluation of the Alternative Learning System (ALS) program, it was identified that ALS implementers require ongoing professional development. A critical incident revealed the necessity of conducting a monthly Learning Action Cell (LAC) session. This forum is crucial for enhancing the implementers' skills and knowledge, ensuring the effective delivery and continuous improvement of the LALS program. Without this regular professional development, the quality and impact of the ALS program may be compromised, highlighting the urgent need for structured and consistent training opportunities.</p>	<p>1. Lower Learner Outcomes Without enhanced skills and knowledge, implementers may be less effective in engaging and educating learners, potentially resulting in poorer learner outcomes and decreased program success rates.</p> <p>2. Stagnation of Skills and Knowledge ALS implementers may not keep up with the latest instructional methods and best practices, leading to outdated and ineffective teaching approaches.</p> <p>3. Documentation Gaps Without LAC sessions, there would be a lack of documented progress and feedback on professional development, making it difficult to assess and improve the training and support provided to ALS implementers.</p>	<p>Diminished Professional Growth ALS implementers may experience limited professional development opportunities, hindering their ability to improve their teaching methods and stay current with educational trends.</p> <p>Ineffective Program Delivery ALS implementers may find it challenging to deliver the ALS program effectively, potentially compromising the program's goals and reducing its overall impact on learners.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> ✓ Schedule monthly sessions ✓ Develop a structured agenda for LAC sessions focusing on key skills and knowledge areas ✓ Establish a feedback mechanism to continuously assess and improve LAC sessions ✓ Conduct periodic evaluations of LAC sessions to ensure they meet the needs of ALS implementers 	<p>Ratee:  MELDA FATIMA G. HERNAEZ EPS, ALS</p> <p>Rater:  LOURDES B. ARUCAN EDD Chief Education Supervisor</p>

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January 20, 2023	<p>During the current academic year, it was discovered that the Education Program Supervisor responsible for checking and reviewing work immersion class schedules failed to fulfill this duty. As a result, no class schedules for work immersion were prepared, finalized and approved. This oversight has led to significant disruptions: students are left uncertain about their work immersion placements and schedules, causing confusion and anxiety. Additionally, partner organizations expecting to host students are facing logistical challenges due to the lack of structured timetable. This failure to review and approve the work immersion schedule undermines the program's effectiveness and negatively impacts the educational and professional development of the students involved. Immediate action is required to address this issue and ensure that a comprehensive and clear schedule is reviewed, approved, and communicated to all stakeholders.</p>	<p>A Focus Group Discussion (FGD) was conducted with school heads. The discussion revealed the following key points:</p> <ol style="list-style-type: none"> 1. Communication Gaps <p>There was a lack of clear communication between the Education Program Supervisor and school heads who are responsible for preparing the schedules, leading to the oversight.</p> <ol style="list-style-type: none"> 2. Impact on Students <p>Students expressed feelings of uncertainty due to the absence of a confirmed schedule, which affected their preparedness and motivation for the work immersion program.</p>	<p>Action Plan</p> <p>Objective: Ensure timely preparation, review, and communication of work immersion class schedules to avoid future disruptions.</p> <ol style="list-style-type: none"> 1. Establish Clear Roles and Responsibilities <p>Define and document the roles and responsibilities of all personnel involved in the work immersion scheduling process.</p> <p>Responsible: EPS in-charge</p> <ol style="list-style-type: none"> 2. Appointment of a Work Immersion Coordinator <p>Appoint a dedicated coordinator to oversee the preparation and initial review of work immersion class schedules.</p> <p>Responsible: School Head</p> <ol style="list-style-type: none"> 3. Develop a Comprehensive Scheduling Procedure <p>Create a detailed procedure outlining the steps for preparing, reviewing, and approving work immersion schedules.</p> <p>Responsible: Work Immersion Coordinator, EPS in-charge</p> <ol style="list-style-type: none"> 4. Implement a Review and Approval Timeline <p>Establish a clear timeline for schedule preparation, review, and</p>	<p>Rater:  MARJOU R. MANSUEL EPS, EPP/TE/TVL</p> <p>Ratee:  LOURDES B. ARUCAN EDD Chief Education Supervisor</p>

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			<p>final approval to ensure deadlines are met. Responsible: Work Immersion Coordinator, EPS in-charge</p> <p>5. Conduct Training and Workshops Organize training sessions for all staff involved in the work immersion program to ensure that understand their roles and the new procedures. Responsible: EPS in-charge</p> <p>6. Improve Communication Channels Set up regular meetings and communication channels between all stakeholders, including students, teachers, and partner organizations, to ensure everyone is informed and aligned. Responsible: Work Immersion Coordinator</p> <p>7. Feedback and Monitoring System Develop a system for collecting feedback from students, teachers, and partner organizations to monitor the effectiveness of the new procedures and make adjustments as needed. Responsible: Work Immersion Coordinator and EPS in-charge</p>	

PERFORMANCE MONITORING AND COACHING FORM

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April 7, 2023	<p>On April 4, 2023, it was observed that the reading results (PHL-IRI, FLAT, CRLA), which were scheduled for submission by March 28, 2023 were not delivered on time. The expected submission was crucial for the regional consolidation of reading results, and the delay resulted in significant operational disruptions.</p>	<p>The late submission of reading results on caused significant operational disruptions. Originally due on March 28, 2023, the results were finally submitted three (3) days late, leading to delays in the regional consolidation of results affecting team productivity and stakeholders confidence.</p>	<p>Team Impact:</p> <ul style="list-style-type: none"> ✓ Team members who relied on the reading results for their analysis and reporting were unable to proceed with their tasks. ✓ The delay decreased overall productivity and caused frustration among team members. <p>Stakeholders Impact:</p> <ul style="list-style-type: none"> ✓ The delay potentially affected the perception of our reliability and efficiency among stakeholders and clients who depend on timely and accurate reporting. <p>Immediate Actions Taken:</p> <ul style="list-style-type: none"> ✓ Notified all affected parties about the delay and provided an updated timeline. ✓ Held a focus group discussion with the team responsible for the reading results to understand the cause of the delay. ✓ Implemented temporary measures to mitigate the impact on dependent tasks. 	<p>Rater:  REGINA GENELÍN C. MAGTALON EPS, English</p> <p>Ratee:  LOURDES B. ARUCAN EAD Chief Education Supervisor</p>

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June 7, 2023	<p>One critical incident affecting schools and teachers is the lack of a centralized bank repository for learning resources. Without such a repository, educators struggle to access the necessary materials for effective teaching. This gap hinders their ability to provide comprehensive and diverse educational experiences for their students.</p>	<p>The lack of a centralized bank repository for learning resources significantly impacts schools and teachers. Without a dedicated platform to access the required materials, educators face challenges in sourcing, organizing, and utilizing diverse educational content effectively.</p>	<p>Job impacts:</p> <ol style="list-style-type: none"> 1. Increased Workload: Teachers spend excessive time searching for quality resources, reducing the time available for lesson planning and student interaction. 2. Inefficiency: Schools struggle to manage and share resources efficiently, leading to duplicated efforts and resource wastage. 3. Inconsistent Quality: The absence of a standardized repository leads to variability in resource quality, affecting the uniformity of education provided. <p>Agreement: A Division LR Portal shall be created through the initiative of the LR Supervisor. All locally developed learning resources are to be uploaded for teachers/learner's access.</p>	<p>Ratee:  JOHN PAUL M. VERINES EPS, LRMS</p> <p>Rater:  LOURDES B. ARUCAN EDD Chief Education Supervisor</p>

PERFORMANCE MONITORING AND COACHING FORM

DATE	CRITICAL INCIDENT DESCRIPTION	OUTPUT	IMPACT ON JOB/ACTION PLAN	SIGNATURE (RATER/RATEE)
July 5, 2023	<p>On July 2023, Mr. Raymond R. Santos, MAPEH Education Program Supervisor, was absent from his duties due to approved study leave. This absence coincided with a critical period requiring his supervision and leadership within the educational institution, impacting ongoing projects and daily operations that depended on his expertise and guidance.</p>	<p>1. Operational Disruption Key decisions were delayed, and supervisory duties were unfulfilled, impacting the smooth execution of educational programs and daily operations with the MAPEH department.</p> <p>2. Project Delays Ongoing projects and initiatives under Mr. Santos' supervision faced delays, hindering progress in curriculum development, teacher training, and extracurricular activities.</p>	<p>Job Impacts:</p> <ol style="list-style-type: none"> Increased Workload for Colleagues Other personnel had to take on additional responsibilities, which could lead to stress and burnout. Decreased Efficiency and Productivity The absence of a key supervisor potentially lowered the efficiency and productivity of the department. Challenges in Decision-Making Critical decisions requiring Mr. Santos' expertise may have been delayed, impacting the department's ability to function effectively. <p>Action Plan:</p> <ol style="list-style-type: none"> Immediate Coverage Identify a temporary acting supervisor from to oversee day-to-day operations and decision-making. Communication Strategy Inform stakeholders about the temporary arrangements and reassure them of continued 	<p>Rater: <i>RAYMOND R. SANTOS</i> EPS, MAPEH</p> <p>Ratee: <i>LOURDES B. ARUCAN EDD</i> Chief Education Supervisor</p>

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			<p>support and commitment to educational goals.</p> <p>Agreement: Mr. Juanito V. Labao, Education Program Supervisor in ESP, will take over all the PPAs in MAPEH while Mr. Santos is on study leave. Monitoring schools under Mr. Santos will be distributed to other Education Program Supervisors.</p>	

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			<p>2. Create a blueprint for the monitoring tool.</p> <p>3. Develop the monitoring tool.</p> <p>4. Keep the tool effective and up-to-date.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Select EPSS with relevant skills and experience 2. Assign roles and responsibilities within the team. 3. Hold brainstorming sessions to outline the tool's structure and features. 4. Create mockups to visualize the tool. 5. Gather feedback from other EPSS. 6. Develop the monitoring tool. 	

DATE	CRITICAL INCIDENT DESCRIPTION	OUTPUT	IMPACT ON JOB/ACTION PLAN	SIGNATURE (RATER/RATEE)
			<p>2 Create a blueprint for the monitoring tool</p> <p>3 Develop the monitoring tool</p> <p>4 Keep the tool effective and up-to-date.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1 Select EPSs with relevant skills and experience 2 Assign roles and responsibilities within the team 3 Hold brainstorming sessions to outline the tool's structure and features. 4 Create mockups to visualize the tool 5 Gather feedback from other EPSs 6 Develop the monitoring tool 	



**MINUTES OF MEETINGS OF UNITS
(MONITORING OF PERFORMANCE
AND/OR TARGETS)**



Republic of the Philippines
Department of Education
SCHOOLS DIVISION OF LAOAG CITY

MINUTES OF THE FIRST QUARTER PERFORMANCE MONITORING AND COACHING

January 20, 2024

Curriculum Implementation division (CID) Office

A. ATTENDANCE

Mr. Marju R. Miguel (Ratee) – Present
Dr. Lourdes B. Arucan (Rater) – Present
Marlyn S. Ventura (Secretary) – Present

B. ROLL CALL

Dr. Lourdes B. Arucan, Chief Education Supervisor acknowledged the presence of Mr. Marju M. Miguel Education Program Supervisor in EPP/TLE/TVL.

C. CALLING THE MEETING TO ORDER

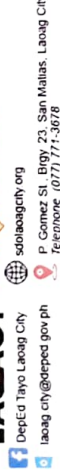
The meeting started at 3:00 pm

D. PRESENTATION OF THE AGENDA

1. Dr. Arucan the agenda of the meeting.
 - ✓ Review of Current Issues with Work Immersion Class Schedules
 - ✓ Discussion of Proposed Action Plan
 - ✓ Assignment of Responsibilities

E. OTHER MATTERS

None



F. APPROVAL OF THE AGENDA

Not applicable

G. REVIEW AND APPROVAL OF THE MINUTES OF THE PREVIOUS MEETING

None

AGENDA	DISCUSSION	AGREEMENTS
Review of Current Issues with Work Immersion Class Schedules	<p>Dr. Arucan opened the meeting at 3:00 pm, welcoming Mr. Miguel and outlining the purpose of the meeting – to address the oversight in work immersion class schedules and to develop an action plan.</p>	
Discussion of Proposed Action Plan	<p>Dr. Arucan summarized the issues caused by the lack of finalized and approved class schedule, including student confusion, logistical challenges for partner organizations, and overall program disruptions.</p> <p>Mr. Miguel presented the proposed action plan, which include the following steps: Objective: Ensure timely preparation, review, and communication of work immersion class schedules to avoid future disruptions. 1. Establish Clear Roles and Responsibilities Define and document the roles and responsibilities of all personnel involved in the work immersion scheduling process. 2. Appointment of a Work Immersion Coordinator</p>	



P. Gomez St. Brgy. 23, San Mateo, Laag City
 Telephone: (077) 771-3678

AGENDA	DISCUSSION	AGREEMENTS
	<p>Appoint a dedicated coordinator to oversee the preparation and initial review of work immersion class schedules.</p> <p>Responsible: School Head</p> <p>3. Develop a Comprehensive Scheduling Procedure Create a detailed procedure outlining the steps for preparing, reviewing, and approving work immersion schedules.</p> <p>Responsible: Work Immersion Coordinator, EPS in-charge</p> <p>4. Implement a Review and Approval Timeline Establish a clear timeline for schedule preparation, review, and final approval to ensure deadlines are met.</p> <p>Responsible: Work Immersion Coordinator, EPS in-charge</p> <p>5. Conduct Training and Workshops Organize training sessions for all staff involved in the work immersion program to ensure that understand their roles and the new procedures.</p> <p>Responsible: EPS in-charge</p> <p>6. Improve Communication Channels Set up regular meetings and communication channels between all stakeholders, including students, teachers, and partner organizations, to ensure everyone is informed and aligned.</p> <p>Responsible: Work Immersion Coordinator</p> <p>7. Feedback and Monitoring System Develop a system for collecting feedback from students, teachers, and partner organizations to monitor the effectiveness of the new procedures and make adjustments as needed.</p>	

AGENDA	DISCUSSION	AGREEMENTS
	<p>Responsible: Work Immersion Coordinator and EPS in-charge</p> <p>8. Regular Focus Group Discussion Schedule regular focus group discussions to continuously gather input and address any emerging issues promptly,</p> <p>Responsible: Work Immersion Coordinator</p> <p>Monitoring & Evaluation: The Work Immersion Coordinator will submit monthly reports to the EPS in-charge detailing progress and any issues encountered.</p> <p>Quarterly Reviews</p> <ul style="list-style-type: none"> ✓ The EPS in-charge will conduct quarterly reviews to assess the effectiveness of the implemented actions and make necessary adjustments <p><i>The action plan was discussed in detail by Mr. Miguel, with suggestions and recommendations from Dr. Arucan.</i></p>	

H. CLOSING:

Dr. Arucan thanked Mr. Miguel for the comprehensive discussion of the action plan. She emphasized the importance of implementing the action plan promptly to restore the effectiveness of the work immersion program.

With no further matters to discuss, Dr. Arucan declared the meeting adjourned at 4:15 pm.

Prepared by: 
MARIELA S. VENTURA
 Secretary

Approved by:



LOURDES B. ARUCAN EJD
 Chief Education Supervisor-CID



DepEd Iloilo City
 P. Gomez St., Brgy. 23, San Mateo, Iloilo City
 Telephone: (07) 777-3678

DepEd Iloilo City
 luoag_dty@deped.gov.ph

sdls@agcity.org



Republic of the Philippines
Department of Education
SCHOOLS DIVISION OF LAOAG CITY

MINUTES OF THE FIRST QUARTER PERFORMANCE MONITORING AND COACHING

January 16, 2024

Curriculum Implementation division (CID) Office

A. ATTENDANCE

Mrs. Imelda Fatima G. Hernaez (Ratee) – Present
Dr. Lourdes B. Arucan (Rater) – Present
Marlyn S. Ventura (Secretary) – Present

B. ROLL CALL

Dr. Lourdes B. Arucan, Chief Education Supervisor acknowledged the presence of Mrs. Imelda Fatima G. Hernaez, Education Program Specialist and ALS Focal Person.

C. CALLING THE MEETING TO ORDER

The meeting started at 9:30 am

D. PRESENTATION OF THE AGENDA

1. Dr. Arucan the agenda of the meeting.
 - ✓ Discussion of the Necessity of Monthly of Learning Action Cell (LAC) Session by the ALS Implementers
 - ✓ Impact on Job Performance without LAC Sessions

E. OTHER MATTERS

None

F. APPROVAL OF THE AGENDA

Not applicable

G. REVIEW AND APPROVAL OF THE MINUTES OF THE PREVIOUS MEETING

None

AGENDA	DISCUSSION	AGREEMENTS
<p><input type="checkbox"/> Necessity of Monthly Learning Action Cell (LAC) Session by the ALS Implementers</p>	<p>Dr. Arucan discussed the critical incident:</p> <ul style="list-style-type: none"> ✓ During a recent evaluation of the Alternative Learning System (ALS) program, it was identified that ALS implementers require ongoing professional development. A critical incident revealed the necessity of conducting a monthly Learning Action Cell (LAC) session. This forum is crucial for enhancing the implementers' skills and knowledge, ensuring the effective delivery and continuous improvement of the LALS program. Without this regular professional development, the quality and impact of the ALS program may be compromised, highlighting the urgent need for structured and consistent training opportunities. 	
	<p>She further stressed out that</p> <ol style="list-style-type: none"> 1. Without enhanced skills and knowledge, implementers may be less effective in engaging and educating learners, potentially resulting in poorer learner outcomes and decreased program success rates. 2. ALS implementers may not keep up with the latest instructional methods and best practices, leading to outdated and ineffective teaching approaches. 	

AGENDA	DISCUSSION	AGREEMENTS
<p>Impact on Job Performance without LAC Sessions</p>	<p>3. Without LAC sessions, there would be a lack of documented progress and feedback on professional development, making it difficult to assess and improve the training and support provided to ALS implementers.</p> <p>Dr. Arucan discussed the potential negative impacts on job performance if LAC sessions are not conducted.</p> <p>Diminished Professional Growth</p> <ul style="list-style-type: none"> ✓ ALS implementers may experience limited professional development opportunities, hindering their ability to improve their teaching methods and stay current with educational trends. ✓ ALS implementers may find it challenging to deliver the ALS program effectively, potentially compromising the program's goals and reducing its overall impact on learners. 	
<p>Next Steps:</p>	<p>Mrs. Hernaez outlined the next steps to address the identified issues:</p> <ul style="list-style-type: none"> ✓ Schedule monthly sessions ✓ Develop a structured agenda for LAC sessions focusing on key skills and knowledge areas ✓ Establish a feedback mechanism to continuously assess and improve LAC sessions <p>Conduct periodic evaluations of LAC sessions to ensure they meet the needs of ALS implementers</p>	

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