



## Development and Validation of a Lesson Plan Evaluation Checklist for Elementary School Principals of Agusan Del Norte Division

Marc Elyzear N. Campado<sup>1\*</sup>, Annabelle M. Dorado, PhD<sup>2</sup>

<sup>1,2</sup>Saint Joseph Institute of Technology, Butuan City, Philippines

\*Corresponding author, [marceyzear.campado@deped.gov.ph](mailto:marceyzear.campado@deped.gov.ph)

DOI: <https://doi.org/10.63680/ijstate062675.76>

### Abstract

This study developed and validated a Lesson Plan Evaluation Checklist intended for elementary school principals in the Agusan del Norte Division to strengthen instructional supervision and ensure alignment with curriculum standards and educational policies. Employing a developmental research design anchored in the ADDIE Model, the study formulated a checklist grounded in Republic Act No. 10533 and DepEd Order No. 42, s. 2016, DepEd Order No. 21, s. 2019, and DepEd Order No. 10, s. 2024, or the MATATAG Curriculum. The developed instrument consisted of ten domains, namely objectives, content, learning resources, instructional approaches, alignment, assessment and feedback, contextualization and localization, values formation and integration, usability and practicality, and reflection. Expert validation and pilot testing were conducted to assess the instrument's validity and applicability, while focus group discussions were conducted to gather stakeholder insights on usability and implementation. Findings revealed that the checklist demonstrated high validity with respect to relevance, clarity, and representativeness. Pilot testing showed that teachers' lesson plans generally contained the required components, although there was moderate evidence in objectives, content, assessment and feedback, and procedural aspects, indicating areas for improvement. Participants perceived the checklist as useful, structured, and practical for instructional supervision. However, revisions were recommended to enhance clarity, simplify it, and increase flexibility to address implementation concerns and improve usability.

**Keywords:** Lesson Plan Evaluation, Instructional Supervision, MATATAG Curriculum, Checklist Validation, Lesson Planning

### Introduction

Lesson planning provides a structure for translating intended curriculum outcomes into effective classroom practice. By enabling educators to identify the instructional content, pedagogical strategies, assessment tools, and instructional activities they will use in the classroom (Johnson et al., 2020; Lopez, 2023; Houella, 2022; Cruz & Villanueva, 2022), lesson plans clarify a teacher's intended goals. Well-designed lessons enable a teacher to purposefully and coherently instruct pupils in ways that align with the intended learning

objectives, whereas poorly designed lessons leave pupils with little connection to the lessons and the standards they should have achieved (Villanueva & Dela Cruz, 2021; Dellomas & Ricarfort, 2023).

In the Philippines, lesson planning is both a professional responsibility and a legal requirement, with Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, requiring that teachers' practices be consistent with the national curriculum standards, learning competencies, and performance standards. To implement this legal requirement, the Philippine Department of Education issued DepEd Order No. 42, s. 2016, Policy Guidelines on Daily Lesson Preparation of the K to 12 Basic Education Program, which outlines the professional responsibility of teachers to create and implement lesson plans, while giving teachers the option of using either the DLPs or DLLs, depending on their level of experience and the needs of their pupils, while still being in accordance with the national curriculum standards. In addition, DepEd Order No. 10, s. 2024, introduced the MATATAG Curriculum and further specifies that lesson plans must be coherent, competency-based, and aligned with current national curriculum standards.

Despite legislation governing lesson planning, most districts in the Philippines show limited consistency in supervising teachers as they submit lesson plans. When reviewing teacher submissions, school principals often rely on their subjective judgment of whether the proposed plan is adequate. This results in variability in the quality of the submitted lesson plan, as well as in the degree to which it aligns with the national curriculum standards and is useful for instructional purposes (Obuta et al., 2025; Canalita, 2021; Villoria, 2023; Ybañez, 2025). This inconsistency undermines fidelity to the intended curriculum and limits the extent to which instruction can be aligned (Mangadlao & Oropa, 2025; Flores, 2023; Ramirez & Flores, 2025). As recently reported by school principals and district supervisors in the Caraga Region, specifically in the Division of Agusan del Norte, monitoring the submission of lesson plans is challenging, as there is no standardized way to ensure that lesson plans are submitted on time, are complete, and align with MATATAG standards (DepEd Caraga, 2025; Herrera, 2025).

The findings of the DepEd Division of Agusan del Norte confirmed this lack of standardization. Data collected in response to the Instructional Supervision, Technical Assistance, and School Monitoring provided sufficient information for the Curriculum Implementation Division (CID) to identify numerous challenges encountered in teachers' lesson planning practices. Among the most prevalent issues were that teachers did not use rubrics effectively (or at all) in their assessments or used them inconsistently; teachers had difficulty developing lesson plans that maintained the alignment of their objectives, activities, and assessment; teachers had difficulty developing a logical flow to their lesson plans; and teachers had poor instructional design or lesson organization skills. The CID also found no standardized tool to systematically evaluate lesson plans based on observations made during instructional supervision visits.

Due to the lack of a validated, standardized, and objective method of evaluating lesson plans, there are considerable gaps in the supervisory practices of school principals. Because there is no standardized method of evaluating teachers' lesson plans and providing teachers with feedback, it is difficult for principals to give teachers objective feedback and for teachers to understand what is expected of them (Lopez, 2025; Villoria, 2023; Santos & Villoria, 2025).

This study intends to develop and validate a Lesson Plan Evaluation Checklist for elementary principals in the Division of Agusan del Norte, based on national curriculum standards, related literature, and stakeholder needs, for evaluating lesson plans. This evaluation instrument will provide a structure and objective means of evaluating teachers' lesson plans (Ortega & Mendoza, 2022; Dellomas & Ricarfort, 2023; Lee & Park, 2023; Villanueva & Cruz, 2022), thereby bettering the supervisors' abilities to ensure curriculum

fidelity, enhance the quality of instructional methods of elementary school principals, and support the implementation of the MATATAG Curriculum.

## **Related Studies**

The literature confirms that lesson plans play an important role in the effective delivery of instruction and curricular implementation. Many international studies demonstrate the importance of using a lesson plan to organize instruction, clarify student learning objectives, and align teaching methods with desired student outcomes. Taken together, these studies indicate that effective lesson planning is critical for enhancing the quality of instructional delivery and ensuring coherence in the teaching and learning process.

In the Philippines, policy frameworks such as DepEd Order No. 42, s. 2016 provide a structure for developing lesson plans by outlining specific procedures for creating a high-quality lesson plan. The emphasis on developing a lesson plan is consistent with the requirement to uphold curricular fidelity. It provides teachers with the freedom to adjust their instruction to the unique conditions of their classrooms. Similarly, under Republic Act No. 10533 of the Philippines, the requirement that the curriculum be globally focused and contextualized provides a legal foundation for lesson planning. Furthermore, this Act specifies the need for flexibility, localization, and integration of indigenous and community contexts within the instructional design.

The combination of these frameworks supports the dual purposes of lesson planning: One, to ensure compliance with the national curriculum standards; and two, to account for local and contextual needs. Despite policies and literature emphasizing the importance of lesson planning, there is little attention to systematic tools for assessing the quality and effectiveness of lesson plans in classroom practice. This highlights the disconnect between policy expectations and the lack of mechanisms to monitor and evaluate lesson plan quality in practice.

In the context of this gap, this study seeks to develop a structured, standardized evaluation tool to provide an objective assessment of lesson plan quality to support effective instructional supervision. Therefore, the current study has developed a Lesson Plan Evaluation Checklist that aligns with national curriculum standards, legal requirements, and classroom realities.

In the Philippines, there have been many studies on lesson planning and its impact on both curriculum development and the effective implementation of the same curriculum. Lesson planning has been recognized as a critical component of curriculum implementation (Marquez & Marquez, 2023) and an important part of a teacher's instructional responsibilities (Ceremonia-Cerda, 2024). Lesson planning can also be seen as an integral part of both the planning and implementation dimensions of curriculum development when lesson study is used to guide teachers in developing their instructional practice and maintaining alignment with curricular objectives (Aquino & Bautista, 2023). Thus, collectively, these studies demonstrate that lesson planning is not merely an administrative task but rather serves a dual purpose: supporting the continuity and integrity of the instructional program and maintaining the integrity of the curriculum.

Republic Act No. 10533, the Enhanced Basic Education Act of 2013, establishes the framework under which teachers in the Philippines are required to prepare lesson plans. The Act emphasizes tailoring lesson plans to meet the diverse needs of students, adopting a globalized perspective, and building flexibility in lesson planning and delivery to support localized, contextualized instruction in classrooms. As a result, teachers must use localized and contextualized materials in their lesson plans to provide more meaningful and relevant instruction that meets students' needs. However, while the Department of Education has provided opportunities to create more customized and flexible lesson-planning processes, there remains a considerable

lack of standardized tools that supervisors can use to evaluate whether teachers are fulfilling the above requirement.

Recent research has identified four factors (i.e., clarity, coherence, alignment, and usability) as being critical features of effective lesson planning (Houella, 2022; Cruz & Villanueva, 2022; Lopez, 2023; Villanueva & Dela Cruz, 2021). These factors provide indications of quality lesson plans and evidence that the instructional objectives, activities, and assessment are properly integrated and implemented. However, the majority of the available literature indicates that no evaluation tools are currently used or planned to comprehensively assess the clarity, coherence, alignment, and usability of lesson plans within the Enhanced MATATAG Curriculum and the Philippine Basic Education System.

A lack of standardized procedures for policy evaluation, instructional supervision, and evaluation practices indicates a clear need to develop an objective, systematic Lesson Plan Evaluation Checklist to assess lesson-planning quality. Consequently, this study aims to develop a Lesson Plan Evaluation Checklist that satisfies the requirements of the curriculum standards, legal mandates, instructional principles, and the priorities of the Department of Education under the MATATAG Curriculum.

The development of valid evaluation instruments (in particular, a Lesson Plan Evaluation Checklist) requires a rigorous validation process. The calibration and reliability testing of lesson plan supervision checklists are necessary steps in developing valid instruments for supervising lesson plans. Most recent studies confirm that valid lesson plan supervision instruments should both follow practical theories and sound practical usage, depending on the instructional supervision needs (as defined above) of the teacher administrators (Tan & Lim, 2021; Ortega & Mendoza, 2022; Villanueva & Cruz, 2022; Santos & Villoria, 2025).

Lesson Plan Evaluation Checklists focus on the presence or absence of specific indicators, allowing for less subjectivity and greater efficiency in supervising teaching than rubrics, which place additional emphasis on different levels of quality. There are three stages in validating a checklist-type tool: expert validation, pilot testing, and statistical analysis. Expert validation of each indicator in the Lesson Plan Evaluation Checklist demonstrates that the tool is grounded in curriculum standards and sound pedagogical practices. Pilot testing of the Lesson Plan Evaluation Checklist allows the researcher to revise the instrument based on its performance in the classroom; in this way, the instrument becomes a user-friendly resource that provides appropriate support to supervisors. The statistical analysis demonstrates the instrument's validity and confirms that the checklist-type tool is valid (Lee & Park, 2023; Villanueva & Dela Cruz, 2021; Dellomas & Ricarfort, 2023). While these verification procedures were used previously with rubric tools, they also validate checklists and should be used to ensure the accuracy and validity of any checklist tool.

There is an immediate need for validated supervisory instruments for teacher improvement in the Philippines (Mangadlao & Oropa, 2025). Every administrative leadership program needs to provide for continual improvement through the use of validated supervisory tools; otherwise, the likelihood of subjective supervision increases significantly, leading to inconsistencies in the quality of supervision provided (Flores, 2023). In that regard, a checklist-type instrument is an effective means of providing a standardized method for evaluating a teacher's instructional practice with reference to the Philippine Department of Education's (DepEd) legislative requirements, including RA 10533 and DepEd Order No. 42 s. 2016, DepEd Order No. 21, s. 2019 and DepEd Order No. 10 s. 2024. Incorporating policies into the Lesson Plan Evaluation Checklist tool ensures that the teacher is following the curriculum and gives instructional leaders a means to support the supervisor in delivering quality instructional leadership.

Although there has been a wealth of information on methodologies for validating checklists, few published studies address a Lesson Plan Evaluation Checklist in the context of the Philippines. This gap

underscores the necessity for locally developed and validated tools that align with MATATAG standards. The Curriculum Implementation Division (CID) Chief of the Division of Agusan del Norte also stated that this type of tool would help provide better supervision and monitoring of lesson planning practices in schools. Consequently, this study also addresses the needs of curriculum supervision by developing a Lesson Plan Evaluation Checklist instrument, with policy support, to improve the efficiency of supervisory practices, ensure the objectivity of supervision, and promote fidelity of curriculum implementation.

The MATATAG Curriculum is the newest reform of the Department of Education (DepEd) to support enhanced foundational learning, and this is reflected in a variety of policy documents that are directly related to the development of lesson plans, the supervision of lesson plans, and the monitoring of lesson plans, which were provided by DepEd in 2024, DepEd Caraga, and DepEd Misamis Oriental. All policies highlight the alignment of lesson plans with curriculum standards, support for values education, and support for learner-centered approaches.

A major aspect of the MATATAG Curriculum, as articulated in DepEd Order No. 10, s. In 2024, educators need to integrate major foundational skills, balanced cognitive demands, and 21st-century competencies into their teaching. Therefore, lesson plans should support literacy and numeracy as foundational skills while also fostering critical thinking, creativity, collaboration, and problem-solving. Additionally, values formation and peace education are integrated into the MATATAG Curriculum's lesson planning within a holistic framework, fostering academic success and promoting learners' development as responsible citizens. Furthermore, by aligning the MATATAG Curriculum with International Standards, the Curriculum helps ensure that the basic education system in the Philippines remains competitive on the world stage while providing resources that address the needs of the local context (Department of Education, 2024).

Regional Memoranda also stress the importance of curriculum fidelity and instructional coherence. Learning experiences should reflect real-world relevance and wholeness to prepare learners for a life of continuous learning and active citizenship (Flores & Ramirez, 2025; Villoria, 2023; Ybañez, 2025).

While lesson planning within the MATATAG policies is viewed as one of the most significant points of supervision, no standardized/validated instrument exists at this time within Agusan del Norte to ensure the integrity and consistency of the curriculum. This research will endeavor to develop MATATAG-aligned instruments for evaluating Lesson Plans that encompass A Foundation of Skills, Balanced/Appropriate Cognitive Demand, Competencies of the 21st Century, Values Development, Peace Education, International Alignment, and embedding within Supervisory Practices.

The recent Policy Directives and Research initiated by the Department of Education for the Eastern Visayas through Regional Memorandum No. 667, series of 2020, for example, called for enhancement of monitoring and supervision through a validated monitoring and supervision tool developed and validated by the Curriculum and Learning Management Division (CLMD) and Quality Assurance Division (QAD) to promote consistency of practice across the various schools. In conclusion, DepEd's National Monitoring and Evaluation Instruments (2021) acknowledged the need for the development of structured (developed) and validated monitoring/supervision tools as a means of reducing subjectivity in monitoring and supervising and promoting congruence between classroom practice and curriculum standards.

Moreover, DepEd Cordillera has issued Regional Guidelines (2016) for modifying instructional materials and lesson-plan evaluation tools to meet community-specific needs. This reinforces the need for lesson plan evaluation frameworks to be locally contextualized, thereby justifying the use of lesson plan validation instruments.

Philippine studies also reflect this need for inclusive, contextualized evaluation of lesson plans. Flores & Ramirez (2025) have argued that lesson plan evaluations must be based on a contextualized understanding of the teaching and learning environment. Therefore, Generic rubrics used to evaluate lesson planning may not be sufficient to capture and report on the local context of their use. Similarly, Abaiz et al.

According to Villoria (2023), a series of validated, localized tools will be essential for ensuring the fidelity of the curriculum under MATATAG reforms. Evidence supports this assertion, as Sumapal & Haramain (2023) found that contextualized supervisory practices positively affected instructional delivery and teacher motivation in Bangsamoro schools. Regional evidence from across Asia indicates that contextualization through localized tools will enhance curriculum planning. Domingo (2024) found that each region has its own unique cultural and institutional context that must be considered when developing lesson plan evaluation tools to ensure they remain applicable and effective.

Additionally, Shoukat (2024) found that curriculum supervisory practices will have to adapt to many diverse contexts to remain relevant and to value the validation process. Johnson, Boon, & Dinan Thompson (2020) argue that the lesson-planning process is tantamount to the work we do in preparing curriculum for implementation, and that supervisory tools must be validated to succeed. Both national standards and research indicate that these tools must be contextualized to remain appropriately relevant and responsive to the institutional and cultural needs of each region. As we move forward with our efforts to develop a contextualized Lesson Plan Evaluation Checklist for Agusan del Norte—the context in which we will deploy the tools—fidelity to the mandates of RA 10533 and the priorities of MATATAG must remain intact. Thus, we must develop validated, contextualized instruments for evaluating lesson plans. MATATAG priorities remain responsive to local contexts.

Assessment frameworks and checklist-type instruments are indispensable tools in evaluating lesson plans. Lesson Plan Evaluation Checklists provide structured indicators that assist teachers and supervisors by identifying the strengths and weaknesses of the lesson plan. Recent studies have focused on the value of having inter-rater reliability and checklist calibration (Lee & Park, 2023; Villanueva & Cruz, 2022; Ortega & Mendoza, 2022) to ensure Fairness and Objectivity (equity) in Assessment.

The guidelines established by DepEd LRMD (2021) create a national framework for assessment and evaluation practices that are current and consistent with all academic institutions' curriculum reforms, and therefore require checklists that are comprehensive yet efficient and effective in measuring. The Lesson Plan Evaluation Checklist requires measuring the following dimensions of the lesson plan: clarity of instruction, ease of use (usability), appropriateness, and alignment (Dellomas & Ricarfort, 2023; Lopez, 2025).

When checklists are validated as tools for professional development, they enable teachers to reflect on and review their teaching practices and supervisors to provide evidence-based feedback on those practices (Santos & Villoria, 2025; Villoria, 2023).

Unlike rubrics that assess quality in multiple gradations, checklists indicate whether required components of the lesson plan are present or absent. Therefore, checklists reduce subjectivity in evaluation and improve efficiency, and the evaluation process can be based on required standards established by law (RA 10533, DepEd Order No. 42, s. 2016; DepEd Order No. 21, s. 2019; and DepEd Order No. 10, s. 2024) to guarantee curriculum integrity and strengthen supervisory practices.

While rubrics are often used to evaluate lesson plans, those currently in use lack validity and alignment with MATATAG standards. Therefore, this research study intends to address this gap by developing a validated Lesson Plan Evaluation Checklist-based tool to evaluate lesson plans in alignment with the MATATAG curriculum standards. This tool was developed in response to the academic literature and

institutional demand, as evidenced by the certification by the Curriculum Implementation Division (CID) Chief. It will ensure efficient, objective, and policy-anchored supervisory practices.

When creating instruments for lesson plan evaluation, the instrument development process must follow a comprehensive, systematic methodology that draws on theory, practice, and stakeholders' viewpoints. Ortega and Mendoza (2022) emphasize pilot testing instruments and using classroom realities to improve the instrument, while Dellomas and Ricarfort (2023) emphasize continuous improvement to ensure relevance and reliability. Santos and Villoria (2025) and Villoria (2023) stressed that evidence-based research related to educational measurement must place primary importance on validity, reliability, and alignment with the new curriculum reforms. This research also involves statistical testing and stakeholder consultation to improve the instrument's usability.

In the context of lesson plan evaluation, methodology must balance rigor with usability, producing tools that are both academically sound and operationally feasible for supervisors and principals. Research has demonstrated that instrument development should follow a comprehensive (valid & reliable) and stakeholder-responsive methodology and procedures; however, to date there are no existing studies on the development of an instrument specifically validating a Lesson Plan Evaluation Checklist for evaluating lesson plans that specifically addresses the MATATAG Curriculum in the Division of Agusan del Norte. Therefore, this study will address the research gap by developing, validating, and refining a practical instrument for supervising and evaluating lesson plans using the ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation).

## **Theoretical/Conceptual Framework**

The research design and development of the Lesson Plan Evaluation Checklist grounded its theoretical framework in the Curriculum Alignment Theory and Validity and Reliability Framework. The ADDIE model served as the conceptual framework for developing the Lesson Plan Evaluation Checklist because it provides a systematic progression from analysis to evaluation.

The analysis stage followed the Curriculum Alignment Theory, which emphasized the need for coherence among standards, instruction, and assessment. As part of the analysis stage, this included a review of the MATATAG curriculum standards, DepEd Orders, and any supervisory requirements to determine which domains and indicators were necessary to evaluate lesson plans.

In addition to serving as the primary author of the Lesson Plan Evaluation Checklist, the researcher incorporated stakeholder perspectives from curriculum policy, expert validation, and pilot test feedback. This analysis stage was necessary to ensure that the Lesson Plan Evaluation Checklist is based on the intended curriculum (standards), the implemented curriculum (lesson plans), and the attained curriculum (student outcomes). If there was a misalignment at any level, it may result in less effective instruction. Therefore, there is a need for an instrument that checks for alignment with competencies, assessment coherence, and readiness for enactment (Johnson et al., 2020; Herrera, 2025; Abaiz et al., 2025; DepEd, 2024; DepEd Caraga, 2025).

After conducting the analysis, the design stage focused on organizing the instrument into domains and indicators. For each indicator, the component was clearly articulated, and the checklist format allowed supervisors to check whether the necessary components were present when evaluating lesson plans. This binary approach provided greater objectivity and efficiency and ensured the instrument represented the intended curriculum. The theoretical basis of curriculum alignment supported the inclusion of domains such

as objective clarity, instructional consistency, and alignment between assessment and instruction (Canalita, 2021; Mangadlao & Oropa, 2025; Villoria, 2023).

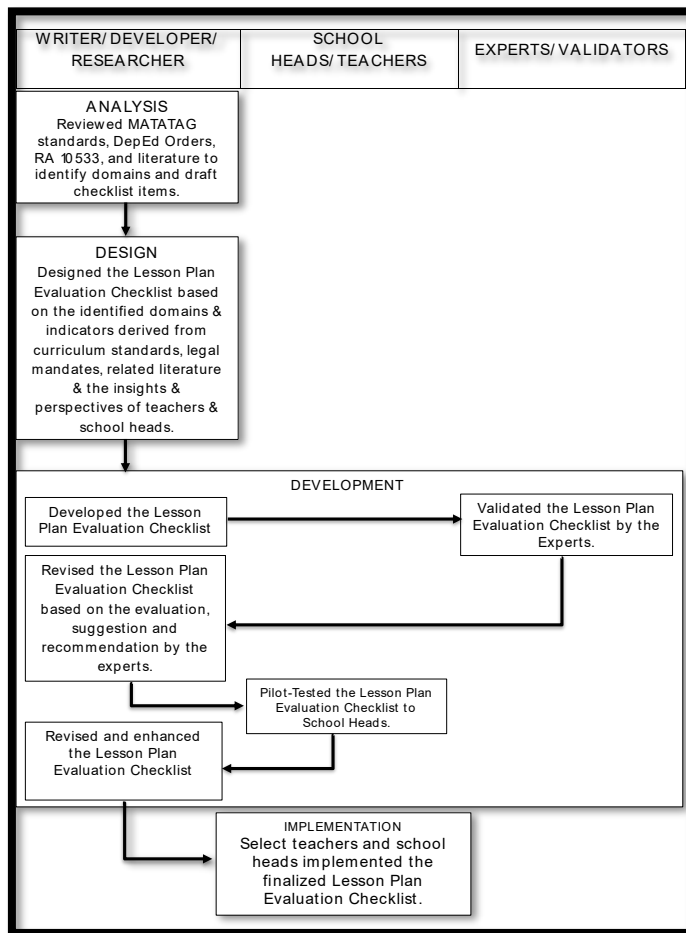
The validation stages for the development of a Lesson Plan Evaluation Checklist were based on Validity and Reliability Frameworks. The draft Lesson Plan Evaluation Checklist was validated by experts who specialized in curriculum development and instructional supervision for relevance and clarity. This approach enabled the researcher to ensure that the proposed instrument measured what it was intended to measure and did so consistently (Ortega & Mendoza, 2022; Dellomas & Ricarfort, 2023; Santos & Villoria, 2025; Villanueva & Cruz, 2022; Lee & Park, 2023).

The proposed instrument was pilot-tested in select schools in Kitcharao District. During this stage, principals and teachers applied the proposed Lesson Plan Evaluation Checklist to lesson plans, providing quantitative tallies and qualitative comments. The responses received demonstrated the Lesson Plan Evaluation Checklist's usability and appropriateness in a true supervisory setting. Thus, the research showed that the proposed instrument was theoretically valid and also met the needs of the practical application of the MATATAG curriculum supervision model.

The evaluation of the research occurred at several levels. First, expert validation showed evidence of the content validity of the proposed instrument. Second, pilot testing and statistical analysis established the instrument's validity. Third, the qualitative feedback from principals and teachers was analyzed thematically to improve the clarity and usability of the proposed instrument. The evaluation of the proposed instrument completes the ADDIE cycle by ensuring that it is credible, defensible, and ready for institutional adoption. Without this evaluation stage, the proposed instrument will lack credibility and cannot be institutionalized (Villanueva & Dela Cruz, 2021; DepEd LRMDs, 2021; Flores, 2023; Gonzales & Reyes, 2022).

The completion of the ADDIE cycle led to the development of the validated Lesson Plan Evaluation Checklist, which principals can use to supervise lesson planning in a structured, objective, and supportive manner (Villoria & Santos, 2025; Flores & Ramirez, 2025; Lopez, 2025). By embedding Curriculum Alignment Theory, the Validity and Reliability Frameworks, and the ADDIE model within the proposed research, the researcher provided an academically sound model to address the needs of elementary school principals in the Agusan del Norte Division.

**Figure 1. Research Flow of the Study**



**Objectives of the Study**

This study sought to: (1) identify the curriculum standards, legal bases, and Department of Education orders that may serve as the foundation for determining the domains and indicators of a Lesson Plan Evaluation Checklist; (2) develop a Lesson Plan Evaluation Checklist based on the identified domains and indicators derived from curriculum standards, legal mandates, related literature, and the insights and perspectives of teachers and school heads; (3) determine the validity of the developed Lesson Plan Evaluation Checklist as evaluated by experts in terms of relevance, clarity, and representativeness of each dimension; (4) assess the extent to which the lesson plan components included in the developed evaluation tool were evident in teachers’ lesson plans based on the school heads’ assessment during pilot testing; and (5) explore the challenges and insights that emerged among teachers and school heads during the pilot implementation of the Lesson Plan Evaluation Checklist.

**Methodology**

This study employed a developmental-descriptive research design anchored on the ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation) to develop and validate a Lesson Plan Evaluation Checklist for elementary school principals in the Division of Agusan del Norte. The developmental phase involved identifying domains and indicators derived from curriculum standards, legal mandates, instructional supervision frameworks, related literature, and stakeholder perspectives, particularly from Republic Act No. 10533 and DepEd Order No. 42, s. 2016, DepEd Order No. 21, s. 2019, and DepEd Order No. 10, s. 2024 implementing the MATATAG Curriculum. The study was conducted in six purposively selected public elementary schools in Kitcharao District, involving three expert validators, five school principals, and twenty intermediate teachers selected through purposive sampling. Data collection involved document analysis, expert validation using structured rating forms, pilot testing through desktop review, and Focus Group Discussions (FGDs) to assess the clarity, usability, and appropriateness of the developed checklist. Quantitative data were analyzed using mean scores to assess the instrument’s validity and the extent of evidence for lesson plan components. At the same time, qualitative responses from FGDs underwent thematic analysis to identify

recurring challenges, insights, and recommendations. Ethical protocols, including informed consent, confidentiality, and institutional approval, were strictly observed throughout the study.

## **Results and Discussion**

### **Problem 1. What curriculum standards, legal bases, and DepEd Orders served as the basis for identifying the domains and indicators of the Lesson Plan Evaluation Checklist?**

The domains and indicators of the Lesson Plan Evaluation Checklist were derived from established educational standards, legal mandates, and Department of Education (DepEd) policy issuances governing the Philippine basic education system. These frameworks represent both a conceptual and regulatory foundation for the instrument, ensuring conformity with national standards for lesson planning, instructional delivery, and learner assessment at the site where educational services are rendered.

The primary basis for the legal framework of the Lesson Plan Evaluation Checklist is the Enhanced Basic Education Act of 2013, also referred to as Republic Act No. 10533, which requires that the curriculum shall be developed with the following intent: to be learner-centered; be inclusive in nature; be developmentally appropriate; foster higher-order thinking skills and prepare learners to compete globally (Republic Act No. 10533, 2013). In addition, the act requires that instruction be aligned with clearly defined competencies and performance benchmarks, demonstrating that effective lesson planning is critical to the successful implementation of the curriculum.

Further, DepEd Order No. 42 s. 2016 or Policy Guidelines on Daily Lesson Preparation sets forth how lesson plans will be prepared and what they will contain, specifically through Daily Lesson Logs (DLLs) and Detailed Lesson Plans (DLPs) (DepEd, 2016). The order defines the essential elements of a lesson plan to include objectives, content, learning resources, instructional procedures, assessment, and teacher reflection. The order directs that the curriculum standards, instructional strategies, and assessment processes are to be aligned with one another. Thus, this order is the primary basis for organizing the domains in the Lesson Plan Evaluation Checklist.

The DepEd Order No. 21 s. 2019 supports the quality of instruction in the public school system by promoting learner-centered, inclusive, and context-based teaching practices (DepEd, 2019). The order emphasizes addressing the diverse needs and contexts of learners. It supports three domains included in the Lesson Plan Evaluation Checklist developed in this study: Instructional Approaches, Contextualization and Localization, and Values Formation.

The DepEd Order No. 10 s. 2024, which established the MATATAG Curriculum, provides for updated direction for implementing the curriculum (DepEd, 2024). The MATATAG Curriculum emphasizes foundational skills; provides a balance of cognitive demand; and incorporates centers of competency for the 21st Century, such as critical thinking, teamwork, and problem-solving. Furthermore, the MATATAG Curriculum provides values education and global awareness. The inclusion of curriculum changes guided the revision of the information under the Lesson Plan Evaluation Checklist indicators related to instructional coherence, alignment of student assessment, and the holistic development of students.

Taken together, these educational policy frameworks and curriculum standards are grounded in principles that include alignment with competencies, learner-centered instruction, integrated use of assessment, contextually based content, and reflective teaching practices. Guided by these principles, ten

major domains were identified for the Lesson Plan Evaluation Checklist: Objectives, Content, Learning Resources, Instructional Approaches, Alignment, Assessment and Feedback, Contextualization and Localization, Values Formation and Integration, Usability and Practicality, and Reflection.

The alignment of these domains with those of the DepEd provides the essential components of effective lesson planning as set out by the DepEd. The development of the Lesson Plan Evaluation Checklist is predicated on these legal and policy structures, providing a policy-anchored, theologically expressed, and contextually viable Checklist for use in instructional supervision and in improving the quality of lesson planning within elementary schools.

**Problem 2. What Lesson Plan Evaluation Checklist may be developed based on the identified domains and indicators derived from curriculum standards, legal mandates, related literature, and the insights and perspectives of teachers and school heads?**

A Lesson Plan Evaluation Checklist has been created as an organized, theory-based, and practical tool for evaluating lesson plans in elementary schools. The tool's development is based on the curriculum, legal requirements, and literature, as well as information shared by teachers and school administrators. Using these four sources of evidence to develop the Lesson Plan Evaluation Checklist will create a checklist that is both empirically based and aligned with current instructional supervision practices.

The Lesson Plan Evaluation Checklist evaluates lesson planning in 10 aspects: Objectives; Content; Learning Resources; Instructional Approaches; Alignment; Assessment and Feedback; Contextualization and Localization; Values Formation and Integration; Usability, Procedures, and Practicality; and Reflection. Each aspect includes several indicators that reflect the practices related to lesson-learned components that should align with the current DepEd Policy and Curriculum Standards.

The Objectives aspect contains indicators that demonstrate the teacher's ability to develop SMART, Competency-Based Objectives (as defined in the DepEd 10th Learning Plan) and to incorporate Higher Order Thinking (HOTS) Skills into lesson-work objectives. The Content aspect contains indicators to determine the appropriate correlation to the lesson content as specified in MELCs and MATATAG Standards. The Learning Resources aspect includes indicators to assess the availability of appropriate instructional materials/resources for use during lessons and learning experiences. Together, these three aspects make up the basic components of a well-designed, effective lesson plan.

The Instructional Approaches aspect contains indicators for determining whether learner-centered instructional strategies are being implemented effectively in lesson planning, including differentiation and the use of innovative/ICT-based methods. The Alignment aspect includes indicators for assessing whether the objectives, instructional strategies, and assessment tasks align with the principles of constructive alignment. The Assessment and Feedback aspect contains indicators for evaluating the proper use of formative and summative assessments, appropriate assessment tools (e.g., rubrics), and authentic assessment tasks.

The additional aspects address broader issues related to instructional practices: Contextualization and Localization include indicators to assess the degree of integration of local culture and learner context into lesson plans. Values Formation and Integration include indicators to assess whether values education and citizenship development have been incorporated into lesson plans. The Usability, Procedures, and Practicality aspect contains indicators to evaluate the feasibility of lesson implementation and the logical sequence of the lesson plan's implementation. The Reflection aspect contains indicators to assess the teacher's ability to

evaluate the effectiveness of instructional strategies used in lesson plans and to determine whether changes are needed to improve Instructional Practices.

One of the major advantages of the Lesson Plan Evaluation Checklist is that it allows weekly monitoring of the indicators, providing the instructional leader with an overview of their clarity in relation to lesson planning/learning by evaluating each indicator on a per-day basis and via weekly totals/grand totals. Therefore, there will be a systematic analysis of the quality of each lesson plan for the entire week, based on total counts across the ten aspects.

In addition, a section on "Instructional Insights and Guidance" will allow administrators to provide qualitative feedback to the teacher using the Lesson Plan Evaluation Checklist. This part of the Lesson Plan Evaluation Checklist will enhance its systematic function as a formative assessment tool by providing specific recommendations for improving lesson planning and the methods used to deliver the instructional experience.

The policies used to develop the Lesson Plan Evaluation Checklist were informed by input from teachers and school administrators gathered through meetings and discussions focused on improving their instructional practices.

**Table 1. *Select Responses of Teachers and School Heads on the Development of the Lesson Plan Evaluation Checklist***

<b>Respondent Group</b>	<b>Theme</b>	<b>Verbatim Response</b>	<b>Interpretation</b>
<b>Teachers</b>	Clarity of Objectives	"Objectives are SMART and aligned... guide the whole lesson."	Teachers emphasized that clear, well-defined objectives are essential for guiding lesson implementation.
	Alignment of Lesson Components	"Alignment of objectives, activities and assessments..."	Teachers highlighted the importance of coherence in lesson planning.
	Learner-Centered Instruction	"Learner-centered approaches... encourage learning."	Teachers value strategies that actively engage learners in the teaching process.
	Curriculum Alignment	"All indicators are useful... aligned with standards."	Teachers recognize the importance of aligning lessons with MATATAG and DepEd standards.
<b>School Heads</b>	Objective Supervision	"Helps ensure alignment and proper evaluation."	School heads view the Lesson Plan Evaluation Checklist as a tool for objective evaluation of lesson plans.
	Structured Monitoring	"Provides a structured guide for checking lesson plans."	The Lesson Plan Evaluation Checklist promotes consistency in supervision across teachers.

	Instructional Support	“Useful in guiding teachers.”	School heads emphasized the role of the Lesson Plan Evaluation Checklist in mentoring and feedback.
--	-----------------------	-------------------------------	---

The findings suggest that teachers and school heads hold similar elementary views of structured evaluation tools. Teachers emphasized clarity, alignment, and effectiveness when planning lessons, while school heads emphasized the objectivity, consistency, and structure of lesson plans as important in evaluating them.

As noted, a primary need among the participants was a clear, user-friendly tool aligned with classroom realities. For teachers, having defined indicators clarifies expectations for lesson planning, while school heads understand that the Lesson Plan Evaluation Checklist provides an objective and consistent way to evaluate lesson plans.

The participants also noted that the use of rubrics in lesson planning and the adherence to a particular procedural structure can vary depending on the lesson's context. This information is used to validate adjustments to specific indicators, ensuring they remain appropriate and flexible for the context rather than prescriptive. Additionally, there was a positive response to developing a weekly monitoring format, as it provides continuous monitoring rather than a one-time evaluation.

The completed Lesson Plan Evaluation Checklist is a comprehensive, structured, and contextually responsive instrument. The Checklist supports objective evaluation, helps ensure consistency in lesson planning, and provides an avenue for ongoing improvement in teacher practice in compliance with DepEd Standards and the MATATAG Curriculum. By integrating multiple domains, observable indicators, a weekly monitoring system, and a feedback process, the Checklist serves as a valuable instrument for instructional supervision.

**Problem 3. How valid is the developed Lesson Plan Evaluation Checklist, as evaluated by experts, in terms of the relevance, clarity, and representativeness of each dimension?**

The developed Lesson Plan Evaluation Checklist was assessed for validity by experts specializing in curriculum development, instructional supervision, and elementary education. The experts evaluated the items against six major dimensions of the instrument: coverage; alignment; clarity; usability; representativeness; and format, using a four-point rating scale for relevance, clarity, and representativeness.

Table 2. *Mean of the Ratings of the Three Experts*

Dimension	Relevance	Clarity	Representativeness	Remarks
Coverage	4.00	3.67	4.00	Highly Valid
Alignment	4.00	4.00	4.00	Highly Valid
Clarity	4.00	4.00	4.00	Highly Valid
Usability	4.00	3.67	4.00	Highly Valid
Representativeness	4.00	4.00	4.00	Highly Valid

Format	4.00	4.00	4.00	Highly Valid
Overall Mean	4.00	3.89	4.00	Highly Valid
	Highly Valid	Highly Valid	Highly Valid	

Scale Range	Descriptive Rating	Interpretation for each indicator
3.25 – 4.00	Highly Valid	Clearly relevant, clear, and representative
2.50 – 3.24	Moderately Valid	Generally relevant, but some aspects need improvement
1.75 – 2.49	Slightly Valid	Limited relevance or clarity; requires revision
1.00 – 1.74	Not Valid	Not relevant, unclear, or not representative

Table 2 demonstrates that the created Lesson Plan Evaluation Checklist received very high mean scores across all dimensions and a very high degree of content validity. The mean score for the relevance dimension, along with all other dimensions, was recorded at 4.00, indicating unanimous expert agreement that the Lesson Plan Evaluation Checklist is highly relevant and appropriate for evaluating lesson plans in elementary education.

The mean score of 4.00 for each dimension of relevance suggests that the instrument's indicators are closely linked to curriculum standards, DepEd policies, and the essential elements of effective lesson planning. The Lesson Plan Evaluation Checklist is built upon recognized theoretical and policy foundations, confirming its legitimacy for instructional supervision.

Regarding clarity, most dimensions had a mean score of 4.00, indicating that the indicators are clearly expressed and easily interpreted by the end user. However, the coverage and usability dimensions received lower mean scores of 3.67. Although these mean scores remain high, they do present two minor ways in which clarity or usability could be improved through slight revisions to the wording.

The lower mean score for clarity of coverage and usability indicates that experts differed slightly in their interpretations of the Lesson Plan Evaluation Checklist's comprehension and use in practice. The findings support refining specific indicators to ensure users arrive at the same understanding, especially when the instrument is used across a variety of school contexts.

As far as representativeness is concerned, all dimensions achieved a mean of 4.00, confirming that all necessary aspects of lesson planning are included. Therefore, the instrument is comprehensive and includes all essential components of lesson planning, ensuring that no critical dimension is left out. The Lesson Plan Evaluation Checklist has exceptional content validity relative to all dimensions. High mean scores for relevance and representativeness verify that the instrument assesses the intended construct; likewise, strong mean scores for clarity indicate that the Lesson Plan Evaluation Checklist is user-friendly and interpretable by the intended users.

Taking everything into account, the expert evaluations indicate that the Lesson Plan Evaluation Checklist has high content validity with respect to relevance, clarity, and representativeness. The instrument meets the established criteria for content validity and is suitable for instructional supervision. Minor

refinements in clarity and usability may improve the instrument, and greater consistency in interpretation among users may be fostered.

**Problem 4. To what extent were the lesson plan components in the proposed evaluation tool evident in the teacher’s lesson plan, according to the experts’ assessment during the pilot testing?**

Table 3 presents the extent to which the objectives domain was evident in the teachers’ lesson plans, as assessed by school heads during the pilot testing.

Table 3. *Objective Domain in the Lesson Plan*

Legal Basis	Indicators (Checklist)	Mean Score	Verbal Description
RA 10533 Sec. 5(d); DO 42, s. 2016 Sec. 10(a, g), Sec. 40; DO 21, s. 2019;	1. Objectives are SMART and aligned with MELCs/MATATAG.	0.90	Highly Evident
DO 10, s. 2024	2. Competency codes (content/performance standards) are logged.	0.60	Moderately Evident
	3. Objectives integrate HOTS and 21st-century skills.	0.80	Highly Evident
<b>Total for Domain 1</b>		2.30	Moderately Evident

Scale Range	Descriptive Rating	Interpretation for each indicator
0.67 – 1.00	Highly Evident	Clearly evident
0.34 – 0.66	Moderately Evident	Evident, but a few are incomplete or missing
0.00 – 0.33	Least Evident	Minimally evident or not evident

Scale Range	Descriptive Rating	Interpretation for the total of the indicators
2.34 – 3.00	Highly Evident	Clearly evident
1.67 – 2.33	Moderately Evident	Evident, but a few are incomplete or missing

Results suggest that the objectives domain is moderately evident in teachers’ lesson plans, with an overall mean score of 2.30. This average score shows that while the essential components for developing instructional objectives are generally present in teachers’ lesson plans, there are considerable inconsistencies in how completely or accurately they are expressed.

About the indicators, the formulation of objectives as SMART (Specific, Measurable, Achievable, Relevant, Time-Bound) and aligned to MELCs or MATATAG competencies received the highest evidence rating (Mean = 0.90) of any indicator and, therefore, demonstrates that the teachers have a good understanding of how to develop clear learning objectives that are competency-based. Additionally, this finding demonstrated

that teachers’ use of the MATATAG framework resulted in their objectives being aligned to curriculum standards, which place significant emphasis upon clarity and specificity when defining learning outcomes.

Likewise, the teacher’s indicator for higher-order thinking skills (HOTS) and 21st-century skills also received a strong evidence rating (Mean = 0.80), indicating that teachers are integrating cognitive complexity and the essential skills associated with HOTS into their lesson plan objectives. The integration of these skills is critical for encouraging deep learning and aligns with the development of globally competitive, future-ready learners. This score also reflects teachers’ efforts to increase cognitive rigor in their classrooms.

Despite teachers having strengths in the aforementioned indicators, the documentation indicator for the competency codes (content and performance standards) received a moderate evidence rating (Mean = 0.60), indicating inconsistencies in how teachers specify or accurately reflect the competency codes required for the lesson.

A variety of factors may contribute to differences in alignment between objectives and competency codes, such as limited familiarity with the appropriate documentation format, time constraints in developing lesson plans, and divergent beliefs about the need to identify competency codes explicitly. Another possibility is that teachers place more emphasis on the instructional portion of the objectives rather than on the standards or format sections of the lesson-plan guidelines. To address this, Competency codes have been changed to Competencies to more explicitly reflect one of the elements required in the lesson plan.

The moderate evidence rating for the objectives domain reflects a balance between strength and inconsistency. Teachers demonstrate a solid conceptual understanding of goal setting and cognitive alignment; however, they need improvement in the technical and documentation aspects of lesson planning. Through targeted professional development and supervision, objectives may improve, and, as a result, the overall quality of teachers’ lesson plans may improve.

The extent to which the content domain was evident in teachers’ lesson plans, as assessed by the school heads during the pilot testing, is illustrated in Table 4.

Table 4. *Content Domain in the Lesson Plan*

Legal Basis	Indicators (Checklist)	Mean Score	Verbal Description
<i>RA 10533 Sec. 5(d);</i>	1. Content reflects MELCs/MATATAG priorities and is contextualized.	0.85	Highly Evident
<i>DO 42, s. 2016 Sec. 10(c), Sec. 41;</i>	2. Cross-curricular themes are integrated.	0.55	Moderately Evident
<i>DO 21, s. 2019;</i>	3. Global perspectives are integrated.	0.60	Moderately Evident
<i>DO 10, s. 2024</i>	4. Content is clear and logically sequenced.	0.80	Highly Evident
<b>Total for Domain 2</b>		2.80	Evident
Scale Range	Descriptive Rating	Interpretation for each indicator	
0.67 – 1.00	Highly Evident	Clearly evident	

Legal Basis	Indicators (Checklist)	Mean Score Verbal Description
0.34 – 0.66	Moderately Evident	Evident, but a few are incomplete or missing
0.00 – 0.33	Least Evident	Minimally evident or not evident
Scale Range	Descriptive Rating	Interpretation for the total of the indicators
3.26 – 4.00	Highly Evident	Clearly evident
2.51 – 3.25	Evident	Evident, adequate
1.76 – 2.50	Slightly Evident	Evident with several missing
1.00 – 1.75	Least Evident	Minimally evident or not evident

The findings demonstrate a measurable capacity for teachers to use various means to deliver content efficiently and effectively, with an average overall score of 2.80. Overall, teachers appear to understand the essential competencies needed to develop and implement lessons that are aligned with the curriculum's content standards and, therefore, can be described as competent teachers, though certain aspects still need improvement.

First, based on the MELCS and MATATAG priorities mapped to the lesson content, there is a high level of congruence (Mean = 0.85), indicating that teachers can provide students with appropriate instruction based on established learning competencies. Because of this high degree of congruence with policy and the value of competency-based instruction, teachers appear to understand the importance of providing students with appropriate learning materials.

Additionally, the clarity and logical sequencing of the lesson content showed a high degree of congruence (Mean = 0.80), indicating that teachers are adept at sequencing it clearly and effectively for students to understand. The logical sequencing of ideas is critical to providing students with opportunities to retain knowledge and to experience the necessary progression between ideas, supporting a smooth flow of instruction. Both the high value placed on clarity and logical sequencing would provide evidence of the teachers' delivery of lesson content that meets the curriculum standards.

The integration of the major cross-curricular themes (Cross-Disciplinary) (Mean = 0.55) and inclusion of global perspectives (Mean = 0.60) indicated less than moderate evidence. These lower values indicate that, while teachers have been able to provide instruction aligned with their subject-specific curriculum, there appears to be less consistency in providing instruction that includes interdisciplinary relationships and global awareness for students.

The moderate-to-low value for the integration of cross-disciplinary themes indicates that teachers may not have sufficient opportunities to connect lessons to other subject areas, thereby limiting students' opportunities to gain a broader, more integrated understanding of knowledge. The moderate-to-low values associated with the integration of global perspectives indicate that not all lessons provided to students may include connections to broader global or real-world contexts, an essential component of 21st-century education.

Some limitations to integrating materials into lessons may include time constraints in lesson development, inadequate training in interdisciplinary teaching, or a lack of instructional resources to support it. These limitations may also suggest that teachers are placing greater emphasis on delivering reliable instruction on the core content of their subject area, often neglecting to provide students with opportunities to develop a broader context or thematic connections.

Thus, the results indicated a significant emphasis on the content domain, yet content remains the primary focus. Teachers generally demonstrate competence in delivering curriculum aligned with established standards through the logical sequencing of lesson materials; however, opportunities for teachers to integrate cross-disciplinary and global themes remain areas for improvement.

Based on these results, there is a need for continued professional development programs that encourage and support teachers in creating and implementing interdisciplinary and global themes in their lesson design. Improving teachers' lesson design will enhance students' learning opportunities, promote 21st-century education, and provide students with a greater appreciation of knowledge in a holistic, real-world context.

The extent to which the learning resources domain was evident in each teacher's lesson plan was revealed through the pilot testing of the assessment of school heads; see Table 5 for this information.

Table 5. *Learning Resources Domain in the Lesson Plan*

Legal Basis	Indicators (Checklist)	Mean Score	Verbal Description
DO 42, s. 2016 Sec. 42;	1. References (TG, LM, textbooks, LRMS) are cited.	0.90	Highly Evident
DO 21, s. 2019	2. Other resources (authentic, teacher-made, tools) are listed and aligned.	0.90	Highly Evident
<b>Total for Domain 3</b>		1.80	Highly Evident

Scale Range	Descriptive Rating	Interpretation for each indicator
0.67 – 1.00	Highly Evident	Clearly evident
0.34 – 0.66	Moderately Evident	Evident, but a few are incomplete or missing
0.00 – 0.33	Least Evident	Minimally evident or not evident

Scale Range	Descriptive Rating	Interpretation for the total of the indicators
1.34 – 2.00	Highly Evident	Clearly evident
0.67 – 1.33	Moderately Evident	Evident, but a few are incomplete or missing
0.00 – 0.66	Least Evident	Minimally evident or not evident

The learning resources domain showed considerable strength (mean = 1.80), indicating that teachers are well-versed in identifying, selecting, and using appropriate resources to deliver their lessons.

More specifically, both indicators in this domain (citations of all reference materials used for the lesson, including teacher's guide, learner's material, etc.) received highly evident ratings (mean=0.90), which indicates that the majority of teachers can identify many different types of resources that relate to the lesson's objectives and content areas.

Consistent citation of various reference materials indicates that the majority of teachers are following the Department of Education (DepEd) guidelines in preparing lessons that integrate officially approved instructional resources. The use of additional instructional materials, such as supplementary materials, visual aids, and other tools, indicates teachers' resourcefulness and creativity in enhancing their students' learning experiences.

The high rankings in this area indicate teachers' understanding of the need to employ multiple types of learning resources to facilitate comprehension and engagement among their students. The appropriate use and continued accessibility of these resources enable teachers to develop effective instructional strategies, making it easier for students to comprehend the subject matter.

Furthermore, teachers' understanding of the connection between their resource selection and lesson objectives indicates that significant planning is underway. This understanding will help to ensure that all instructional resources will support the specific learning outcomes and ultimately improve the professional quality of the teacher and the learning process.

The learning resources domain, compared with other domains, demonstrated strong and consistent results across all indicators. This consistency demonstrates that teachers in the study do not see the use of instructional resources as problematic.

Table 6 illustrates the extent to which individual teachers' lesson plans included instructional strategies, as assessed by the school heads who participated in the evaluation process during the pilot testing phase.

Table 6. *Instructional Approaches Domain in the Lesson Plan*

Legal Basis	Indicators (Checklist)	Mean Score	Verbal Description
RA 10533 Sec. 5(e); DO 42, s. 2016 Sec. 10, 18, 27-28; DO 21, s. 2019; DO 10, s. 2024	1. Learner-centered approaches (constructivist, inquiry-based, collaborative).	0.95	Highly Evident
	2. Differentiated strategies for diverse learners are evident.	0.75	Highly Evident
	3. ICT/innovative methods integrated; flexibility shown.	0.95	Highly Evident
	<b>Total for Domain 4</b>	<b>2.65</b>	<b>Highly Evident</b>

Legal Basis		Indicators (Checklist)	Mean Score	Verbal Description
Scale Range	Descriptive Rating	Interpretation for each indicator		
0.67 – 1.00	Highly Evident	Clearly evident		
0.34 – 0.66	Moderately Evident	Evident, but a few are incomplete or missing		
0.00 – 0.33	Least Evident	Minimally evident or not evident		
Scale Range	Descriptive Rating	Interpretation for the total of the indicators		
2.34 – 3.00	Highly Evident	Clearly evident		
1.67 – 2.33	Moderately Evident	Evident, but a few are incomplete or missing		
1.00 – 1.66	Least Evident	Minimally evident or not evident		

The findings indicate that teachers' use of instructional strategies was reflected in an overall mean score of 2.65 in the instructional approaches domain. This means that teachers implemented active, learner-centered instructional strategies.

The use of learner-centered instructional strategies, constructivist, inquiry, and collaborative learning was the highest rated indicator in this domain (Mean = 0.95), indicating a shift from traditional teacher-centered forms of instruction to more active engagement of students in the instructional process. The focus on students' involvement, interaction, and knowledge construction is consistent with current pedagogical practices and the principles of the MATATAG curriculum.

The integration of ICT and innovative instructional techniques was another indicator that was highly evident in teachers' lesson plans (Mean = 0.95). This indicates that teachers are being creative, incorporating contemporary technology-based methods to improve students' learning experiences. The use of ICT enables access to various modes of learning. It provides opportunities for students to experience greater interaction and engagement in their lessons, all of which are essential in a contemporary educational environment.

While teachers also received a high rating on differentiated instruction for diverse learners, the mean score for that indicator was lower (Mean = 0.75). This finding suggests that while teachers are attempting to differentiate for diverse learners, the level and consistency of differentiation are not applied equally across lesson plans.

Many factors may contribute to the observed variation in this indicator, including a lack of knowledge of differentiation strategies, limited time for lesson planning, or challenges in addressing multiple learner profiles in a single teaching environment.

The findings provide evidence of the extent to which teachers demonstrate a strong orientation to the use of learner-centered and innovative instructional pedagogies, as well as the need for continued support to create and implement instructional strategies that support diverse learners, and a need for continued professional development support to ensure the continued implementation of differentiated instruction. Enhancing this area of support will help to build more diverse and equitable learning environments and support the learning needs of all students.

Table 7 outlines the extent to which the lesson plans of this group of teachers aligned with the alignment domain, as assessed by their school administrators during the pilot study.

Table 7. **Alignment Domain in the Lesson Plan**

Legal Basis	Indicators (Checklist)	Mean Score	Verbal Description
<i>RA 10533 Sec. 5(d &amp; e); DO 42, s. 2016 Sec. 10(a); DO 10, s. 2024; DepEd M&amp;E Guidelines (2021)</i>	1. Activities aligned with the objectives.	1.00	Highly Evident
	2. Strategies aligned with the objectives	0.95	Highly Evident
	3. Assessments aligned with the objectives	1.00	Highly Evident
<b>Total for Domain 5</b>		2.95	Highly Evident

Scale Range	Descriptive Rating	Interpretation for each indicator
0.67 – 1.00	Highly Evident	Clearly evident
0.34 – 0.66	Moderately Evident	Evident, but a few are incomplete or missing
0.00 – 0.33	Least Evident	Minimally evident or not evident

Scale Range	Descriptive Rating	Interpretation for the total of the indicators
2.34 – 3.00	Highly Evident	Clearly evident
1.67 – 2.33	Moderately Evident	Evident, but a few are incomplete or missing
1.00 – 1.66	Least Evident	Minimally evident or not evident

The results indicate that the alignment domain was highly evident, with a total mean score of 2.95, the highest among all domains. This means that there was regular demonstration among the teachers of a strong level of internal coherence regarding the essential components of lesson planning, particularly in aligning objectives with instruction, learning activities, and assessment tasks.

This indicates that teachers are competent in designing learning activities in which the intended learning outcomes are directly supported, and assessments measure attainment of these objectives. This alignment thus clearly shows a well-defined reasoning behind the design of instruction through lesson planning.

The consistently high ratings across all indicators in this domain demonstrate a strong application of the principle of constructive alignment, in which all elements of the lesson are deliberately designed to work together to achieve the desired learning outcomes.

Moreover, the high-performance score in this domain indicates that teachers have a strong grasp of curriculum standards and can translate them into coherent instructional plans.

Thus, the strength observed in this domain could be attributed to the structured nature of the DepEd lesson-planning guidelines, which emphasize alignment as a critical requirement. Teachers' exposure to these guidelines and their application in the lesson have likely played a crucial role in the high level of consistency observed.

Table 8 provides the extent to which the assessment and feedback domain was present in teachers' lesson plans, based on ratings from heads of schools during pilot testing.

Table 8. *Assessment and Feedback Domain in the Lesson Plan*

Legal Basis	Indicators (Checklist)	Mean Score	Verbal Description
RA 10533 Sec. 5(e); DO 42, s. 2016 Sec. 10(b, g), Sec. 43(d-f, i); DO 8, s. 2015; DO 21, s. 2019; DepEd M&E Guidelines (2021)	1. Formative/summative assessments embedded.	1.00	Highly Evident
	2. Rubric is provided when appropriate to the assessment task.	0.25	Least Evident
	3. Authentic tasks & quality assignments evident.	0.90	Highly Evident
<b>Total for Domain 6</b>		2.15	Moderately Evident

Scale Range	Descriptive Rating	Interpretation for each indicator
0.67 – 1.00	Highly Evident	Clearly evident
0.34 – 0.66	Moderately Evident	Evident, but a few are incomplete or missing
0.00 – 0.33	Least Evident	Minimally evident or not evident

Scale Range	Descriptive Rating	Interpretation for the total of the indicators
2.34 – 3.00	Highly Evident	Clearly evident
1.67 – 2.33	Moderately Evident	Evident, but a few are incomplete or missing
1.00 – 1.66	Least Evident	Minimally evident or not evident

According to the data, the degree to which the assessment and feedback were embedded into lesson plans was moderate overall (Mean = 2.15). While teachers generally included assessment in their lesson plans, they used structured tools for assessment and feedback inconsistently.

There were several highly evident indicators, including the use of both formative and summative assessments. This indicates that teachers used both assessment types in their lesson plans. In addition, using

both formative and summative assessments aligns with DepEd policies that require comprehensive, continuous evaluation of all student learning. It appears that teachers have recognized that assessment is an important part of the teaching and learning process.

Another highly evident indicator was that teachers were incorporating authentic tasks and high-quality assignments into their lesson plans (Mean = 0.90). This signifies that teachers provided their Students with high-quality, performance-based learning experiences through Authentic Assessment in their lesson plans, thereby allowing Students to demonstrate their knowledge and skills in real-life contexts. Authentic assessment purposes demonstrate the higher-order level of thinking that Students employ when applying Learning to real-life situations.

The least evident indicator was the use of Rubrics (Mean = 0.25), which had the lowest mean score for all indicators identified in the assessment/feedback domain. By not providing rubrics, teachers miss the opportunity to demonstrate the effectiveness of their assessment practices.

In addition, because teachers have not demonstrated the use of rubrics, this creates an opportunity for inconsistent and non-objective evaluation of student work and also creates problems in how students are directed to perform as expected. Students could not improve their work and would not know how well they performed on their assignments if no rubric were provided.

Many reasons explain why teachers do not use rubrics as an assessment tool for every type of assessment: a lack of training in designing rubrics, a lack of experience developing criteria for assessments, or a belief that rubrics are only necessary for selected types of assignments. Additionally, practical constraints such as the time required to plan and prepare lessons and the difficulty of creating comprehensive rubrics may impede teachers' use.

The problem of teachers' continued low use of rubrics is the challenge of unclear context for a specific assessment task; a rubric will not be necessary if an assessment can be evaluated objectively.

Data indicate that although assessments and authentic learning tasks were utilized effectively, there is an opportunity to improve how well teachers use well-structured assessment tools, such as rubrics. Making improvements in this area will create greater clarity, impartiality, and efficiency of assessment practices for teachers and students.

To support improvements in this area, School Districts must provide targeted professional development to help teachers build their knowledge and skills in rubric design and appropriate assessment practices. Increasing the extent to which rubrics are used will enhance consistency and objectivity in assessing student learning and, in turn, improve the quality of instruction.

Table 9 shows the extent to which both contextualizing and localizing occurred, as observed by school heads, during pilot testing of teachers' lesson plans using the modified pilot testing instrument.

Table 9. *Contextualization and Localization Domain in the Lesson Plan*

Legal Basis	Indicators (Checklist)	Mean Score	Verbal Description
DO 42, s. 2016 Sec. 42;	1. Lesson integrates local culture, indigenous knowledge, and community resources.	0.90	Highly Evident
DO 21, s. 2019	2. Activities reflect learners' socio-economic and cultural backgrounds.	0.90	Highly Evident
<b>Total for Domain 7</b>		1.80	Highly Evident

Scale Range	Descriptive Rating	Interpretation for each indicator
0.67 – 1.00	Highly Evident	Clearly evident
0.34 – 0.66	Moderately Evident	Evident, but a few are incomplete or missing
0.00 – 0.33	Least Evident	Minimally evident or not evident

Scale Range	Descriptive Rating	Interpretation for the total of the indicators
1.34 – 2.00	Highly Evident	Clearly evident
0.67 – 1.33	Moderately Evident	Evident, but a few are incomplete or missing
0.00 – 0.66	Least Evident	Minimally evident or not evident

The results provide strong support for contextualization and localization within the "contextualization and localization" domain, as evidenced by a mean score of 1.80. This also indicates that all teachers use students' contexts, local culture, and community resources when planning their lessons.

Additionally, the results indicate strong support for integrating local culture, indigenous knowledge, and community resources into both indicators within this domain; students' socio-economic and cultural backgrounds are evidenced in the activities created for both indicators with a mean score of 0.90. This indicates that teachers design lessons that connect to students' daily experiences, making their learning more relevant and meaningful than if it were not connected to those experiences.

The scores for both indicators support the Department of Education (DepEd) in feeling positive about contextualized learning, or the use of pedagogical approaches to make learning more responsive to the different needs, backgrounds, and realities of all learners. By using real-world examples and applications that relate to contextualized learning, teachers can help students gain a deeper understanding of various concepts and achieve higher levels of engagement with and retention of what they learned. Using local culture and community resources to support contextualized, localized instruction underscores the importance of making learning relevant to each student by connecting it to their prior knowledge and experiences.

The contextualization and localization domain has shown no variability among indicators compared with other domains, suggesting this practice is already established among teachers. This uniformity may be due to DepEd's strong belief in contextualized instruction, implemented through its professional development

and training programs and reflected in its curriculum guidelines, which support lesson planning grounded in students' real-life experiences.

Table 10 outlines the level of evidence for the values formation and integration domain, based on the school heads' assessment of the pilot testing of the teachers' lesson plans.

Table 10. *Values Formation and Integration Domain in the Lesson Plan*

Legal Basis	Indicators (Checklist)	Mean Score	Verbal Description
DO 10, s. 2024; DO 21, s. 1. 2019	Values education, peace/conflict resolution, and citizenship formation integrated.	0.95	Highly Evident
<b>Total for Domain 8</b>		0.95	Highly Evident

Scale Range	Descriptive Rating	Interpretation for each indicator
0.67 – 1.00	Highly Evident	Clearly evident
0.34 – 0.66	Moderately Evident	Evident, but a few are incomplete or missing
0.00 – 0.33	Least Evident	Minimally evident or not evident

According to the findings, value formation and its integration into lesson plans played a major role, with an average score of 0.95, indicating that teachers regularly use value-related components in their lesson plans to support holistic education.

The evaluation criteria included values education, peace education, conflict resolution, and citizen formation; this area had a high level of evidence indicating that value formation is well established in teachers' instructional activities.

This data demonstrates the high quality of teachers' performance in values formation, which supports the overall aim of the education system in the Philippines to create learners who will be successful academically and good people. Because teachers include value formation in their lesson plans, those learners will develop the attitudes and behaviors necessary for being good citizens.

The inclusion of value formation is directly related to the characteristics of elementary education, in which many teachers provide holistic instruction to help students develop positive values and apply them in everyday situations to further develop themselves and their society.

The study showed that value formation is a well-established strength in teachers' lesson-planning practices. The consistent integration of values into lessons improves the overall quality of teacher instruction because values are present in both the cognitive and affective domains of learning. The continued development of this strength is necessary to ensure the successful implementation of holistic education and, thus, to meet the broader objectives of the MATATAG curriculum. School heads were responsible for assessing whether effectiveness, procedures, and practicality were included in lesson plans during the teachers' trial process.

Table 11 outlines the levels of usability, procedures, and practicality in the lesson plan, based on pilot testing of the teachers' lesson plans.

Table 11. *Usability, Procedures, Practicality Domain in the Lesson Plan*

Legal Basis	Indicators (Checklist)	Mean Score	Verbal Description
<i>DO 42, s. 2016 Sec. 22–26, Sec. 43–44</i>	1. Lessons are realistic given time and resources.	1.00	Highly Evident
	2. Instructional procedures adhere to the prescribed components of the DepEd Lesson Plan.	0.35	Moderately Evident
<b>Total for Domain 9</b>		1.35	Highly Evident

Scale Range	Descriptive Rating	Interpretation for each indicator
0.67 – 1.00	Highly Evident	Clearly evident
0.34 – 0.66	Moderately Evident	Evident, but a few are incomplete or missing
0.00 – 0.33	Least Evident	Minimally evident or not evident

Scale Range	Descriptive Rating	Interpretation for the total of the indicators
1.34 – 2.00	Highly Evident	Clearly evident
0.67 – 1.33	Moderately Evident	Evident, but a few are incomplete or missing
0.00 – 0.66	Least Evident	Minimally evident or not evident

The findings reveal that the usability and procedures domain had a mean of 1.35, indicating that teachers can create lesson plans that are realistic and feasible for classroom use. However, when we break down the indicators of usability, we see contrasting evidence regarding practical planning and procedural organization among teachers about lesson feasibility; that is, the means are consistent across the two areas.

The practical implementation of a time- and resource-based lesson received a strong rating (M = 1.00). This indicates that the lesson plans teachers develop are designed to be practical and to adapt to the realities of classroom teaching. Teachers use their awareness of the time and resources available to them, as well as learners' readiness levels, to develop lesson plans for implementation in the instructional environment.

Conversely, the indicator for following the required procedural steps of instruction was rated somewhat low (M = 0.35). This indicates that teachers do not follow the prescribed sequence of instructional procedures in the DepEd lesson planning guidelines, specifically the standard lesson sequencing. When teachers create lesson plans, they are provided with a sequence for teaching, such as introduction, development, practice, evaluation, and reflection; however, exceptions to this order were found from lesson to lesson.

There may be multiple reasons for the moderate rating on this indicator. For instance, teachers may deliberately modify or simplify the prescribed procedures to accommodate learners' classroom needs and time constraints. For example, the teachers may decide they need to finish the entire lesson rather than follow the prescribed procedural steps. Additionally, variability in understanding or ability to follow the prescribed sequence of lessons may lead to varied implementations across teachers' lessons.

Flexibility in implementing instructional procedures is sometimes warranted due to the dynamic nature of classroom environments. For example, teachers may vary the order of learning activities based on students' responses or their ability to learn at a particular pace; however, the results indicate that such variations would lead to inconsistencies when measuring lessons against standard lesson-planning criteria.

The findings in this area indicate a contrast between the degree of confidence in practical planning and in the appropriate application of the required instructional procedures. As far as the feasibility of the lesson plans is concerned, teachers are effectively creating practical, adaptable lesson plans; however, additional support will be needed to help teachers consistently apply the required instructional plan.

Improving this area will provide teachers with a more coherent lesson, promote better flow of instruction, and ensure that all critical phases of the teaching/learning process are fully addressed systematically. Improving procedural consistency while maintaining an appropriate degree of flexibility will enable teachers to teach more effectively and have a more organized approach to delivering lessons.

Table 12 presents the level of reflection, as indicated by school administrators, on the use of the reflection domain in teachers' lesson plans during the pilot testing.

Table 12. *Reflection Domain in the Lesson Plan*

Legal Basis	Indicators (Checklist)	Mean Score	Verbal Description
DO 42, s. 2016 Sec. 45	1. Teacher reflects on effectiveness & remediation needs.	0.70	Highly Evident
<b>Total for Domain 10</b>		0.70	Highly Evident

Scale Range	Descriptive Rating	Interpretation for each indicator
0.67 – 1.00	Highly Evident	Clearly evident
0.34 – 0.66	Moderately Evident	Evident, but a few are incomplete or missing
0.00 – 0.33	Least Evident	Minimally evident or not evident

According to the results, reflection is evident, as indicated by the average score of 0.70. Thus, the data would indicate that teachers reflected on their instructional methods and identified areas for improvement in their lesson plans.

Regarding teachers' ability to reflect on the effectiveness of their lessons and identify the types of remediation necessary, this indicator received a rating of very clear. Therefore, this indicates that the teachers acknowledged the importance of an evaluative component in their teaching and used reflection to improve it.

Reflection is a vital part of good teaching since it allows teachers to evaluate whether the learning objectives were achieved, identify problems encountered during lesson delivery, and plan to improve future instruction. The very high score for reflection in this area indicates that teachers have already built reflective thinking into their lesson planning.

As a result of participants' comments during the focus group discussion (FGD), several indicators from the Lesson Plan Evaluation Checklist were modified to improve clarity and ensure consistent interpretation by both teachers and administrators. While the FGD results indicated that the Lesson Plan Evaluation Checklist was generally clear and comprehensive, some participants felt that the indicators related to contextualization, global integration, and instructional procedures needed simplification or clearer wording. The modifications to those indicators were made to ensure they could be clearly understood and applied across all grades and instructional contexts.

In addition, several modifications were made to the indicators to better align them with relevant authorities and policies. One of the more notable changes was the indicator title, which was updated from "Daily Lesson Log (DLL)" to "Lesson Plan" in line with the latest updates to the Department of Education learning system. This change was made to align with changes to the instructional framework and to ensure that the Lesson Plan Evaluation Checklist remains consistent with current Department of Education (DepEd) guidelines and procedures.

Additionally, several modifications were made to select indicators to enhance their applicability and flexibility for actual classroom environments. Some of these modifications include revising the language used in statements about the use of information and communication technology (ICT), the assessment of learners, and the contextualization of lessons, with attention to the availability of resources and the type of environment in which teachers teach. These modifications were informed by participants' comments and aimed to make the tool context-responsive and user-friendly while remaining consistent with its structure and intent.

The overall findings from identifying the lesson plan elements within the proposed evaluation tool indicated that the lesson plan components were generally evident to highly evident in the lesson plans submitted by the teachers, indicating a high degree of competency in their lesson planning practices. The teachers demonstrated strengths in the areas of alignment of lesson components, instructional methods, contextualization, values integration, and the resources used to deliver the lesson, indicating they are successfully implementing learner-centered instruction and standards-based teaching. However, the areas of assessment practices, documenting learners' competencies, integrating global and cross-curricular perspectives, and adhering to instructional procedures were only moderately evident, suggesting a lack of consistency in some technical and procedural aspects. This indicates that while teachers have a strong conceptual background in lesson planning, they need to continue strengthening the consistency and completeness of their implementation. The evaluation tool successfully identified both strengths and gaps in the teacher's lesson plan practices, providing a comprehensive basis for improving instructional practice and continuing professional development for teachers.

**Problem 5. What challenges and insights emerged among teachers and school heads during the pilot implementation of the Lesson Plan Evaluation Checklist?**

The challenges faced by teachers and administrators during the pilot implementation of the Lesson Plan Evaluation Checklist, along with insights gained from these experiences, will be discussed in this section. Data were obtained through FGDs, in which participants described their thoughts on and experiences with the clarity, usability, and practicality of the Lesson Plan Evaluation Checklist, as well as its overall effectiveness.

Table 13. *Challenges Encountered by Teachers*

Themes	Verbatim Responses	Interpretation
Difficulty in Integrating Global Perspectives	“Difficult to apply in elementary lessons.”	Teachers find it challenging to connect lesson content to global contexts, especially in lower grade levels.
Need for Clarity in Contextualization	“Needs clearer examples.”	Some indicators require clearer explanations or examples to ensure consistent interpretation.
ICT Limitations	“Not all schools have ICT resources.”	Lack of resources limits the practical application of ICT-related indicators.
Use of Rubrics	“Difficult to apply...”	Teachers have difficulty applying rubrics consistently, particularly when tasks do not require them to do so.

Table 14. *Challenges Encountered by School Heads*

Themes	Verbatim Responses	Interpretation
Overlapping Indicators	“Domains 4 and 5 are similar.”	Some indicators appear repetitive, suggesting the need for consolidation.
Consistency in Evaluation	“Some parts are repetitive in evaluation.”	Redundancy may affect efficiency in lesson plan evaluation.

Several difficulties for the teachers occurred during the pilot implementation of the Lesson Plan Evaluation Checklist. In particular, teachers face challenges in using global perspectives. Difficulty in demonstrating contextualization and integrated values was also identified; therefore, better examples would help teachers consistently understand what each indicator means. Additionally, limited access to technology hindered the use of certain instructional indicators, as teachers lacked the necessary equipment or resources to support their lesson plans.

In addition, the assessment practices were difficult for teachers, particularly the use of rubrics, because not all rubrics could be used across all lesson activities, which meant they could not always be used consistently from class to class. The school administrators also reported structural concerns with the Lesson Plan Evaluation Checklist, noting that many indicators overlapped or repeated. The findings point to the need

to improve and simplify some areas of the rubric to make assessment and evaluation more efficient and clearer for all teachers.

The following are the positive insights from the respondents.

Table 15. *Insights of Teachers*

Themes	Verbatim Responses	Interpretation
Importance of Objectives	“Objectives are SMART... guide the whole lesson.”	Teachers recognize objectives as the foundation of effective lesson planning.
Alignment of Components	“Alignment of objectives, activities, and assessments...”	Coherence among lesson elements improves instructional organization.
Learner-Centered Strategies	“Learner-centered approaches... encourage learning.”	Interactive strategies enhance student engagement and learning outcomes.

Table 16. *Insights of School Heads*

Themes	Verbatim Responses	Interpretation
Structured Supervision	“Provides a structured guide for checking lesson plans.”	The Lesson Plan Evaluation Checklist promotes systematic and organized supervision.
Objectivity in Evaluation	“Helps ensure alignment and proper evaluation.”	The Lesson Plan Evaluation Checklist improves consistency and reduces subjectivity.
Instructional Support	“Useful in guiding teachers.”	The Lesson Plan Evaluation Checklist serves as a mentoring and coaching tool.

Their responses generally indicated a positive view of the Lesson Plan Evaluation Checklist, specifically regarding the importance of a clear definition of objectives and clear alignment among lesson elements, which aid lesson planning.

Among other things, participants stated that learner-centered teaching approaches also support student engagement and promote meaningful learning experiences.

Additionally, school administrators highlighted the potential of the Lesson Plan Evaluation Checklist to serve as a structured, objective means of supervising instruction while providing teachers with constructive feedback and guidance based on their evaluations of lesson plans.

The data show that most participants feel the Lesson Plan Evaluation Checklist is clearly structured, useful, and well-suited to its purpose; however, its daily use may become time-consuming.

Several participants offered suggestions to make the Lesson Plan Evaluation Checklist clearer and easier to use. These suggestions included simplifying some specific indicators to enhance each indicator's clarity and applicability, and providing examples to enable accurate measurement. Additionally, participants noted the importance of using the Lesson Plan Evaluation Checklist in diverse classroom contexts and

instructional situations. Recommendations included additional prompts for remediation in the reflection domain to provide teachers with more direct guidance on addressing learners' needs and improving instructional outcomes.

These recommendations illustrate the need to balance structural rigor with practical usability when using the Lesson Plan Evaluation Checklist.

In general, the findings indicate that the Lesson Plan Evaluation Checklist is a comprehensive, valuable tool; however, refinements are needed to address identified implementation limitations and improve overall clarity. By incorporating identified challenges and participant insights, a strong framework has been established to enhance the Lesson Plan Evaluation Checklist further and improve the overall effectiveness of instructional supervision and lesson plan development.

## Conclusions

The results of the research provide valuable insights into the development, recognition, and use of the Lesson Plan Evaluation Checklist.

1. The identification of domains and indicators for the checklist is grounded in established curriculum standards and legal frameworks, ensuring strong policy alignment.
2. A comprehensive and structured Lesson Plan Evaluation Checklist with ten domains was successfully developed based on standards, literature, and stakeholder insights.
3. The checklist demonstrates a high level of validity in terms of relevance, clarity, and representativeness, confirming its appropriateness for evaluation purposes.
4. Teachers generally demonstrate competence in lesson planning, although improvements are needed in objectives, content, assessment practices, and procedural aspects.
5. The checklist is a useful and practical supervisory tool, but requires refinement in clarity, simplification, and flexibility to address implementation challenges.

## Recommendations

Proposed recommendations for improving lesson-planning practice and optimizing opportunities to effectively maximize the use of the Lesson Plan Evaluation Checklist, reflecting its importance to stakeholders.

**School principals** are encouraged to use the Lesson Plan Evaluation Checklist as a structured, objective supervisory tool to foster improved lesson planning practices. Regular use of this Lesson Plan Evaluation Checklist will enable them to provide consistent, evidence-based feedback and support the school's alignment with MATATAG standards.

**Teachers** are encouraged to use the Lesson Plan Evaluation Checklist as a self-assessment and professional development tool to improve their lesson planning. The indicators in the Lesson Plan Evaluation Checklist will enable teachers to create aligned objectives, activities, and assessments; improve their instructional organization; and create greater coherence in their lessons.

**District supervisors** are encouraged to use the Lesson Plan Evaluation Checklist to establish a standardized procedure for evaluating lesson plans districtwide. The use of the Lesson Plan Evaluation Checklist enables district supervisors to monitor overall practices across the district, conduct comparative analyses of instructional practices, and identify common challenges for improvement.

The **Department of Education** at the division level may establish the Lesson Plan Evaluation Checklist as part of a systematic instructional supervision structure. Institutionalizing the Lesson Plan Evaluation Checklist will facilitate uniformity, transparency, and accountability in lesson planning evaluation processes.

**The Division Office** should develop capacity-building programs centered on the areas of need identified in the study, including rubric development, interdisciplinary integration, and effective lesson structuring. These capacity-building programs will address the gaps identified in the study and will further develop the alignment of curriculum implementation with the MATATAG standards.

**Future researchers** should continue validating the lesson plan evaluation and the Lesson Plan Evaluation Checklist, and refine their use through application across multiple educational contexts, grade levels, and subject areas, with varying teaching effectiveness outcomes. Future researchers should also consider using advanced statistical analyses and digital technologies when developing and implementing lesson-planning evaluation instruments in instructional supervision.

### **Declaration of Conflicting Interest**

The authors declare no potential conflicts of interest regarding the research, authorship, or publication of this article.

### **Funding**

The author received no financial support for the research, authorship, and publication of this article.

### **References**

Abaiz, J., Ramirez, F., & Flores, M. (2025). Evaluating the usability of lesson plans in diverse classroom contexts. *Philippine Journal of Basic Education*, 12(2), 45–62.

Canalita, R. (2021). Supervisory practices in lesson plan monitoring: A case study in Philippine districts. *Journal of Educational Leadership*, 9(1), 33–47.

Cruz, M., & Villanueva, R. (2022). Clarity and coherence in lesson planning: Implications for instructional effectiveness. *Asia Pacific Journal of Education*, 42(3), 215–229.

Dellomas, P., & Ricarfort, J. (2023). Instrument validation in lesson plan evaluation: Reliability and alignment issues. *Philippine Educational Measurement Review*, 15(1), 77–95.

Department of Education Region VIII. (2020, July 14). Regional Memorandum No. 667, s. 2020: Enhancement of the Monitoring and Supervision Tools for Curriculum Implementation. Department of Education Region VIII.

Department of Education. (2015, April 1). DepEd Order No. 8, s. 2015: Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program. Department of Education. ([deped.gov.ph](http://deped.gov.ph) in Bing)

Department of Education. (2016, June 17). DepEd Order No. 42, s. 2016: Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program. Department of Education. ([deped.gov.ph](http://deped.gov.ph) in Bing)

Department of Education. (2019, August 22). DepEd Order No. 21, s. 2019: Policy Guidelines on the K to 12 Basic Education Program. Department of Education. ([deped.gov.ph](http://deped.gov.ph) in Bing)

Department of Education. (2022, June 22). DepEd Order No. 29, s. 2022: Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF). Department of Education. ([deped.gov.ph](http://deped.gov.ph) in Bing)

Department of Education. (2024, July 23). DepEd Order No. 010, s. 2024: Policy guidelines on the implementation of the MATATAG Curriculum. Department of Education, Republic of the Philippines. ([deped.gov.ph](http://deped.gov.ph) in Bing)

DepEd Caraga. (2025). Regional memorandum on lesson plan monitoring under MATATAG—Department of Education – Caraga Region.

DepEd LRMDs. (2021). Guidelines on assessment and evaluation practices. Department of Education – Learning Resources Management Division.

DepEd Misamis Oriental. (2024). Division memorandum on MATATAG curriculum implementation. Department of Education – Misamis Oriental Division.

Flores, M. (2023). Instructional coherence and curriculum fidelity in lesson planning. *Philippine Journal of Curriculum Studies*, 8(2), 101–118.

Flores, M., & Ramirez, F. (2025). Supervisory challenges in evaluating lesson plans under MATATAG. *Philippine Educational Review*, 13(1), 55–72.

Gonzales, A., & Reyes, L. (2022). Flexibility and responsiveness in lesson planning for diverse learners. *International Journal of Inclusive Education*, 26(4), 389–405.

Herrera, J. (2025). Monitoring lesson plan submissions in Caraga Region: Issues and strategies. *Philippine Journal of Educational Supervision*, 10(1), 23–39.

Houella, S. (2022). Lesson planning and instructional coherence: A global perspective. *Journal of International Education Research*, 18(3), 144–160.

Johnson, B., Boon, H., & Dinan Thompson, M. (2020). Lesson planning as a blueprint for instruction. *Australian Journal of Teacher Education*, 45(5), 1–15.

- Lee, H., & Park, J. (2023). Reliability testing in educational instrument development. *Asian Journal of Educational Measurement*, 11(2), 67–82.
- Lopez, C. (2023). Lesson planning and curriculum alignment in Philippine classrooms. *Philippine Journal of Teacher Education*, 19(1), 88–102.
- Lopez, C. (2025). Usability of lesson plans in resource-constrained schools. *Philippine Educational Research Journal*, 20(2), 55–70.
- Mangadlao, R., & Oropa, D. (2025). Curriculum fidelity and instructional coherence in lesson planning. *Philippine Journal of Curriculum Supervision*, 7(1), 44–59.
- Obuta, P., Salva, R., & Ferenal, J. (2025). Variability in lesson plan supervision across Philippine districts. *Journal of Educational Administration*, 14(2), 33–49.
- Ortega, M., & Mendoza, L. (2022). Instrument development and pilot testing in educational supervision. *Philippine Journal of Educational Measurement*, 9(1), 22–38.
- Republic of the Philippines. (2013). Republic Act No. 10533: Enhanced Basic Education Act of 2013. *Official Gazette*. ([officialgazette.gov.ph](http://officialgazette.gov.ph) in Bing)
- Santos, P., & Villoria, R. (2025). Validity and reliability in educational measurement: Implications for supervisory practice. *Philippine Journal of Educational Assessment*, 12(1), 66–82.
- Tan, K., & Lim, S. (2021). Practicality and flexibility in lesson plan validation. *International Journal of Educational Research*, 56(2), 112–128.
- Villanueva, R., & Cruz, M. (2022). Rubric calibration in lesson plan evaluation. *Philippine Journal of Instructional Supervision*, 11(3), 77–92.
- Villanueva, R., & Dela Cruz, J. (2021). Consequences of poorly designed lesson plans on student learning. *Philippine Journal of Teacher Development*, 8(2), 55–70.
- Villoria, R. (2023). Supervisory practices and lesson plan evaluation in Philippine schools. *Philippine Journal of Educational Leadership*, 10(2), 33–49.
- Villoria, R., & Santos, P. (2025). Objective feedback in lesson plan supervision: The role of validated instruments. *Philippine Journal of Curriculum Studies*, 12(1), 88–104.
- Ybañez, M. (2025). Challenges in lesson plan monitoring under MATATAG in Caraga Region. *Philippine Journal of Educational Supervision*, 9(2), 44–59

## **Acknowledgment**

The researcher would like to express his deepest appreciation to all individuals who contributed to the study.

He would also like to thank God for giving him the wisdom, strength, and guidance needed.

He would like to thank his thesis adviser, committee members, and professors, whose help was invaluable. Thanks to their constructive suggestions and input, which improved this research.

He would also like to thank the Schools Division Office of Agusan del Norte and all school heads and teachers who participated and provided their time and effort necessary to complete this project.

Finally, he would like to acknowledge his family, whose steadfast support, understanding, and encouragement helped him along the way. Special thanks to his wife for being patient, loving, and motivating to keep going and see this project through to completion.

He also wants to express deep appreciation to his mother, whom he loves dearly, for her unconditional love, guidance, and sacrifices; she continues to be his inspiration as he strives to reach even greater heights.

Thanks to everyone who has contributed, directly or indirectly, to finishing this project.