



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:
	Grade 2	Male:	Female:
		Total:	Total:



	Grade 3	Male:	Female:	Total:
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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 Before the PI Implementation	Grade Level/ Reading Profile	Low Emerging Reader	High Emerging Reader	Developing Reader	Transitioning Reader	Reading at Grade Level
Male	Grade 1					
Female						
Total						
Male	Grade 2					
Female	Mother Tongue					
Total						
Male	Grade 2					
Female	Filipino					
Total						
Male	Grade 3					
Female	Mother Tongue					
Total						
Male	Grade 3					
Female	Filipino					
Total						
Male	Grade 3					
Female	English					
Total						
Total:						

DEPARTMENT OF EDUCATION REGION VIII - EASTERN VISAYAS

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

***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		PPSSH Domains and Strands	MoVs	YES	NO	N/A	Remarks
1 Feedback and Support to Teachers' Lesson Planning and Preparation of Language Subject Lessons							
1a	Reviews and provides feedback to teachers in the development of teaching-learning resources aligned to curricular outcomes for Mother Tongue (MT), Filipino, and English.	3.1, 3.2	Instructional Supervision (IS) Plan/IS Accomplishment 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				
2 Feedback and Support to Teachers' Literacy and Language Instructional Practices							
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				
3 Monitoring, Evaluating, and Using Teacher and Learner Performance Data							
3a	Uses multiple sources of information to monitor	3.1, 3.3, 3.7	Instructional Supervision (IS) Plan/IS Accomplishment Report/coaching				



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	teachers' preparation, planning, and implementation of language instruction.		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 report/other relevant MoVs			
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			
4	Support to Teacher's Professional Development					
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 report/coaching report/other relevant MoVs			
5	Support to improve the learning environment, including Social and Emotional competencies, and Gender and Equity and Social Inclusion (GESI)					
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 report/other relevant MoVs			
5b	Advices, 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 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		
6	Building connections				
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		
Overall Totals					
			15	15	Overall Score ___ Yes out of 15
Implementation Rating: (Overall score/ 15*100)					
PART IIIB: Rating Scale					
Rating		Description		Indicators	
90-100 Exemplary		Implementation is fully established, sustained, and regularly improved based on data.		<ul style="list-style-type: none"> - All components of the project are implemented. - Continuous monitoring and improvement plans are in place. - Strong learner outcomes and high participation rates are evident. 	
80-89 Fully implemented		Project activities are implemented consistently with minor gaps in coverage or consistency.		<ul style="list-style-type: none"> - Most target learners are reached. - Learning resources and tools are consistently used. - Regular reporting and documentation are maintained. 	
70-79 Partially implemented		Project activities are ongoing but show inconsistency or limited reach.		<ul style="list-style-type: none"> - Some components are implemented; others are lacking or irregular. 	

		<ul style="list-style-type: none"> - Teacher or learner engagement is moderate. - Data tracking or feedback mechanisms are limited. - Activities are partially aligned with goals. - Resources may be unavailable or underutilized. - Documentation is incomplete or informal. - No activities have been carried out. - No plans, resources, or monitoring tools are in place. - Stakeholders are not yet engaged.
60-69	Minimally implemented	<p>Project is initiated but lacks structure, consistency, or full participation.</p> <p>Project has not yet been initiated or is in the planning stage only.</p>
0-59	Not implemented	

**Adapted from: USAID ABC+: Advancing Basic Education in the Philippines project. (2021). 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*



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1. Good Practices
2. TA Provided
3. Implementer's Recommendations for the Improvement of the Program

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

Signature over Printed Name of Monitor

Signature over Printed Name of School Head