



## Annex 6: Data Collection Tools



- 1. Data Capture Form and Guide for EPR Question No. 1** – To what extent has the program achieved stated intermediate and end-of-program outcomes?

**Section 1. Actual accomplishment vs. targets**

Outcome Statement	Indicators	Targets	Actual Accomplishment

For section 1 – please complete the data table above. Please source all your data (i.e. where data was obtained from). Please footnote any significant variations.

**Section 2. Analysis of the accomplishment**

For section 2, the intention is to provide a detailed analysis of the results in the table included in Section 1. It is important to provide in-depth analysis and explanation of the results – including explanations around significant variances. Please also refer to the operating context and how that has influenced results.

Remember that this is the final report so it should be more than progress towards a desired state but rather how you (program component) has arrived there.

Some suggested guiding questions:

- 2.1 What was actually achieved and why is this significant?
- 2.2 What factors contributed to the accomplishment of the outcomes?
- 2.3 What were the issues, difficulties or challenges encountered in achieving the outcomes?

**Section 3. Conclusion**

Significance of the extent of outcomes accomplishment in the program's contribution to access to basic education, quality of basic education and to governance in support of basic education in ARMM.

Please also include any final recommendations or guidance for Pathways based on the analysis and results provided in Section 1 and 2.

- 2. Key Informant Interview Template and Guide for Evaluation Question No. 3:** To what extent has the Program demonstrated efficiency and effectiveness through a unified approach to implementation and management? What lessons can be learned?

Primary Questions	Secondary Questions	Partner Responses
<p>To what extent has the program demonstrated efficiency and effectiveness through a unified approach to implementation and management?</p> <p>(Relevance)</p> <p>What lessons can be learned?</p>	<p>Is BEAM-ARMM intervention still coherent and useful to key stakeholders particularly DepEd-ARMM priorities, coherent to DFAT and its strategic objectives? (Relevance)</p> <p>Does the BEAM-ARMM program address stakeholder needs and priorities? (Effectiveness)</p>	

Primary Questions	Secondary Questions	Partner Responses
	<p>Does BEAM-ARMM program management facilitate good results and efficient delivery? Have resources (funds, human resources, time, expertise etc.) been allocated strategically to achieve outcomes? (Efficiency)</p> <p>What has been learned through implementation and management arrangements that could inform future interventions? (Sustainability)</p>	

### 3. Interview Template and Guide – Management Perceptions of BEAM-ARMM

Key Questions	Response
<p><b>Question 1:</b> What are your overall impressions of BEAM-ARMM in terms of the way it was implemented?</p> <p><b>Follow-Up Questions:</b> What are two positive aspects to take-away? Two areas for improvement?</p>	
<p><b>Question 2:</b> What is your perception of the programmatic approach– what was good about it and what less so?</p> <p><b>Follow-Up Question:</b> What have we learned from the ‘programmatic approach’?</p>	
<p><b>Question 3:</b> How would you rate DFAT’s involvement in supporting implementation and management? What else could have been done?</p> <p><b>Follow-Up Question:</b> How is DFAT positioning itself for Pathways?</p>	
<p><b>Question 4:</b> If BEAM-ARMM was starting again, what would you do differently?</p> <p><b>Follow-Up Question:</b> What does DFAT expect from partners? Could DFAT change the way it provides support and engagement? Are Program Coordination Committee meetings and current governance structures sufficient?</p>	
<p><b>Question 5:</b> What lessons can be learnt from the unified M&amp;E and communications for the whole program?</p> <p>Would you do anything differently in the future?</p>	
<p><b>Question 6:</b> What can Pathways draw from the experience of BEAM-ARMM from a donor perspective?</p>	

#### 4. Data collection tools on Outcomes Study

##### 4.1 Key Informant Interview Template for READ ALLL Implementers – Teachers

Date of Interview:

Venue of the interview:

Name of interviewer:

Name of documentor:

Time started:

Time ended:

##### Background / Demographic

Name		Sex	
School		Age	
District		Division:	
Highest educational attainment		Subject of specialisation	
Other functions other than teaching		Eligibility	
Plantilla position		How long have you been in your current position?	
Designation		How long have you been in your current designation?	
Grade level taught	SY 2016-17 SY 2015-16 SY 2014-15 SY 2013-14	Length of service	
Subjects taught	SY 2016-17 SY 2015-16 SY 2014-15 SY 2013-14		

##### Part I. Read ALLL School Activities

1. What was your initial reaction upon knowing that your school was selected to implement Read ALLL program? Can you please explain?
2. What Read ALLL trainings have you participated in? Enumerate as many as you can remember.
3. Can you describe the topics you can remember from the first training? Have these topics been useful to you in your teaching of reading? In what ways or how are they useful to you?
4. Can you describe the topics you can remember from the second training? Have these topics been useful to you in your teaching of writing? In what ways (or how) are they useful to you?
5. Aside from the training you participated in, describe other Read ALLL related activities you have organised or implemented in your school?

### Part I. Read ALLL School Activities

Possible responses – conducted remedial reading; conducted oral reading fluency practice and composition writing practice; participated in SRIP formulation.

6. Among these activities, which ones were you and your other teachers involved in? How many were involved? For each activity, can you describe how you and other teachers were involved? Which of these activities were helpful to you? How were they helpful?
7. How do you feel about participating in these activities? Why do you feel that way?  
Possible responses: Taxing, because of additional preparation for instructional materials, remedial sessions.
8. How were the teachers involved in the SRIP formulation? What did they contribute in the SRIP? What do you think about this process?

### Part II. Support to Teachers

9. How does your Principal help you in your reading class?. How often does your Principal help you with this?

### Part III. Literacy Instruction

10. Describe the process and the materials you used in teaching **reading before** you were trained in Read ALLL.
11. Describe the process and the materials you used in teaching **reading after** being trained in Read ALLL.
12. Describe the process and the materials you used in teaching **writing before** they were trained in Read ALLL.
13. Describe the process and the materials you used in teaching **writing after** being trained in Read ALLL.

### Part IV. Program Impact

14. What changes have you observed in the way you comprehend written materials? In the way you write?
15. Have you noticed changes in the levels of reading comprehension of your students? What changes have you observed in the way your students comprehend?; in the way they write?
16. What is your overall thought about the program having implemented it for almost two school years? Why do you think so?

**Closing spiel:** Thank you very much for allowing us to disturb you with our questions. Rest assured we will treat all your answers confidentially. No names will be mentioned when the report for this research will be written. Hope to see you again in the future.

#### 4.2 Key Informant Interview Template for READ ALLL Implementers – Students

Date of Interview:

Venue of the interview:

Name of interviewer:

Name of documentor:

Time started:

Time ended:

#### Background / Demographic

Name		Sex	
School		Age	
District		Division	
Name of Teacher			
Student's Mother Tongue			

#### Part I. Literacy Activities in Class

1. What does your teacher make / require you to read in class?  
Possible responses: stories; science books about plants.
2. How often does your teacher make / require you to read?  
Possible responses: every day.
3. How do you feel when your teacher asks / requires you to read something? Why do you feel that way?  
Possible responses – Bored / not interested because I don't understand what I am reading; Look forward to reading a story because the things we read about interest me.
4. What does your teacher ask you to write (about) in class?  
Possible responses – We copy what is on the board; our answers to quizzes; our reactions to a story.
5. How often does your teacher ask you to write?  
Possible responses – Only once.
6. Do you like it when your teacher asks you to write compositions? (How do you feel when your teacher asks you to write compositions?) Why do you like it or not like it?  
Possible responses – I feel proud because my teacher liked my composition; uncertain because I don't know if I did well or not.

#### Part II. Literacy Activities at Home

7. Do you have any reading material at home? What are these materials about? Do you read them? How often? (Note to interviewer: if the answer is no to the first question, then proceed to question 9).  
Possible responses – Yes. The list of things I need to do at home; storybook about animals, people; adventure books; text messages from cellphones; No. There are no reading materials at home.
8. Do you like to read? Why? If you don't like to read, why not?
9. Does anyone help you read at home? (If answer is none, then proceed to next question). If yes, who helps you?  
Possible responses – Yes. My older sibling; mother / father; none.

10. Do you write at home? If yes, what do you write about? If no, why not?  
Possible responses – No, because I don't need to; Yes. Answers to my assignment.

**Closing spiel:** Thank you very much for allowing us to disturb you with our questions. Rest assured we will treat all your answers confidentially. No names will be mentioned when the report for this research will be written. Hope to see you again in the future.

#### 4.3 Key Informant Interview Template for READ ALLL Implementers – Reading Coordinator / Remedial Reading

Date of Interview:

Venue of the interview:

Name of interviewer:

Name of documentor:

Time started:

Time ended:

#### Background / Demographic

Name		Sex	
School		Age	
District		Division:	
Highest educational attainment		Subject of specialisation	
Other functions aside from teaching		Eligibility	
Plantilla position		How long have you been in your current position?	
Designation		How long have you been in your current designation?	

#### Part I. Read ALLL Reading Coordinator Tasks

1. What was your initial reaction upon knowing that your school was selected to implement Read ALLL program? Why was that your initial reaction?
2. Please describe your tasks as a reading coordinator. Which among these tasks do you think are useful to you and your teachers? In what ways are they useful?  
Possible responses – I collect the results of student assessment from all teachers; collect teacher fluency and writing practice results; assess teachers' fluency and writing.
3. How do you feel about each of these tasks? Why do you feel that way?  
Enumerate all the tasks mentioned and ask the respondents' feeling for each task and why they feel that way for a particular task.

If the Reading Coordinator is also a Remedial Teacher, ask the remaining questions. If not, ask question #10.

## Part II. Remedial Reading Activities

4. Describe your students in your remedial class. How were the students selected?
5. How many students were in your remedial class at the beginning of this school year? How many do you currently have? What are the main requirements for 'graduating' a student from remedial class?
6. How often do you conduct remedial reading classes? How long does a remedial class take? How many times does a student attend a remedial class in a week,?
7. What reading activities do you do in your remedial reading class? Are these the same for all your remedial students? If activities are varied, please ask KI: Describe the activities you ask your other students to do.
8. What reading materials do you require your students to read? Do you use the same material for all your remedial students? How do you choose your reading materials?
9. How do you feel about your work as a remedial teacher? Why?  
Possible responses – Tiring because I have to prepare specialised program for different reading difficulty in addition to my regular class.
10. What is your overall thought about the program having implemented it for almost two school years? Why do you think so?  
Possible responses – Even if implementing the program entails a lot of responsibility and eats up our personal / family time, the program is very effective in reducing the number of non-readers in English.

**Closing spiel:** Thank you very much for allowing us to disturb you with our questions. Rest assured we will treat all your answers confidentially. No names will be mentioned when the report for this research will be written. Hope to see you again in the future.

### 4.4 Key Informant Interview for READ ALLL Implementers – District Supervisors

Date of Interview:

Venue of the interview:

Name of interviewer:

Name of documentor:

Time started:

Time ended:

#### Background / Demographic

Name		Sex	
School		Age	
District		Division:	
Highest educational attainment		Eligibility	
Plantilla position		How long have you been in your current position?	

What different leadership and instructional supervision trainings have you attended in the past three years?



### Part I. Read ALLL Training Events and School-based Activities

1. What was your initial reaction when you knew that some schools in your district were selected to implement Read ALLL program? Can you please explain why?  
To interviewer: Elicit specific feelings. Responses like, 'it was ok' should be further probed. Did you feel elated or honored that the schools in your district were selected to participate in Read ALLL? Or did you have mixed feelings that it would be an additional responsibility on your part? Please explain why you felt that way.  
Possible responses – I was not excited because I knew it would entail additional responsibility, or I already know how to teach reading because I was trained before; I was looking forward to it because I haven't been trained on teaching reading ever; I initially resisted the idea of implementing Read ALLL because it will entail additional work for me; I welcomed the idea of having my school implement Read ALLL because I have a lot of non-readers in my school (even students in the intermediate grades).
2. What Read ALLL trainings have you participated in? Enumerate as many as you can remember.  
Expected response – three training activities – one on reading, one on writing, instructional supervision.
3. Aside from the training in which you participated, what other Read ALLL related activities have been organised or implemented in your district?  
Possible responses – set-up remedial reading corners in all classrooms / school library; appointed a reading coordinator; formulated SRIP with the teachers; paired teachers for paired reading practices; called the parents of our non-readers for a meeting to inform them about the Read ALLL program and their expected roles / responsibilities at home.
4. How do you monitor your teachers' progress in teaching and implementing Read ALLL activities? How do you verify these? (What are your means of verification?)  
Possible responses – They show me their practice fluency record and composition drafts; I visit the remedial sessions; I observe their reading classes.
5. What do you think about the Read ALLL activities teachers have implemented? Why do you think so?

### Part II. Support to School Heads

6. What support do you provide to school heads so they are able to implement Read ALLL activities? Please describe these. How often do you provide support? Do you think the different forms of support you provide have been useful to the school heads? Or the teachers? In what ways?  
Possible responses – Assigned a full time reading coordinator to take care of the non-readers; assigned my master teachers to observe reading classes of their co-teachers; provided time for teachers' fluency practice reading; observed their classes and provided feedback.

### Part III. Program Impact

7. Have the Read ALLL activities been useful to your school heads and teachers? In what ways? How can you measure that there are changes in teachers' performance in the teaching of reading as a result of Read ALLL trainings? What are your means of verification?
8. How do you assess the Read ALLL program that you have implemented for almost two years? What is the basis for your assessment?
9. Do you think there are other ways of helping teachers teach reading and writing in a more enjoyable way for children? What are these, for example? Why do you think these ways can help teachers with their way of teaching reading and writing?

**Closing spiel:** Thank you very much for allowing us to disturb you with our questions. Rest assured we will treat all your answers confidentially. No names will be mentioned when the report for this research will be written. Hope to see you again in the future.

#### 4.5 Key Informant Interview Template for READ ALLL Implementers – Parents

Date of Interview:

Venue of the interview:

Name of interviewer:

Name of documentor:

Time started:

Time ended:

#### Background / Demographic

Name		Sex	
School		Age	
Barangay		Municipality	
Highest educational attainment		Occupation	

#### Part I.

- Are you aware that the school is implementing a reading program? What do you know about it?  
Possible response – Late ang uwi ng bata kasi tinuturuan pa ni teacher magbasa.
- Do you have reading materials at home? What kinds of reading materials do you have?  
Possible response – none; textbooks.
- What reading and writing activities does your child do at home?  
Possible response – none; reads stories brought home from the school's library; writes their assignment.
- Does anyone assist your child to read and write at home? Who helps in their reading and writing tasks?  
Possible response – none; uncle / auntie; older sibling; myself.
- Does anyone from home reads aloud to your child? If yes, ask: Who reads aloud to them? What kind of material is read aloud to them?
- How would you assess your child's attitude toward their studies? How would you explain this? Why are they like that? (What have you observed in your child's attitude towards learning? Can you explain why you think your child has that particular attitude toward learning? Or please describe your observations further).  
Possible response – they doesn't like to study. All they do is play with other kids outside; they likes to study. They bring home some storybooks from school and reads them here.
- What do you think needs to be done to help your child learn better or more? Why so?

#### Part II.

- Has your child's ability to read and write helped you or the family in any way? If yes, in what ways has it helped you? How do you feel about this? Why do you feel that way?  
Possible responses – Nagbabantay na anak ko sa tindahan. Marunong na syang magbigay ng tamang sukli. Kasama namin sya sa palengke. Marunong na syang magbigay ng tamang sukli.

**Part I.**

Dahil nababasa nya ang mga nakasulat sa paligid, hindi na kami nawawala kapag dumadayo kami sa ibang bayan. Natutuwa kasi nakakatulong na sya sa hanapbuhay; hindi na kami naloloko ng ibang tao.

9. Are there other reasons, factors or situations that contribute to your child's performance in his or her classes? What are these for example? (If KI's answer is no or none, please probe and ask the parent what he or she likes to happen to his or her child in the future. This is to elicit the parent's views on whether early or basic education is quite important in the molding of the child's character and interest to study. They may answer, for example, that even if they have not finished any academic degree, they would like their children to have a future that is better than what they have now, and that the only way to reach such goals is to encourage their children to do good in their studies as early as in elementary or high school.)

**Closing spiel:** Thank you very much for allowing us to disturb you with our questions. Rest assured we will treat all your answers confidentially. No names will be mentioned when the report for this research will be written. Hope to see you again in the future.

**4.6 Key Informant Interview Template for READ ALLL Implementers – Parents**

Date of Interview:

Venue of the interview:

Name of interviewer:

Name of documentor:

Time started:

Time ended:

**Background / Demographic**

Name		Sex	
School		Age	
District		Division:	
Highest educational attainment		Eligibility	
Plantilla position		How long have you been in your current position?	

What different leadership and instructional supervision trainings have you attended in the past three years?

**Part I. Read ALLL Training Events**

10. What was your initial reaction when you knew your school was selected to implement Read ALLL program? Please explain.  
Elicit specific feelings. Responses like, 'it was ok' should be further probed.  
Possible responses – I was not excited because I knew it would entail additional responsibility, or I already know how to teach reading because I was trained before; I was looking forward to it because I haven't been trained on teaching reading ever; I initially resisted the idea of implementing Read ALLL because it will entail additional work for me; I welcomed the idea of having my school implement Read ALLL because I have a lot of non-readers in my school (even students in the intermediate grades).

11. What Read ALLL trainings have you participated in? Enumerate as many as you can remember.  
Expected response – two training activities – one on reading, one on writing.

12. Can you describe the topics you can remember from the first training? Have these topics been useful to you in your instructional supervision? In what ways are they useful?

13. Can you describe the topics you can remember from the second training? Have these topics been useful to you in your instructional supervision? In what ways?

## Part II. Read ALLL School-based Activities

14. Aside from the trainings you participated, please describe other Read ALLL related activities you have organised or implemented in your school.  
Possible responses – set-up remedial reading corners in all classrooms / school library; appointed a reading coordinator; formulated SRIP with the teachers; paired teachers for paired reading practices; called the parents of our non-readers for a meeting to inform them about the Read ALLL program and their expected roles / responsibilities at home.

15. Among these activities, which ones involve you and your teachers? How many were involved? For each activity, can you describe how they (your teachers) were involved?

16. How were the teachers involved in the SRIP formulation? What did they contribute in the SRIP? What do you think about this process?  
Possible responses – conducted planning session with the remedial school coordinator and teachers

17. Among these activities, which ones involve parents? For each activity, can you describe how parents were involved? Which of these activities were helpful to your school? In what ways?

18. How do you monitor your teachers' implementation of Read ALLL activities? What are your means of verification? Do you think this monitoring approach is appropriate? If yes, why do you think so? If no, what is an alternative way of monitoring your teachers on their implementation of Read ALLL activities?  
Possible responses – They show me their practice fluency record and composition drafts; I visit the remedial sessions; I observe their reading classes

19. What do you think about the Read ALLL activities you and your teachers do? Why do you think so? (If KI seems confused or not clear about this question, interviewer can ask the following alternative questions: Do you find the Read ALLL activities that you and your teachers do helpful? Relevant? Appropriate? Important? And whatever characteristic he or she chooses, please ask KI to elaborate on what he / she means).

20. What were the pressing challenges when you started implementing Read ALLL? Describe them. How did you address such challenges?

## Part III. Support to Teachers

21. How do you support your teachers to enable them to carry out Read ALLL related tasks and activities? Describe the things you do to support them in their Read ALLL tasks and activities. How often do you do these things?  
Possible responses – Assigned a full time reading coordinator to take care of the non-readers; assigned my master teachers to observe reading classes of their co-teachers; provided time for teachers' fluency practice reading; observed their classes and provided feedback.

## Part IV. Literacy Instruction

22. What materials did your teachers use in teaching reading before they were trained in Read ALLL? How were the materials used for teaching reading selected?

23. What materials did your teachers use after having been trained in Read ALLL? Describe the process of selecting these materials.
24. How would you assess your teachers' teaching strategies in reading before they were trained in Read ALLL? Can you please elaborate?
25. What materials did your teachers use in teaching writing before the Read ALLL training? How were these materials selected?
26. What materials did your teachers use in teaching writing after having been trained in Read ALLL? How were these materials selected?
27. How would you assess your teachers' strategies in teaching writing before their Read ALLL training? Can you please explain your answer / elaborate on your answer.
<b>Part V. Program Impact</b>
28. Among the Read ALLL activities you have earlier mentioned, which ones do you think were helpful in improving your teachers' reading skills? How do you monitor the progress of your teachers' reading skills after the Read ALLL training? What is your means of verification for any changes in their reading skills?
29. Have you noticed changes in the levels of comprehension of your students? What are these changes? What changes do you observe in the way your students write compositions?
30. What is your overall thought about the program having implemented it for almost two school years? Why do you think so?

**Closing spiel:** Thank you very much for allowing us to disturb you with our questions. Rest assured we will treat all your answers confidentially. No names will be mentioned when the report for this research will be written. Hope to see you again in the future.

#### 4.7 Key Informant Interview Template – Municipal School Board / Committee on Education

Date of Interview:

Venue of the interview:

Name of interviewer:

Name of documenter:

Time started:

Time ended:

#### Background / Demographic

Name		Sex	
Position in the School Board		Age:	
Number of years in his / her position (as member of the LSB)		Occupation and Number of years in this occupation	
Highest educational attainment		Municipality	

#### Municipal Profile (c / o Socio-economic Profile)

Number of Barangays	
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Number of Barangays with day care centers	
Number of Barangays without public schools	
Municipal adult literacy rate (Get data from the municipal planning office)	

### Part I. Support to Education

1. Is there an annual municipal education plan? If yes, who are involved in developing the plan? If no, why not?
2. What are the programs of the local school board for 2016? Name all you can possibly remember. Can you please describe the objectives of each program and the target beneficiaries of each?  
Possible responses – constructing daycare centers; training daycare teachers; salaries of kindergarten teachers, volunteer teachers; food allowances and uniforms for school athletes; transportation of facilitators to Community Learning Centers of OSCYs, etc.  
Are there specific programs for primary / intermediate / secondary teachers? What are these?  
Are there specific programs for students in school? Out of school? Primary school? What are these?
3. How much funding is allocated to each program? If the respondent does not know, ask if it is possible to find out and who to talk to in order to get some information.
4. Which programs of the LSB do you consider top priority? Why do you rank it so?
5. Have all the programs been implemented? If yes, what do you think are the factors that contributed to the implementation of the programs? How were these programs implemented and who were the persons responsible for implementing such programs? If not, please explain why?
6. From your experience, what were the challenges in implementing the programs? Please specify the program and the challenges encountered. If the challenges were addressed, please describe how these were addressed. If they were not addressed, how was the LSB able to push through with implementation despite the challenges?
7. Which among the educational programs of your municipality do you think contribute the most to improve the learning performance of students? Why do you think so?
8. Have there been major changes in priorities since you were part of the Board? If yes, what caused these changes and why?
9. Approximately how much does the municipality allocate to education-related programs per year? Has this been constant since you were part of the Board? If not, what could explain the increase / decrease in the allocation?

### Part II.

10. What else do you think needs to be done to help children in your municipality learn better or more effectively? Why do you think these are needed?

**Closing spiel:** Thank you very much for allowing us to disturb you with our questions. Rest assured we will treat all your answers confidentially. No names will be mentioned when the report for this research will be written. Hope to see you again in the future.

#### 4.8 Key Informant Interview Template – District Supervisors

Date of Interview:

Venue of the interview:

Name of interviewer:

Name of documenter:

Time started:

Time ended:

#### Background / Demographic

Name		Sex	
District		Division	
Highest educational attainment		Eligibility	
Plantilla position		How long have you been in your current position?	
Designation		How long have you been in your current designation?	
What different leadership and instructional supervision trainings have you attended in the past three years?			

#### Part I. School Activities

1. What academic and non-academic activities have the teachers and school heads from your district participated in? Enumerate as many as are applicable.

Possible responses – Teachers: feeding program; sports, scouting, cultural / singing competition, training, quiz competitions; Administrators: orientations about school programs like: DRR, PBB, SBM, etc.

2. What do you think about the non-academic activities your **teachers** participate in? Why do you think so?

Possible responses – These activities pull teachers and students out of their classes. They would have to catch-up with their lesson. The teacher would have less number of school days to teach the same competencies expected in a grading period. If this happens, concepts in science and math might not be explained thoroughly, or some topics might not be taught at all.

3. What do you think about the academic activities your **teachers** participate in? Why do you think so?

4. What do you think about the non-academic activities your **school administrators** participate in? Why do you think so?

Possible responses – These are helpful and important to them because they need to be knowledgeable about DepEd programs in order to monitor program implementation; The time they spend in complying program requirements takes their time away for doing instructional supervision tasks.

5. What do you think about the academic activities your **school administrators** participate in? Why do you think so?

## Part II. School Days and School Attendance

6. What are some activities / events / that cause the suspension of classes?  
Possible responses – school activities such as scouting, lingo ng wika, etc.
7. How does suspension of classes affect teachers' instruction?  
Possible responses –Teachers rush through the topics so they don't get to explain everything thoroughly; They don't get to teach some of the topics in the curriculum
8. How does suspension of classes affect students' mastery of the competencies?  
Possible responses – Students have a hard time studying more complex ideas when they move up the grade; students miss learning all the required competencies; They don't learn competencies that weren't taught.
9. How does suspension of classes affect students' performance in quarterly exams and national achievement test?  
Possible responses – they don't perform as well in quarterly exams or even in the NAT.

## Part III. Teacher Assignments, Movements, and Promotions

10. How does the district decide on assigning or moving teachers' assignment to:
- kindergarten
  - grades 1 to 3
  - grades 4 to 6
- What are the criteria used in making changes in their assignments / deployment? Please enumerate and describe these. Who makes the decisions on the changes in their assignments or deployment?
11. What is the process involved in the promotion of teachers? Please describe it. What are the criteria used for the promotion of teachers? Who makes the decisions on promoting teachers?
12. What do you think about how the division's current practices or guidelines in promoting teachers? Who makes the decisions on these practices or guidelines?

## Part III. Support to Teachers from the District

13. What support or programs (logistics, mentoring, coaching, additional incentives, teaching materials and supplies, teambuilding, etc.) has the **district** provided the **teachers** to help them in their teaching / instruction?
14. What challenges have you encountered in implementing these programs? Please explain.
15. What changes have you observed among your **teachers**? What are some of these changes for example? Please describe them. What do you think caused these changes? Why do you think so?

## Part IV. Support to School Heads from the District

16. What support (logistics, mentoring, coaching, additional incentives, school materials and supplies, teambuilding, etc.) has the **district** provided the **principals** to help them in their instructional supervision?
17. What changes have you observed among your school heads? What are some of these changes for example? Please describe them. What do you think caused these changes? Why do you think so?

## Part V. Support to School Heads from the Division

18. What support (logistics, mentoring, coaching, additional incentives, teambuilding, etc.) has the **division** provided to its **principals** to help them in their instructional supervision?



19. What changes have you observed among your **school heads**? What are some of these changes for example? Please describe them. What do you think caused these changes? Why do you think so?

**Part VI. Support to Districts from the Division**

20. What support (logistics, mentoring, coaching, additional incentives, school supplies and materials, teambuilding, etc.) has the **division** provided to the **district** to help you in your instructional supervision?

21. What changes have you observed to **district officials**? What are some of these changes for example? Please describe them. What do you think caused these changes? Why do you think so?

**Closing spiel:** Thank you very much for allowing us to disturb you with our questions. Rest assured we will treat all your answers confidentially. No names will be mentioned when the report for this research will be written. Hope to see you again in the future.

**4.9 Key Informant Interview for Division Supervisors**

Date of Interview:

Venue of the interview:

Name of interviewer:

Name of documenter:

Time started:

Time ended:

**Background / Demographic**

Name		Sex	
Program assignment		Division	
Highest educational attainment		Eligibility	
Plantilla position		How long have you been in your current position?	
Designation		How long have you been in your current designation?	

What different leadership and instructional supervision trainings have you attended in the past three years?

**Part I. School Activities**

22. What academic and non-academic activities do the teachers, school heads, and district from your division participate in? Enumerate as many as are applicable.

Possible responses – Teachers: feeding program; sports, scouting, cultural / singing competition, training, quiz competitions; Administrators: orientations about school programs like: DRR, For Peace, PBB, SBM, etc.

23. What do you think about the non-academic activities your **teachers** participate in? Why do you think so?

Possible response – These activities pull teachers and students out of their classes. They would have to catch-up with their lesson. The teacher would have less number of school days

to teach the same competencies expected in a grading period. If this happens, concepts in science and math might not be explained thoroughly, or some topics might not be taught at all.
24. What do you think about the academic activities your <b>teachers</b> participate in? Why do you think so?
25. What do you think about the non-academic activities your <b>school administrators</b> participate in? Why do you think so?  Possible response – These are helpful and important to them because they need to be knowledgeable about DepEd programs in order to monitor program implementation; The time they spend in complying program requirements takes their time away for doing instructional supervision tasks.
26. What do you think about the academic activities your <b>school administrators</b> participate in? Why do you think so?
27. What do you think about the non-academic activities your <b>district officials</b> participate in? Why do you think so?
28. What do you think about the academic activities your <b>district officials</b> participate in? Why do you think so?
<b>Part II. School Days and School Attendance</b>
29. What are some activities / events that cause the suspension of classes? Possible responses – school activities such as scouting, lingo ng wika, etc.
30. How does suspension of classes affect teachers' instruction? Possible responses – Teachers rush through the topics so they don't get to explain everything thoroughly; They don't get to teach some of the topics in the curriculum.
31. How does suspension of classes affect students' mastery of learning competencies? Possible responses – Students have a hard time studying more complex ideas when they move up the grade; students miss learning all the required competencies; They don't learn competencies that weren't taught.
32. How does suspension of classes affect students' performance in quarterly exams and national achievement test? Possible responses – they don't perform as well in quarterly exams or even in the NAT.
<b>Part III. Teacher Assignments, Movements, and Promotions</b>
33. How does the division decide on assigning or deploying: a. kindergarten teachers b. elementary teachers (grades 1 to 6) c. high school teachers (grades 7 to 10)?  What are the criteria for making these changes in their assignments / deployment? Please enumerate and describe these. Are these criteria used for all teachers in your division?
34. What do you think about how the division's current practices or guidelines in teacher assignments? Who makes the decisions on these?
35. What is the process involved in moving teachers' grade assignments? What are the criteria used for making these decisions? Who makes these decisions?
36. What is the process involved on the promotion of teachers? What are the criteria used for teachers' promotions? Who makes the decisions on teachers' promotions?

37. What do you think about how the division's current practices or guidelines in promoting teachers? Who makes decisions on these practices or guidelines?

#### Part IV. Support to School Heads from the Division

38. What support or programs (logistics, mentoring, coaching, additional incentives, teambuilding, etc.) has the **division** provided to its **principals** to help them in their instructional supervision?

39. What challenges have you encountered in implementing these programs? Please explain.

40. What changes have you observed among your school heads? What are some of these changes, for example? Please describe them. What do you think caused these changes?

#### Part V. Support to Districts from the Division

41. What support or programs (logistics, mentoring, coaching, additional incentives, school supplies and materials, teambuilding, etc.) has the **division** provided to the **district** to help you in your instructional supervision?

42. What challenges have you encountered in implementing these programs? Please explain.

43. What changes have you observed among your district supervisors? What are some of these changes, for example? Please describe them. What do you think caused these changes?

#### Part VI. Support to Division from the Region

44. What support or programs (logistics, mentoring, coaching, additional incentives, school supplies and materials, teambuilding, etc.) has the **region** provided to the **division** to help you in your instructional supervision?

45. What do you think about these programs? Why so?

46. What changes have you observed among division supervisors? What are some of these changes, for example? Please describe them. What do you think caused these changes?