May 27, 2021

REGIONAL O R D E R

No. **0 3 9** s. 2021

POLICY GUIDELINES IN THE IMPLEMENTATION OF LEARNING ACHIEVEMENTS VIA MENTORING PROGRAM (LAMP)

To: Schools Division Superintendents
School Heads
All Others Concerned

1. With the end view of sustaining continuous improvement of the teaching-learning delivery and technical assistance provision for teacher's professional learning and development, this Office, through the Curriculum and Learning Management Division (CLMD), issues the enclosed Policy Guidelines in the Implementation of Learning Achievements via Mentoring Program (LAMP).

2. The program aims to:
   a) improve the performance of less experienced and non-major teachers (mentees);
   b) increase the opportunity of mentees to experience success through the development of support system via the program;
   c) promote the personal and professional well-being of the mentees; and
   d) provide professional growth opportunities for both mentors and mentees.

3. The Policy, likewise, articulates the context and features of the LAMP and provides a monitoring and evaluation framework.

4. This Order shall take effect immediately upon its approval, issuance, and publication online at region8.deped.gov.ph.

5. Immediate dissemination of and compliance with this Order are desired.

MA. GEMMA MERCADO LEDESMA
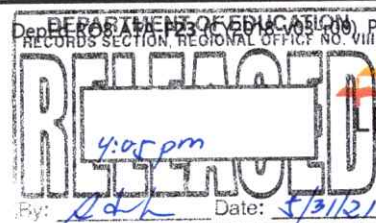Regional Director

Enclosures: Policy Guidelines
References: None
To be indicated in the Perpetual Index under the following subjects:
CURRICULUM   GUIDELINES   MENTORING PROGRAM   POLICY
CLMD-RRT

DEPARTMENT OF EDUCATION
RECORDS SECTION, REGIONAL OFFICE NO. VIII
RELEASED
4:05 pm
By: Date: 5/31/21

POLICY GUIDELINES IN THE IMPLEMENTATION OF LEARNING ACHIEVEMENTS VIA MENTORING PROGRAM

I.   Rationale

Republic Act No. 10533, otherwise known as *Enhanced Basic Education Act of 2013* mandates that every student must be given an opportunity to receive a quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards (Section 2).

The teachers, being the frontliners in the teaching-learning process, must also be equipped with the necessary knowledge, skills, and competencies to be able to deliver the teaching-learning process effectively. This must be satisfied to ensure that the enhanced basic education program meets the demand for quality teachers to meet the content and performance standards of the new K to 12 curriculum (Section 7).

Quality teaching is one of the most important factors in raising students' achievement. For teachers to be effective as possible, they must continually expand their knowledge and skills to deliver the best educational practices. Teachers, therefore, need to learn to help students learn at the highest levels.

However, one important consideration that defies the above purpose is that some teachers in the field have been assigned to teach or have been teaching in subjects, not their field of specialization due to the shortage of teachers on these subjects. Hence, non-majors are compelled to handle subjects in which they were not academically prepared to teach just to meet the needs of the curriculum.

Consequently, this scenario apparently and perennially resulted in learners' poor achievement levels as revealed in various National Achievement Tests (NATs) or even in Quarterly Examinations conducted by teachers themselves both elementary and high school levels. The study of Bayani and Guhao (2017) revealed that student learning is seriously compromised with out-of-field teaching based on the experiences of non-Filipino majors on out-of-field teaching. Porsch and Whannell (2019) also indicated that qualified, in-field teachers obtain better student outcomes than unqualified, out-of-field teachers. As cited by Bernardo, et al. (2008), many different studies have analyzed the sources of the problem and these analyses have pointed to a range of interrelated factors such as an inadequate curriculum, and the poor preparation of teachers in terms of content and pedagogy. Del Pilar and Militante's (2020) study from the three senior high schools confirmed some of the teachers were assigned to teach subjects that are not their field of specialization and found out the "unfamiliar content, things unknown" theme.

To address the situation, teachers in their journey of continuous improvement need technical assistance from subject experts in the field to help these teachers be equipped with the needed understanding of the concepts and the competence to effectively teach the subjects. Through teachers' development of teaching competence in handling those subjects, productive learning outcomes are expected to be achieved. Thus, a mechanism of improving the performance of non-major teachers is developed through the Learning Achievements via Mentoring Program (LAMP). Through this program, the concerned teachers will become effective.

II. Scope

These policy guidelines intend to guide the Regional and Schools Divisions Offices, districts, and schools in effectively organizing the structure of the mentoring program and in managing its implementation.

The program will initially focus only on teachers who have been teaching subjects not their field of specialization and those teachers who have been in the service with less than five years of teaching experience. This covers both public elementary and high schools in all Schools Divisions in Region VIII.

The program initially entails capacity-building activities for the pool of mentors who will lead and facilitate the mentoring activities and enable other mentors and school teachers towards professional and personal development focused on the following domains: Goal, Direction, Training, Inspiration, Guidance, Motivation, Support, Advice, and Success.

The Mentoring Program implementation shall commence in SY 2021-2022.

III. Definition of Terms

Mentoring refers to a professional developmental relationship between a more experienced teacher (mentor) and a less experienced partner (mentee). This covers the teaching-learning development of the Elementary to Secondary education levels.

A Mentor is a specialist teacher, major in the learning area/field, and with at least 5 years of teaching experience. He/She provides technical assistance (mentoring) to prepare the mentee to become a competent teacher in both content and teaching strategies.

A Mentee is a teacher with no specialization (i.e., who is not a major in the assigned learning area) or has less experience (5 years or below) in teaching the learning area or subject and has voluntarily submitted oneself for the mentoring activities.

IV. Policy Statement

These policy guidelines provide a mechanism in the institutionalization of a mentoring program that guides the journey of a mentor and a mentee providing an avenue for mentors to share their expertise and for mentors to become effective teachers.

The mentor-mentee relationship shall be based on trust, confidentiality, mutual respect, and sensitivity. The mentoring program shall strive to develop, capacitate, empower, and improve the teaching competence of the mentee to make teaching more effective to achieve higher learning outcomes.

The LAMP shall be incorporated in the Division Education Development Plan (DEDP) and Annual Implementation Plan (AIP) of the Schools Divisions and the School Improvement Plan (SIP) and AIP of the schools to ascertain its implementation.

V. Procedures

The LAMP is intended to promote the sharing of information, transmission of skills and competencies, and experiences between the mentor and the mentee. The focus of sharing is to prepare the mentee to become a competent teacher in both content and teaching strategies. Correspondingly, the program is designed to promote a culture of a collaborative learning environment.

A. Mechanics of the LAMP

The LAMP requires the mentor and mentee to work together and provide each other sufficient feedback to ensure that specific teaching-learning objectives are achieved. It likewise requires constant and sustained interactions among the mentor and the mentee, with the latter acquiring an increasing degree of competence, interest, and self-confidence in teaching the subject matter.

The Schools Division Offices, through the Curriculum Implementation Division (CID), shall identify four teachers who shall be part of the pool of Regional Mentors based on the qualifications below. The identified mentors must be major-specific or have undertaken schooling in any of the fields: Filipino, English, Mathematics, *Araling Panlipunan, Edukasyon sa Pagpapakatao,* Technology and Livelihood Education (TLE/EPP) (1 Agriculture/Fisheries, 1 ICT & Entrepreneurship, 1 Industrial Arts, and 1 Home Economics), Science (1 Physics, 1 Chemistry, 1 Biology, and 1 Earth Science), MAPEH (1 Music, 1 Art, 1 Physical Education, and 1 Health), Mother Tongue, and Alternative Learning System (ALS), or a specialization related thereof. Likewise, Division to School level mentors are identified by the SDO, which are empowered to decide on the number and specific fields' assignments.

The Mentors shall undergo a series of capability-buildings before the deployment to the field. The program shall initially focus on the priority areas on upskilling the mentors in coaching, mentoring, and learning facilitation before delving into the learning area content, competencies, and/or concepts, pedagogies, and teaching strategies. When this is done, a careful look into learning resources development and contextualization and the conduct of monitoring and evaluation shall also be done. Through these activities, LAMP shall foster the culture of continuous improvement of the DepEd culture, teaching-learning delivery, and technical assistance provision for teacher's professional learning and development.

B. Implementation Guide

The mentoring will be done in a blended approach, applying both face-to-face and distance modalities (such as online) following local Inter-Agency Task Force (IATF) protocols. The following objectives, actions or strategies, and tools are the suggested implementation guide in conducting the mentoring program:

Objectives	Actions / Strategies
1. Inform and consult the school head on the mentoring plan.	Meeting of the Division Education Program Supervisor (EPS), Mentor(s), and School Head *Tool: Minutes of Meeting*
2. Identify target mentees	Meeting with the mentees Orientation of the LAMP *Tool: Minutes of Meeting*
3. Forge commitment of the LAMP for personal and professional development	Meeting and contract signing of mentor and mentee, with Division EPS and School Head as witnesses *Tool: Minutes of Meeting, Contract between Mentor*

	and Mentee
4. Assess the mentee's teaching skills	Self-assessing by the mentee Identifying areas for improvement *Tool: Minutes of Meeting, Mentee's IPCRF and IPPD*
5. Draft mentoring schedule	Crafting of mentoring schedule by the mentor and mentee *Tool: Minutes of Meeting, Mentoring Design/Plan*
6. Assess the mentee's lesson plan and instructional materials (IMs)	Assessing the plan and IMs by the mentor Providing alternatives to improve the plan and IMs (if any) and other technical assistance (TA) *Tool: Plan Evaluation Scale*
7. Observe mentee's classes	Conducting class observations (face-to-face, online, or blended) by the mentor *Tool: Teaching Evaluation Scale*
8. Provide feedback	Conducting post-observation process by the mentor and mentee, including TA and support provisions *Tool: Monitoring and Evaluation Documentation*
9. Monitor mentee's progress	Monitoring of the performance of the mentee through formal and/or informal meetings/discussions and observations *Tool: Teacher Mentoring Log, M&E Documentation*
10. Submit mentoring completion report	Crafting and submitting the report by the mentor to the School Head and Division EPS for next steps such as technical assistance and CB provisions *Tool: Mentoring and Coaching Completion Report*

C. The Mentor and Mentee: Qualifications and Roles

The following provides the basic qualifications or characteristics and the roles of the mentors and the mentees:

MENTOR	MENTEE
Qualifications	
Completed a Bachelor's Degree in Education, major in the learning area/field (except for Mother Tongue subject), or any degree related to the learning area with Teacher Profession Education	Teaching the learning area but a non-major of the field or has less teaching experience (i.e. 5 years or below)
At least 5 years of teaching experience in the learning area, regardless of position	Willing to learn and grow professionally to become a competent and effective teacher

MENTOR	MENTEE
Possesses a track record of excellent instructional practice, and at least Very Satisfactory performance rating	Possesses the desire to excel given the opportunities and appropriate training
Must have conducted demonstration teaching and/or must have been a learning facilitator of at least one training or workshop from any governance level	Must be a team player, can work with the mentor and in a team
Must have a good working attitude and personality. Must be patient and willing to spend time in performing responsibilities that include adequate time to interact with the mentee.	Must have a strong desire to learn new and/or further develop existing skills and abilities.
Must be understanding and supportive of the mentee. Must understand and support the development needs and should encourage the mentee to accept the challenges and to overcome difficulties.	Any teacher who voluntarily submits oneself for the mentoring activities
Roles	
Teacher's teacher - must make the mentee learn the skills and knowledge to make him perform his/her teaching task successfully Mentor's mentor – must be able to help and develop teachers to become mentors later and thereby cascade the learnings Counselor – must establish a trusting and open relationship with the mentee by promoting confidentiality and respect Motivator – must inspire the mentee to succeed by providing encouragement, support, and incentives to make him/her perform better Adviser – must help the mentee develop professional interests and set realistic career goals that will uplift the quality of learning outcomes Role model – must provide a living example of the value, ethics, and professional practices of a model teacher	Self-evaluator – must determine the extent of support he/she needs from the mentor. (He/She decides the degree of the mentoring relationship, i.e., on the amount of independence and guidance needed.) Learner – must demonstrate what he/she has learned. He/She must also: • Be on time • Establish goals based on needs • Be prepared • Be an active listener • Maintain confidentiality • Recognize the importance of the mentor's time • Have a willingness to request and act on feedback • Follow through with recommendations

D. Meetings / Visitations

Various meetings and school visitations, online and/or onsite, are expected to be led by the mentors. These meetings and visits are proposed to be done as follows:

Group	Meeting Schedule	Documents	Copies of Reports to be furnished to
Sub-group of mentors	Once every quarter or three (3) months	Minutes of meeting	Division/Regional EPS
Sub-group of mentees	Same schedule and date with Sub-group of mentors' meeting	Minutes of meeting	Division/Regional EPS
Mentor's school visitation or mentoring activity	Once a month or depending upon the agreement between the mentor and mentee	Lesson Plan/Log or Weekly Home Learning Plan Critiquing Classroom observation form (if needed) Teacher mentoring log	Division/ Regional EPS, School Head, and Mentee
Mentor's meeting with Division/ Regional EPS	Once per quarter or as the need arises	Minutes of meeting	Division/ Regional EPS, Mentors
Division/ Regional EPS meeting with the School Head	As the need arises	Minutes of meeting	Division/ Regional EPS, School Head

The Offices shall provide issuances on the approval of activities related to the mentoring program. Likewise, consideration on the following shall be provided: a) all expenses relative to the conduct of the activity shall be charged against local/Division/School MOOE or other available funds, subject to the usual government accounting and auditing rules and regulations; b) coordination with the local Inter-Agency Task Force (IATF) for specific guidelines on health and safety protocols to ensure smooth conduct of the activity; and c) strict adherence to the aforementioned protocols by the participants.

E. Mentoring Support Groups

The mentoring support groups must be organized to guide the mentors in their activities and provide insights and feedback mechanisms for implementing the LAMP. These groups are:

Sub-group	Composition	Purpose / Function
Mentors	Mentors per subject or learning area/system (or per field) from the same division. The selection of members is based on proximity to each other.	Mentors discuss their problems or challenges, share their experiences, exchange ideas, and propose possible alternatives to problematic situations/issues.
Mentees	Mentees under the sub-group of mentors where their mentors are members	Mentees share their experiences, exchange ideas/practices, learn from and support each other to facilitate the performance of their roles
Collaborators	Specialists in the field in the divisions who are neither mentors nor mentees	Act as a support group to the mentee if time and schedule permit. Share best practices in the classroom or any learning modalities. Prepares or shares lesson exemplars on least learned skills.

A division and regional forum that will allow for the sharing of lessons and experiences should likewise be organized consisting of the major key players, together with the mentors, mentees, and instructional leaders. The discussion must be documented to identify models for best practices and inputs for developing program policies.

F. Forms for Documentation of Meetings and Visitations

The following shall be used for the LAMP:

1. **Minutes of Meeting.** Meetings conducted will allow for documenting of experiences, achievements, challenges, or problems encountered and suggested solutions, especially on content and pedagogy, mentoring process, and other important issues/concerns.
2. **Plan Evaluation Scale.** This provides for the comments of the mentor on the plan for instructional delivery of the mentee. Specific comments on the correctness of concepts and the pedagogical approaches to elicit the intended student's learning outcomes are generated. A copy of the actual plan will contain the comments of the mentor.
3. **Teaching Evaluation Scale.** In cases when the mentor needs to observe the mentee doing the teaching using any modality, this proposed tool could be utilized in evaluating the mentee in terms of knowledge of the subject matter, curriculum, students' understanding, instructional strategies, and learning assessment.
4. **Teacher Mentoring Log.** This form provides detailed information on the mentor's observation related to topics discussed, activities undertaken, his/her comments, problems identified, and suggested solutions with specific attention to content and pedagogical approaches.
5. **A Contract between Mentor and Mentee.** This contains the commitments of both

the mentor and the mentee that include, among others, the objectives and protocols for the mentor-mentee relationship.

6. **Mentoring and Coaching Documentation Forms** (adapted from the Department of Education – Learning and Development System's Coaching Guidebook)

   a. **Design Template** is used as the plan for the conduct of actual mentoring, through coaching activity and serves as a guide in the process;

   b. **Monitoring and Evaluation Documentation Worksheet** serves to track and document the results of sessions to ensure that incremental improvements in competencies and relevant details about the process are noted; and

   c. **Completion Report** details the M&E results which are used for decision-making about the effectiveness of the coaching intervention at the individual and office/school level, how best to provide supporting mechanisms so that coaching can deliver expected improvements, and how to nurture and capitalize on the benefits gained from coaching.

G. Terms of Reference: Key Players' Roles and Responsibilities

1. Regional Director
   - Assumes leadership role in the overall implementation of the LAMP
   - Approves the required Regional Memorandum, Special Orders, or other issuances for the operation of the LAMP
   - Approves the assignment of personnel and provision of resources needed to   facilitate the operation of the program

2. Assistant Regional Director
   - Assists the Regional Director in the overall implementation of the program
   - Reviews and recommends to the Regional Director the required Regional Memorandum, Special Orders, or other issuances for the operation of the LAMP
   - Facilitates the provision of personnel and other resources needed in the operation of the program

3. Chief, Curriculum, and Learning Management Division (CLMD)
   - Coordinates the overall implementation of the program, i.e. from the school to the regional level
   - Reviews and recommends to the Assistant Regional Director the required Regional Memorandum, Special Orders, or other issuances for the operation of the LAMP
   - Organizes and facilitates meetings of the key players of the program
   - Assumes lead role in monitoring the implementation of the program

4. Education Program Supervisors, CLMD
   - Prepare the required Regional Memorandum, Special Orders, or other issuances for the operation of the LAMP
   - Facilitate the participation of the regional mentors to available capability buildings
   - Monitor the program through division and schools visits and conferences with   division counterparts, school heads, mentors, and mentees

- Review progress reports and submit feedbacks to the CLMD Chief
- Keep records of all documents of the LAMP related to their learning area/system

5. Chief and EPSs, Human Resource Development Division
   - Facilitate the conduct of regional capability buildings (CBs) for the mentors and mentees
   - Coordinate with the CLMD on the focused areas for and the conduct of CBs

6. Chief and EPSs, Quality Assurance Division (QAD)
   Facilitate the conduct of the regional monitoring, evaluation, and quality assurance of the program
   - Coordinate with the CLMD on regional progress monitoring, evaluation, and QA of the program

7. Schools Division Superintendent
   - Assumes leadership role in the overall implementation of the division mentoring   program and, in coordination with the Regional Office, on the implementation of LAMP
   - Facilitates the implementation of LAMP through approval of the required Division Memorandum, Special Orders, or other issuances for the operation of the program
   - Provides personnel support and other resources needed by the Division Supervisors and School Heads to facilitate the implementation of LAMP and in the operation of the division mentoring program

8. Assistant Schools Division Superintendent (ASDS)
   - Coordinates the overall implementation of the division mentoring program and, in coordination with the Regional Office, on the implementation of LAMP
   - Facilitates the implementation of LAMP through the reviews and recommendations to the Schools Division Superintendent of the required Division Memorandum, Special Orders, or other issuances for the operation of the program
   - Facilitates the provision of personnel support and other resources needed by the   Division Supervisors and School Heads to facilitate the implementation of LAMP and in the operation of the division mentoring program

9. Chief, Curriculum Implementation Division (CID)
   - Coordinates the overall division implementation of the program, i.e. from the school to the division level
   - Reviews and recommends to the ASDS the required Division Memorandum, Special Orders, or other issuances for the operation of the LAMP
   - Organizes and facilitates meetings of the key players of the program in the division

- Assumes lead role in monitoring the implementation of the division mentoring program
- Reviews and submits progress reports and submits feedbacks to the Regional Office

10. Education Program Supervisors, CID
- Prepare the required Division Memorandum, Special Orders, or other issuances for the operation of the program
- Facilitate the participation of the regional and division mentors to available capability buildings
- Monitor the program through district and school visits and conferences with the district supervisors, school heads, mentors, and mentees
- Keep records of all documents of the program related to their learning area/system

For Program Implementation:
- Conduct conference with school heads, mentors, and mentees on developing an action plan, forging contract between mentor and mentee, and clarifying the role of school head
- Organize division meeting
- Provide technical assistance to the mentors

For Program Monitoring:
- Oversee the implementation of the mentoring program in the division
- Monitor closely the program
- Make periodic school visits
- Collate and submit progress reports to the Regional Office, through channels

11. EPSs or CB Focal, School Governance and Operations Division (SGOD)
- Facilitate the conduct of division capability buildings (CBs) for the mentors and mentees
- Coordinate with the CID on the focused areas for and the conduct of CBs

12. EPSs or M&E Focal, School Governance and Operations Division (SGOD)
- Facilitate the conduct of the division to school monitoring, evaluation, and quality assurance of the program
- Coordinate with the CID on progress monitoring, evaluation, and QA of the program

13. School Head / Principal
- Gives full support to the program by encouraging the mentors and mentees to participate
- Facilitates the contract signing between the mentor and mentee in the school
- Monitors the activities of the mentor
- Observes and evaluates the performance of the mentee

H. Rewards and Recognitions

Recognizing employees' outstanding accomplishments is a well-timed acknowledgment of their best efforts and exemplary performance for realizing the program and achieving its purpose.

At the end of each mentoring program cycle, the mentors' mentees shall be evaluated and remarkable changes in the performance of the students as a result of the mentoring shall be recognized. Both the successful mentors and mentees shall be given Certificates of Recognition.

VI.   Monitoring and Evaluation

The overall approach in monitoring the program requires a system-wide effort of coordination by all key players – from the Regional Office to the school level. Such coordination calls for periodic conduct of meetings, gathering feedback, submission of reports, among others, and providing necessary support, especially by the key officials to allow the mentors and mentees to achieve the objectives of the program.

A. Monitoring Scheme
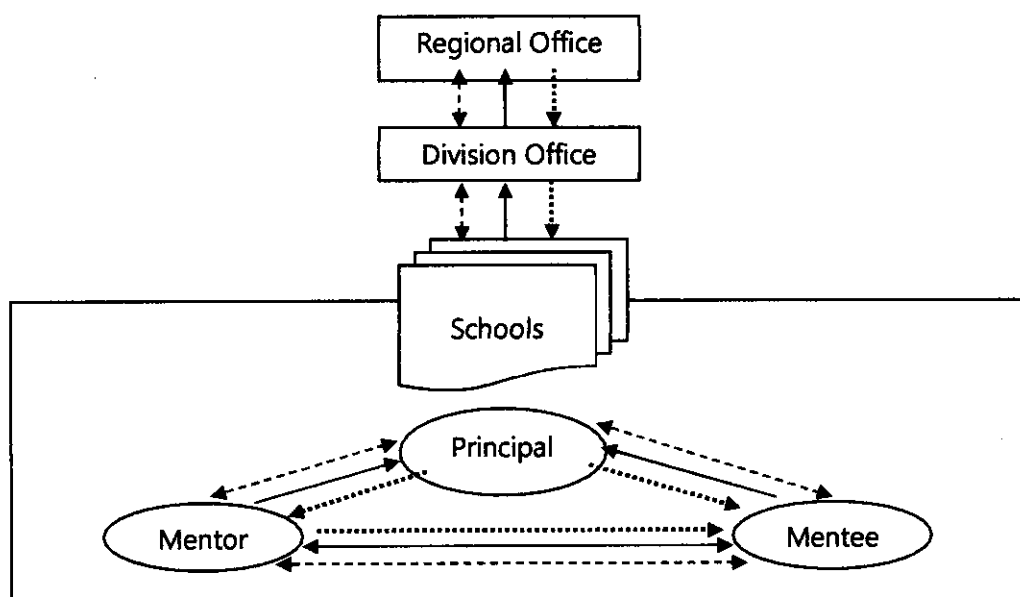
Legend: ━━━━━━ Reporting and Feedback Giving
─ ─ ─ Coordination Meetings
•••••••••• Provision of Technical Assistance and Support

The monitoring scheme of LAMP includes three main activities: 1) reporting and feedback giving, 2) coordination meetings, and 3) provision of technical assistance and support. All governance levels shall conduct these activities: at the School Level the collaboration between the school head or principal, mentor, and mentee are present; from the school to the District and/or Division level, then to the Regional level between and among the key players.

B. Quality Assurance System for the LAMP

This refers to the system intended to guarantee the effectiveness of the implementation of the program and its objectives are achieved. It is, therefore, expected to adhere to standards for monitoring the performance of the mentors and mentees.

The DepEd Region VIII shall develop and maintain a monitoring process, through issuances, that includes:

- Supervision of the mentor and mentee by the Regional Supervisors or DepEd Regional Officials;
- Consistency for scheduled meetings and communications between DepEd assigned staff, mentors, and mentees;
- A tracking system for ongoing assessment (e.g., assessing the delivery of instructions of the mentees;
- Maintaining documentation of the mentoring relationship and provision of feedback mechanism;
- A database on the personnel file of each mentor and mentee; and
- A process for managing problems, grievance, interpersonal problems, and others.

As part of the QAS, all the mentoring activities undertaken, both inside and outside the classroom, between the mentor and mentee, shall be properly documented using the appropriate forms.

C. Program Evaluation

An impact evaluation of the LAMP shall be done after a certain time frame to determine if it has achieved the objectives of the program.

For an objective assessment, an external expert group, shall be identified later to do the task of program evaluation.

VII.   References

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Annexes: Relevant Documents

Annex 1.

Sample Contract between Mentor and Mentee

NOTE: This is a sample of the mentoring partnership agreement. Use this template after completing the negotiating conversation discussed earlier.

This Agreement entered into and executed by

_____**(Name of Mentee)**_____, ___(Position)___, of _____(Name of School)_____, _____(School Address)_____, hereinafter referred to as the "**FIRST PARTY**";

and

_____**(Name of Mentor)**_____, ___(Position)___, of _____(Name of School)_____, _____(School Address)_____, hereinafter to as the "**SECOND PARTY**";

We have agreed on the following goals and objectives as the focus of the mentoring relationship:

To improve the learning achievements (i.e. academic performance) of learners by:
- Enhancing the teaching abilities of the First Party,
- Acquiring mastery of the content and appropriate pedagogy, and
- Being willing to learn and grow professionally to become a competent and effective teacher.

We have discussed the protocols by which we will work together, develop, and in the same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a professionally rewarding and satisfying experience for both of us, we agree to:

1. Meet regularly and observe time-on-task.
    Our specific schedule of contract and meetings, including additional meeting, is as follows:
    Meet at least once a month and additional meetings as the need arises.
2. Look for multiple opportunities and experiences to enhance the First Party's learning.
    We have identified, and will commit to the following specific opportunities and venues for learning:
    - *Class observation, or its equivalent*
    - *Post observation conferences*
    - *Meetings*
    - *In-service trainings and Learning Action Cell's Activities*
    - *Linkages*
3. Maintain confidentiality of our relationship, except for reporting requirements to

supervisors, as part of the process for the mentoring program.

Confidentiality for us means having a consensus on what is appropriate and what is inappropriate to share in our relationship.

We shall also adhere to the existing laws, rules, and regulations on data privacy and such other relevant laws.

4. Honor the ground rules (guidelines) for the relationship which we will develop.

Our ground rules will be:

- *starting and ending meetings on time;*
- *actively participating in the mentoring relationship;*
- *communicating openly and honestly;*
- *respecting and learning for individual indifferences;*
- *respecting each other's' knowledge and experiences;*
- *safeguarding confidentiality;*
- *managing time effectively;*
- *ignoring interruptions; and*
- *being resourceful.*

5. Provide regular feedback to each other and evaluate progress.

We will accomplish these by having a post-observation conference between mentor and mentee and among mentors during meetings.

We hereby signify to strictly observe that the aforementioned rules and guidelines be followed until we accomplish our predefined goals for School Year _____. At the end of this period, we will review this agreement, evaluate our progress, and reach a learning conclusion. If we choose to continue our mentoring partnership, we may re-negotiate on a basis for continuation, so long as we have stipulated mutually agreed-on goals.

IN WITNESS HEREOF, then undersigned being duly authorized thereto, have on behalf of the parties, signed this agreement at the place and on the day below written:

Mentor's Name and Signature	Mentee's Name and Signature

Place: _____   Place: _____

Date: _____   Date: _____

WITNESSES

School Head	Division EPS

Schools Division Superintendent

Annex 2.

Minutes of Meeting

Date: _____

Time: _____

Venue: _____

Attendees: _____

Proceedings:

1. Preliminaries
2. Experiences and Achievements
3. Issues and Concerns

Issues and Concerns	Discussion	Suggested Solution(s)/Outcome(s)

4. Others

Identified topics for next meeting: _____

Agreed Schedule for Next Meeting : _____

Time Adjourned: _____

Prepared by:

[NAME]
Documenter/Secretary

Annex 3.

Teacher Mentoring Log

Teacher's Name: _____

School: _____

Date	Time	Topic Discussed	Activity Undertaken	Comments / Remarks	Problems Identified (if any)	Suggested Solutions / Alternatives

Annex 4.

Plan Evaluation Scale

Teacher's Name: _____   **Date:** _____

School: _____   **Topic:** _____

Instructions: Evaluate the plan (Lesson Plan or Weekly Home Learning Plan) based on the criteria listed using the scale that follows. Please check the appropriate box.

Scale Description: **Y** – Yes   **S** – Somehow   **N** – No
Scoring: – 2   – 1   – 0

Indicators	Y	S	N	Comments
Rationale				
Does the plan include discussion on where the topic would fit in the curriculum?				
Does the plan explain concepts previously studied and supports learning of future topics?				
Does the plan include inviting question or the circumstance that will arouse interest in learners to actively participate in the class or provided activity?				
Background Knowledge Probe and Misconception Check				
Does the plan contain information about learners' present abilities and skills?				
Does this information include learners' abilities and skills required in learning the subject matter?				
Are common learners' misconceptions about the topic clearly stated in the plan?				
Are possible sources of these misconceptions incorporated?				
Are measures to correct misconceptions stated?				
Does the plan articulate possible learning stumbling blocks in achieving the objectives?				
Objectives				
Are the objectives coherent to the learning competency?				
Are they specific and clearly stated?				
Can they be achieved by at least 90% of the learners with 75% MPS?				
Can they be realized within the time allotment?				
Can the success indicators relevant to the objectives				

Indicators	Y	S	N	Comments
be easily measured?				
Materials and Activities				
Are the needed materials and activities well described in the plan?				
Are the illustrations (if any) to be used free of extraneous concepts that may impede the learning of the topic?				
Are the materials and activities reflective of learners' experiences?				
Are there varied activities included?				
Can the activities be drawn from learners' experiences?				
Are the objectives of the activities coherent with the lesson goals?				
Are the activities suited to learners' abilities?				
Can the activities generate concrete indicators of learning the topic?				
Are the materials needed in these activities easily obtained?				
Is there a situation where learners can experience the use of technological tools?				
Teaching Strategy				
Is/Are the method/s to be employed clearly described?				
Is/Are these methods appropriate to ascertain the success of the lesson?				
Can the methods be easily executed given the teacher's capabilities?				
Can the methods be easily executed given the class environment and/or class size?				
Does the plan include appropriate take-off questions/activities that will serve as a springboard for discussion?				
Is there a list of questions that will guide the flow of the lesson?				
Is there a provision on the use of technological tools by the teacher?				
Are these technological tools appropriate for the lesson?				
Learning Assessment				
Is the assessment congruent to the objectives and competency?				
Is the assessment relevant to learners' experiences?				

Indicators	Y	S	N	Comments
Are the assessment tools clearly understood?				
Is the assessment procedure clearly stated?				
Can this procedure be easily implemented?				
When needed, is the evaluation criteria or rubrics clearly stipulated?				
TOTAL SCORE				

Overall Plan Quality

Descriptive Rating	Quantitative Range
Excellent	91% – 100%
Very Satisfactory	76 – 90%
Satisfactory	61 – 75%
Needs Minor Revision	46 – 60%
Needs Major Revision	45% and below

Prepared by: Conforme:

_____   _____
Mentor   Mentee

Annex 5.

Teaching Evaluation Scale

Teacher's Name: _____   **Date:** _____

School: _____   **Visit Number:** _____

Instructions: Kindly assess the instructional behavior of the teacher under observation using the indicators. This is done during the interaction between the teacher and the learner, either in face-to-face and/or distance learning modalities. Check the box that corresponds to your response using the following scales:

A – Always : 4 points	**R** – Rarely : 1 point
F – Frequently : 3 points	**N** – Never : 0 point
O – Occasionally : 2 points	**N/A** – Not Applicable o Observed

Indicators	A	F	O	R	N	N/A	Comments
Knowledge of the Subject Matter							
Displays confidence during the instruction							
Explains concepts, ideas, and principles clearly and comprehensively							
Integrates ideas and information within and across subject matter when necessary							
Answers learners' questions correctly and effectively							
Presents concepts and principles correctly and logically							
Formulates questions effectively to elicit desired responses							
Addresses and provides solutions to instructional problems confidently							
Provides effective analogies to enable learners to understand abstract concepts when necessary							
Gives supplementary examples and applications when needed							
Processes learners' responses scientifically and quickly							
Knowledge of the Curriculum							
Designs instruction based on the curriculum							

Indicators	A	F	O	R	N	N/A	Comments
Organizes discussion of topic based on the learning competencies and learning and/or performance outcomes							
Articulates the lesson goals and objectives							
Demonstrates awareness of available instructional resources in school and other sources relevant to the lesson							
Develops instruction to the level appropriate for the subject/topic							
Uses instructional time effectively							
Incorporates findings and recommendations of studies previously done in teaching the subject							
Considers results of educational assessments							
Anchors instruction on the discipline-based curriculum, i.e. what the learners have learned in the previous lesson and what they are expected to learn later							
Integrates education technology appropriately							
Knowledge of Learners' Understanding	**A**	**F**	**O**	**R**	**N**	**N/A**	**Comments**
Understands common difficulties of learners in learning the topic/subject matter							
Addresses learners' misconception on the topic							
Articulates common sources of learners' difficulties in understanding the topic							
Communicates learners' abilities and skills required in learning the topic							
Designs lessons based on the present abilities and skills of learners							
Connects present lesson to learners' prior knowledge, life experiences, and interests							
Caters to learners' varied instructional needs							

Indicators	A	F	O	R	N	N/A	Comments
Knowledge of Instructional Strategies							
Uses teaching strategy appropriate for the subject matter							
Teaches subject matter, problem-solving, and critical thinking skills through meaningful learning activities							
Develops, sequences, and modifies instructional activities and materials for maximum learning							
Presents coherent learners' activities							
Uses instructional strategies and resources							
Promotes learner-directed inquiry and reflective learning							
Utilizes teaching strategies coherent to instructional materials used							
Encourages learners to work independently and collaboratively							
Demonstrates grasp of subject-specific instructional strategies in teaching							
Displays knowledge of topic-specific instructional strategies in teaching							
Knowledge of Learning Assessment							
Establishes clear and appropriate assessment objectives							
Uses multiple sources of information to assess learning							
Involves and guides learners in assessing their own learning							
Utilizes assessment of learner's progress to guide instruction							
Ensures coherence of lesson and learning assessment							
Provides avenues in assessing important dimensions of learning (e.g. conceptual understanding, interdisciplinary themes, scientific investigation, and practical reasoning)							
Displays knowledge of specific instruments or procedures, approaches, or activities used in assessing the learning of topic							

Indicators	A	F	O	R	N	N/A	Comments
Possesses an understanding of the advantages and disadvantages associated with employing specific assessment tool and technique							
TOTAL SCORE							

Overall Teaching Effectiveness Assessment

Rating	Description
Excellent	Exceptional performance (91% – 100%)
Very Satisfactory	Above-average performance (76 – 90%)
Satisfactory	Expected level of performance (61 – 75%)
Needs Improvement	Below the level of performance (46 – 60%)
Unsuccessful	Lacks required subject matter knowledge and teaching skills (45% and below)

Prepared by: Conforme:

_____   _____
Mentor   Mentee

Annex 6.

Mentoring and Coaching Design Template

Terminal Objective:					
Coaching Plan:					
Session/ Time	**Session Objectives**	**Means of Verification**	**Topic/Content Highlights**	**Process**	**Resources**
Indicate start and end times for each coaching session.	*State what the coachee will be able to do by the end of each session.*	*Indicate specific output that coachee is expected to produce or behavior to be demonstrated (if any) by end of each session.*	*List down topics to be covered in each session.*	*Indicate specific methodologies that will be employed during coaching sessions; e.g., one-on-one discussion; guided activity; etc.*	*List down equipment, technologies, supplies, delivery and learning materials, and other resources needed during coaching.*
Session 1					
Session 2					
Session 3					

Coach	Signature:	Coachee	Signature:
	Name:		Name:
	Position and Office:		Position and Office:

Annex 7.

Monitoring and Evaluation Documentation Worksheet

Terminal Objective: *(State what coachee will be able to do by the end of the entire coaching intervention.)*	**Success indicators:** *(Identify the criteria to be used to show whether the Terminal Objective has been achieved, e.g., completion of an output, behaviors to be demonstrated by the coachee.)*	**Result:** *(Based on the Terminal Objective and Success Indicators, state what has been achieved or not achieved. This section is filled up only at the end of the entire coaching intervention.)*

Coaching Plan			**Remarks**
Session/ Time	**Session Objectives**	**Means of Verification**	*Record highlights of the discussion, such as significant learning from the*
Indicate start and end times for each coaching session.	*State what the coachee will be able to do by the end of each session.*	*Indicate specific output that coachee is expected to produce or behavior to be demonstrated (if any) by end of each session.*	*session; what went well and what did not go so well about the session; agreements on next steps; the application of learning on the job; observed improvements in demonstration of competency; what helped or hindered application of learning on the job; any impromptu coaching that occurred in between planned sessions; and others. The notes in this column will help later on in putting together the report after the coaching intervention.*
Session 1			
Session 2			
Session 3			

Coach	Signature:		**Coachee**	Signature:
	Name:			Name:
	Position and Office:			Position and Office:

Annex 8.

Mentoring and Coaching Completion Report

Coachee	Name:
	Position:
	Office:
Coach	Name:
	Position:
	Office:
Date of Report	

Coaching Report *(You may write in paragraph or dot-point format.)*
Situation Prior to Coaching: *(Describe the specific performance challenge and/or competency gap that triggered the need for coaching. You may refer to the validated needs assessment.)*
Coaching Period: *(Indicate inclusive dates of coaching intervention.)*

Terminal Objective: *(What is the coachee expected to do better by the end of the coaching intervention? Cull this from the Coaching Design.)*	**Success Indicators:** *(What criteria are used to show whether the Terminal Objective has been achieved? Cull this from the Coaching Design.)*

Results: *(Based on the Terminal Objective and Success Indicators, state what has been achieved by the coaching intervention, i.e., describe what the coachee is now able to do better in the workplace; cite any contribution of improved competency and performance to the work of the office or school. Include unintended or unplanned results, if any.)*
Facilitating Factors: *(What factors helped in achieving coaching objectives?)*
Hindering Factors: *(What factors did not help in achieving coaching objectives, and what actions were taken to address them?)*
Lessons Learned: *(What were your most significant learning from the coaching intervention? Or if you were to have another coaching intervention, what would you do differently and why?)*