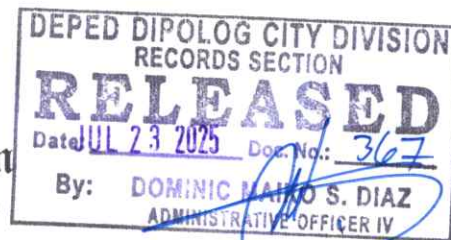




Republic of the Philippines
Department of Education
REGION IX – ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF DIPOLOG CITY



July 17, 2025

DIVISION MEMORANDUM
No. 367, s. 2025.

SEARCH FOR BEST KINDERGARTEN IMPLEMENTER

To: Assistant Schools Division Superintendent
Chief Education Supervisors (CID and SGOD)
Education Program Supervisors
Public Schools District Supervisors
Public Elementary School Heads
Public Elementary Kindergarten Teachers
All Others Concerned



1. In accordance with the Philippine Professional Standards for Teachers (PPST) Indicator 2.1.2 that supports by DepEd's commitment to quality education, schools are encouraged to consistently implement policies and practices that ensure classrooms to be physically safe, emotionally supportive, and developmentally appropriate. This also aligns with DepEd Order No. 19, s. 2023 which is geared towards enhancing learning through well-maintained facilities and nurturing spaces which promotes active engagement, creativity, and positive behavior, which are crucial during the formative years of kindergarten.
2. In this connection, Dipolog City Division through the Curriculum Implementation Division (CID) will conduct the Search for the Best Kindergarten Implementer. This initiative aims to inspire more schools to adopt best practices that support the physical, emotional, and cognitive needs of young learners. This award will also reinforce the value of inclusive and child-friendly classrooms as a foundation for lifelong learning and academic success.
3. This innovative activity will be implemented through a structured process that includes orientation, monitoring, and assessment. Schools will undergo a series of activities as presented in the table below:

Activities	Purpose/Objectives/Remarks
A. Orientation	Teachers and school heads will be oriented on the criteria and mechanics of the search. Sessions will be conducted to equip teachers with knowledge on classroom improvements and best practices.



Republic of the Philippines
Department of Education
REGION IX – ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF DIPOLOG CITY

B. Self-Assessment and Documentation	Schools will conduct an internal evaluation of their classrooms, documenting improvements and innovations made during the implementation period.
C. School Visits and Evaluation	<p>A panel of evaluators composed of PSDSs, EPSs, and SGOD representatives will visit schools to assess the kindergarten classrooms based on established criteria. After thoroughly evaluating all schools across the four (4) districts, the evaluation team will select one winner from each district.</p> <p>These four district winners will then undergo a second round of evaluation, conducted by the team of evaluators. Following this final assessment, the evaluation team will convene to consolidate the results and determine the overall winner.</p>
D. Recognition and Awards	The Best Kindergarten Implementer will be recognized during the culminating activity. Winners will receive certificates, plaques, equipment and learning resources to further enhance the kindergarten classrooms.
E. Sustainability Measures	Schools will be encouraged to sustain and continuously improve their classrooms, sharing best practices with other institutions.

4. Attached herewith are the following references:

- a. Enclosure 1: Schedule of Monitoring, Evaluation, and Assessment
- b. Enclosure 2: Kindergarten Classroom Monitoring and Evaluation Tool
- c. Enclosure 3: List of Evaluators for the Search of Best Kindergarten Implementer

5. School heads are hereby directed to work closely with kindergarten teachers to ensure the smooth and effective implementation of the said activity.

6. For further information and/or clarifications, please contact the following:

Amelinda D. Montero DM, CESE
CID Chief
amelinda.montero@deped.gov.ph



Republic of the Philippines
Department of Education
REGION IX – ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF DIPOLOG CITY

Edgar C. Dingal, EMD

Education Program Supervisor in Kindergarten

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7. Immediate and widest dissemination of this Memorandum to all concerned is desired.


MA. LIZA R. TABILON EdD, CESO V
Schools Division Superintendent

Reference: DepEd Order No. 19, s. 2023 and PPST 2.1.2

Enclosure: As stated

CID/EPS/CED/ED

July 17, 2025



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Republic of the Philippines
Department of Education
REGION IX – ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF DIPOLOG CITY

Enclosure 1

Schedule of Monitoring, Evaluation, and Assessment

Date	Activity	Persons Involved
7/31/25 (AM)	Orientation on the Search for the Best Kindergarten Implementer	<ul style="list-style-type: none">• Kindergarten Teachers• School Heads
7/31/25 (PM)	Orientation on the Search for the Best Kindergarten Implementer	<ul style="list-style-type: none">• Public School District Supervisors• Education Program Supervisors
8/1-31/25	Self-Assessment, Implementation, and Documentation of the Program	<ul style="list-style-type: none">• Kindergarten Teachers• School Heads
9/1-30/25	School Monitoring and Evaluation (Elimination Round)	<ul style="list-style-type: none">• Public School District Supervisors• Education Program Supervisors• SGOD Representatives
10/1-31/25	Final Round of Evaluation for the four (4) district winners	<ul style="list-style-type: none">• Public School District Supervisors• Education Program Supervisors
11/07/2025	Recognition and Awarding Ceremony	<ul style="list-style-type: none">• Public School District Supervisors• Education Program Supervisors• Representatives from the LGU• Winners



Republic of the Philippines
Department of Education
REGION IX – ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF DIPOLOG CITY

Enclosure 2

Kindergarten Classroom Monitoring and Evaluation Tool

(Source: DepEd Order No. 47 Omnibus Policy on Kindergarten Education)

Name of the Teacher: _____
School: _____
Date Monitored: _____

Kindergarten Level/ Section: _____
District: _____

This tool is designed to check and gather feedback from the field on the implementation of kindergarten program in schools. This tool will help the administration meet the kindergarten classrooms' needs and ensure the program's smooth, quality, and appropriate implementation. After the first monitoring, all the areas that were not observed must be rechecked in the same school year.

Directions: Put check (/) on the appropriate box and provide the needed information on the column for the remarks.

A. Curriculum Alignment	Very Evident (5)	Evident (3)	Not Evident (1)	Remarks
The teacher utilizes...				
1. CG/MELCs in the daily lesson preparation				
2. KTGs and applies the suggested methodologies and strategies appropriate to the local context				
3. updated DLL/DLP				
4. Indigenized Learning Plans (only for kindergarten classes with IP learners) * Actual number of Indigenized Learning Plans utilized in a quarter (optional)				
5. Age-appropriate and relevant strategies and techniques in providing interventions and catch-up sessions to or those with special needs.				
B. Instruction (Teaching Methodologies)				
1. Uses Filipino and English as the primary medium of instruction and regional languages (Sinugbuanong Binisaya) may be utilized as auxiliary languages to facilitate early learning.				
2. Organizes learning activities with thematic units or teaching themes				



Republic of the Philippines
Department of Education
 REGION IX – ZAMBOANGA PENINSULA
 SCHOOLS DIVISION OF DIPOLOG CITY

(Knowing Who We Are and Our Families, Exploring Our Community, Appreciating Our Country, Caring for Our World))				
3. Implement developmentally appropriate strategies and explicit instruction				
4. Follow blocks of time				
C. Learning Resources and Instructional Materials				
1. LRs developed in the learner's mother tongue (MT) as auxiliary support 1.1 learner's material <i>(Teacher-made activity sheets, Readiness Activity Sheets created in MT to reinforce lessons primarily taught in English and Filipino)</i>				
2. Contextualized learning materials/ Kindergarten Supplementary Learning Material (SLM) /Indigenous Materials				
3. Educational Toys				
4. Activity Cards/Board Games				
5. Books (read-aloud books, big books, etc.)				
6. Open-ended Sensory Materials (e.g., sand, clay, dough etc.)				
7. Multimedia and Computer Aided materials				
D. Learning Space and Environment				
The following are visible in the classroom: ...				
1. updated EBEIS				
2. well-ventilated classroom				
3. proper and adequate lighting				
4. chalkboards/white boards				
5. seat plan				
6. shelves for learner's materials / belongings				
7. clean comfort room				



Republic of the Philippines
Department of Education
 REGION IX – ZAMBOANGA PENINSULA
 SCHOOLS DIVISION OF DIPOLOG CITY

8. child-friendly classroom corners 8.1 Personal Care and Grooming 8.2 Language Arts Corner/Literacy 8.3 Sensory Perceptual and Numeracy 8.4 Work area/Activity Area 8.5 Dramatic/Play Area 8.6 Indoor/Outdoor Play apparatus				
9. Provision for health protocol				
E. Assessment				
The teacher tracks the learner's progress through...				
1. ECCD Checklist (Pre-1 st Week of Aug/Post Test – 1 st Week of February) 1.1 Number of pupils that suggest significant delay in overall development				
2. pupils' portfolio				
3. Progress Report				
4. Teacher-made Assessment Tools				
5. Assessment tools on numeracy and literacy to check their performance on				
a. Identifying the letter names and sounds of alphabets				
b. Reading one to three syllable words				
c. Identifying and counting numbers				
F. Teachers' Qualifications				
1. Degree (Masters/Doctorate)				
2. Trainings Attended (related to ECE)				
3. Scholarships (if any)				
Score				

Note: Checked and validated by Kindergarten Supervisor

Monitored by:

 PSDS/EPS

Conformed:

 Teacher



Republic of the Philippines
Department of Education
 REGION IX – ZAMBOANGA PENINSULA
 SCHOOLS DIVISION OF DIPOLOG CITY

Enclosure 3

**LIST OF EVALUATORS for the SEARCH OF BEST KINDERGARTEN
 IMPLEMENTER**

District	Name	Position
North District	Lyn A. Carpio	PSDS
	Monina R. Antiquina	EPS
	Rosalyn Z. Montealto	PSDS
	Cherilyn R. Allen	EPS
	Melanie B. Bantilan	EPS
	Jesel B. Chiu	EPS II
East District	Olalio D. De los Santos	PSDS
	Edgardo S. Cabalida	EPS
	Serapino E. Estebat Jr.	EPS
	Maria Lisa E. Valdehueza	PSDS
	Jovencia M. Samante	PSDS
	Marie Antoinette F. Nazareth	Planning officer III
West District	Adrian G. Refugio	PSDS
	Cherry Mae B. Eltanal	EPS
	Jesse P. Samaniego	EPS
	Genevieve B. Miranda	PSDS
	Marjohn Yapac	SEPS
South District	Bernie P. Laranjo	PSDS
	Dexter A. Elumba	EPS
	Petrush G. Macute	PSDS
	Edgar C. Dingal	EPS
	Vilma C. Velasco	PSDS
	Riela Angela C. Josol	EPS
	Marie G. Refugio	SEPS

LIST OF EVALUATORS FOR FINAL ROUND OF EVALUATION

Name	Position
Lyn A. Carpio	PSDS
Olalio D. De los Santos	PSDS
Adrian G. Refugio	PSDS
Bernie P. Laranjo	PSDS
Edgardo S. Cabalida	EPS
Riela Angela P. Josol	EPS
Edgar C. Dingal	EPS