

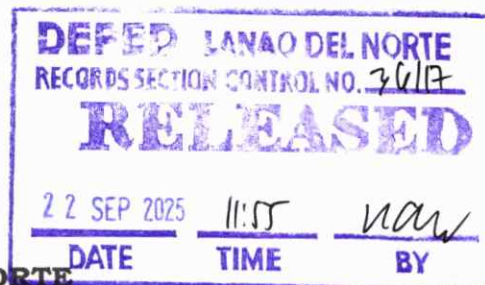


Republic of the Philippines

Department of Education

REGION X

SCHOOLS DIVISION OF LANA O DEL NORTE



September 22, 2025

Division Memorandum

No. 559, s. 2025

**CONDUCT OF CLASS OBSERVATIONS FOR ALTERNATIVE
LEARNING SYSTEM (ALS) TEACHERS**

To: Assistant Schools Division Superintendent
Education Program Supervisors
Public Schools District Supervisors/ District In-Charge
Elementary and Secondary School Heads
All Others Concerned
This Division

1. Pursuant to DepEd Order No. 2, s. 2015 (Guidelines on Classroom Observation for RPMS), instructional supervision remains a vital responsibility of Education Program Specialists, School Heads, and Supervisors, which encompasses the management of instructional systems and the oversight of learning delivery. Hence, this Office announces that the regular conduct of classroom observations is essential to ensure effective teaching practices and quality learning outcomes.

2. Classroom observations shall be conducted in ALS learning centers and community-based learning sessions for the following purposes

- a) Monitor Instructional Practices. To assess the effectiveness of ALS teachers' strategies, methods, and learner engagement in delivering flexible and learner-centered instruction.
- b) Provide Technical Assistance for Professional Development. To give constructive feedback through mentoring and coaching that helps ALS teachers improve their facilitation techniques and lesson delivery.
- c) Ensure Quality Learning Experiences. To ensure that ALS learners receive relevant, functional, and quality education aligned with the ALS K to 12 Basic Education Curriculum and life skills competencies.



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- d) Identify Best Practices. To recognize and share exemplary ALS teaching practices that can be replicated and benchmarked across learning centers.

3. All ALS teachers are required to submit either hard or soft copies of their lesson plans at least one (1) week before the scheduled class observation. These submissions will serve as the basis for the pre-observation conference and will be reviewed to ensure alignment with the ALS K to 12 Basic Education Curriculum, learning competencies across different learning strands, and the specific needs of diverse learners.

4. Class Observation Protocol and Procedure:

a) Pre-Observation Conference.

- The assigned observer(s) shall meet with the ALS teacher to discuss the lesson objectives, instructional strategies, and expected learner outcomes.
- The teacher shall present the lesson plan and instructional materials for validation and alignment with the curriculum.
- The schedule and learning venue (e.g., Community Learning Center, barangay hall, workplace, or home-based learning session) shall be confirmed.

b) Actual Class Observation

- Observers shall use the DepEd-prescribed Class Observation Tool (COT) to objectively record teacher performance and learner engagement.
- Observers shall focus on facilitation skills, appropriateness of strategies, learner participation, and the relevance of content to real-life contexts.
- ALS teachers are encouraged to demonstrate varied approaches (e.g., modular, blended, group discussion, demonstration) that address the multi-level and diverse nature of ALS learners.

c) Post-Observation Conference

- Immediately after the session, observers shall provide constructive and developmental feedback to the teacher.



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- Commendable practices shall be highlighted, and areas for improvement shall be discussed with practical recommendations.

5. In cases where any of the designated observers are unavailable, the ALS Education Program Specialist II (EPSA II) and the Division ALS Focal Person shall coordinate and agree on who will assume the role of class observer. The duly designated observer shall be tasked to conduct the pre-conference based on the submitted lesson plan, carry out the actual class observation, and provide technical assistance and feedback during the post-conference to support the professional growth of the ALS teacher.

6. The Class Observation Tool (COT) for ALS teachers shall be strictly utilized, with observations focusing on teacher indicators aligned with the PPST domains, including Content Knowledge, Learning Environment, Diversity of Learners, Curriculum and Planning, and Assessment and Reporting, while ensuring that evidence of teaching practices and learner engagement is properly documented.

7. The use of Classroom Observation Tool and Observation Notes is essential, as it serves as the basis for determining the teacher's level of instructional delivery.

8. For widest dissemination and compliance.

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