Coaching and Mentoring Practices of Master Teachers towards Effective Teaching

Grace Manalo Echeche

https: //orcid. org/0000 - 0003 - 3863 - 2145
Master Teacher II, Guisguis National High School, Schools Division of Zambales

Abstract: *More than any teacher, Master Teachers are distinguished teachers who are models, coaches, and mentors who work collaboratively with teachers to improve the teachers' practice with the ultimate goal of affecting learners' achievement. This study centered on the analysis of the coaching and mentoring performance and practices of the Master Teachers. This study used a descriptive survey design. Their IPCRF rating was the basis of their performance, while the coaching and mentoring practices were assessed through a crafted survey questionnaire with eight domains. The questionnaire was disseminated to 44 MTs and 176 teachers from Santa Cruz District. All the data were organized and treated through SPSS. The majority of the MTs are female, middle - aged, mentors, and coaches five to six teachers and have only attended three to four training sessions related to coaching and mentoring. The results show that teachers highly regard the Master Teachers, which is reflected in the computed negative t - values between the two group responses. The correlation test shows a significant moderate positive correlation with their coaching and mentoring practices in Content Knowledge and Pedagogy, Learning Environment, Curriculum and Planning, Reporting and Assessment, Community Linkages and Professional Development, and Personal Growth and Professional Development. However, the performance of the MTs using the IPCRF has a low positive correlation with their coaching and mentoring practices in terms of Interpersonal Skills. It has a very low positive correlation with the Diversity of Learners. It also shows that despite being instructional coaches and mentors, they still need more training to become more effective, specifically on the Content Knowledge and Pedagogy focusing on researching skills and utilizing ICT skills in teaching; and Diversity of Learners domain, particularly on addressing learners who have varied difficulties. A capacity - enhancement program is proposed as the output of this study, and further qualitative research is recommended to verify the results of this study.*

Keywords: coaching, mentoring, master teacher, PPST, descriptive, Sta. Cruz

1. Introduction

"Teachers affect eternity; they can never tell a teacher's influence stops. " This excellent quote of Henry Adams has been so widely used to uplift the spirit of teachers. Teachers play a crucial role in nation - building (PPST, 2017); therefore, "countries that excel in education employ a variety of deliberate strategies to develop an exceptional teacher workforce. (Stewart, 2011). OECD states that countries entering the global knowledge economy focus on strengthening the quality and effectiveness of the teaching workforce. (OECD, 2005).

According to (Stewart 2011), it requires deliberate policy choices to assume a high - quality teacher workforce. In her study, which included the seven countries that traditionally score high on international tests of student performance (Singapore, China, Japan, U. K., Finland, Canada, and Australia), policymakers focus on candidates into the teaching profession; providing time and structure for meaningful professional development; modernizing teacher preparation programs; and improving teacher evaluation and compensation. International Summit on the Teaching Profession held last March 16 - 17, 2011, in New York City was the first international conference on the teaching profession where ministers of education and teachers' union leaders from many countries sit together. (Stewart, 2011) Vivien Stewart wrote a report, Senior Advisor for Education at Asia Society entitled, "Improving Teacher Quality Around the World, " provided a summary and presented the main issues during the discussions. In the Summit, which was participated in by Denmark, Estonia, Finland, Hongkong, Belgium, Brazil, Canada, China, SAR, Japan, Netherlands,

Norway, Poland, Singapore, Slovenia, the United Kingdom, and the United States, General Secretary of Education International Fred van Leeuwen expressed that There is widespread agreement on the critical nature of improving the quality of teachers.

Shanghai is the best performer of the 2009 OECD Programme for International Student Assessment (PISA), shared that their secret also lies in their focus on teacher quality. Apart from strict academic requirements, they also provide teachers with a professional development program that keeps them current on new skills and technologies. In Shanghai, it was also noted that they provide a weekly teacher development system, led by the school's master teachers, that assists in developing the skills of newer teachers. It was also noted that to increase equity in student achievement, there is a policy of rotating master teachers and sharing curriculum materials, and best teaching practices exist between stronger schools and those located in economically depressed or rural areas of the province. In Singapore, teachers get 100 hours of professional development each year. The training may take the form of courses at the National Institute of Education or school - based instruction. Professional development at the school level is led by the master teacher and focuses on achievement issues and instructional practices. In retrospect, there is a need for more effective and consistent learning opportunities where master teachers play a crucial role.

The current trends in education show that 'effective coaching and mentoring programs are regarded as a highly effective method of assisting individuals in increasing their self - direction, self - esteem, efficacy, and accomplishments

through communication. (Ellinger, 2014). It is suggested that by actively developing an individual's self - efficacy through mentoring and coaching relationships, the loss of human potential among those who could lead but never completed the journey can be minimized. It creates potential scaffolds to appreciate self-efficacy's value at all stages of the headship journey. (Rhodes & Fletcher, 2013). Strengthening ties between teacher preparation programs and their district partners contribute to developing a shared language that promotes effective instruction, enhances mentor selection, training, and support, and districts' effectiveness in utilizing observation, feedback, and coaching to aid in the development of new teachers. (NIET 2017) In particular, coaching and mentoring of key teachers such as Master Teachers, as a strategic intervention program for professional and personal development, proved to promote positive relationships and well - being of teachers (Attard, 2019) (Kutsyuruba, Godden, &Bosica, 2019) (Stuckey, Collins, Patrick, Grove, and Ward (2019) (Lowery, 2019) (Kutsyuruba et al., 2019) (Briscoe, 2019) (Hobson, 2016) (Ellinger, 2014) (Tooth, Nielsen, & Armstrong, 2013) (Rekha & Ganesh, 2012) and affect positive teaching specifically learners' achievement and performance (Cornelius, Rosenberg &Sandmel, 2019) (Richardson et al.2019) (Ali, Wahi, &Yamat, 2018) (Ray, 2 - 17). When a relationship is successful, both parties benefit from long - lasting benefits. In a study, agriculture mentors or cooperating teachers are one of the most important influences on the development of new teachers. (Jones, Kelsey, & Brown, 2014). Positive mentoring relationships and a wellness model demonstrated indirect benefits such as the establishment of a safe space, the continuation of relationships between mentees and mentors, networking benefits, campus acculturation, and a better understanding of organizational politics and their potential to positively impact faculty well - being. (Stuckey, Collins, Patrick, Grove, and Ward (2019). Additionally, coaching and mentoring are critical for experienced teachers and school leaders (Campbell et al., 2017; Feiman - Nemser, 2012; Hobson et al., 2009); mentoring can result in unintended consequences due to its dynamic nature and the fact that both mentor and mentee play critical roles in the mentoring process's success. (Mathipa&Matlabe, 2007). However, it is determined that mentoring and coaching are "not a panacea for educator well - being. " Rather than that, the quality and effectiveness of the mentoring and coaching relationship are critical, and if negative experiences are left unattended, they may contribute to their stress and increased workload. (Hollweck, 2019). Negative coaching and mentoring can also harm teachers' well - being and their teaching (Hollweck, 2019). Moreover, poor mentoring can have destructive consequences for the protégé (Williams, Scandura, & Castro, 2006), (Scandura, 1998), (Eby et al.2004). Also, (Tee Ng, 2012) made mentioned in her study the "inherent tensions in having an appraisal connotation in some mentoring and coaching platforms in Singapore and in encouraging critical reflective learning and innovation in mentoring and coaching. " This may be due to some underlying issues experienced by mentors and coaches, such as finding a mutual and convenient time to schedule coaching sessions with coaches; (Jayarman, Knoche, Marvin, &Bainter, 2014); organizing conflicts with other school or professional activities and a substantial amount of

support for their teachers' professional development (Peltola, Haynes, Clymer, McMillan, & Williams, 2017). Moreover, research into the role of mentoring and coaching in promoting educators' holistic well - being and professional development is critical. Further pointing out that there is a potential impact of mentoring and coaching on the well - being of educators and students that transcends the educational levels and contexts. (Kutsyuruba& Godden, 2019)

In the ASEAN context, the progress of a country is determined by the quality of its human resources. The quality of life is strongly influenced by educational factors, with coaching and mentoring playing a critical role. Coaching and mentoring programs can improve students' knowledge, skills, and attitudes competency. (S. T., Srinovita, & Si, 2015). Coaching and mentoring is deemed effective in providing ongoing support and feedback that may be the most direct, practical path to producing high - quality implementation of curricula (Ingersoll &Kralik, 2004; Landry et al., 2006; Pianta& Allen, 2009); and that it results to teachers having certain propriety on teaching competency. (Manit&Chowwalit, 2016). Furthermore, effective coaches engaged in collaborative dialogue move candidates to self - directed learning and improve teachers' pedagogical practices in goal - setting, essential mentoring, and demonstration teaching. (Strieker, Lim, Rosengrant, & Wright, 2020)

Conducting research is one of the roles of Master Teachers and coaching colleagues on collaborative conduct of investigations. Since they are deemed experts and services to provide technical assistance to teachers (Bush, Glover, Ng, & Romero, 2016), they are expected to perform more research. However, in the Schools Division of Zambales, in a study on the research skills of Master Teachers as conducted by (Basilio& Bueno, 2019), they noted that "a tiny percentage of them have research - related training, conferences or undertaken, published or presented researches. " Master Teachers who are regarded as Highly - Proficient and Distinguished teachers by the Philippine Professional Standards for Teachers (PPST) need to extend their roles beyond teaching learners. They are expected to demonstrate an exceptional capacity for improving their own and others' teaching practices. Working collaboratively with colleagues to improve and enhance teaching is the primary objective of becoming a full - fledged Distinguished Teacher. Studies related to the efficacy of Master Teachers in the Philippines are minimal; most of the studies only recount data on the experiences of practice teachers with their cooperating teachers as their mentors. Mentoring is an essential feature of the pre - service teaching experience of practice teachers. (Calamlam et al., 2016). In the study conducted in Batangas that aims to determine the competencies, attitudes, and interests of cooperating teachers as observed by the cooperating teachers, student teachers, and school administrators, through a mentoring plan output, cooperating teachers are enlightened and empowered, student teachers are more confident and productive, and students learn effectively. (Gonzalvo, Laksamana, &Sampungan, 2018). In the same study on practice teachers and cooperating teachers, peer mentoring has been noted to guide or assist mentees and make learning manageable. A

mentor is seen as somebody that could inspire, motivate or encourage mentees. (Felisilda& Malaga, 2019). Furthermore, it is believed that a "nurture and mentor" culture in a faculty would bridge the gap between retention and productivity of the best faculty in a university. (Obliopas, Afable & Madeja, 2019)

This study was undertaken primarily to provide more empirical data on the efficacy of Master Teachers. It aimed to assess the existing coaching and mentoring practices of the Master Teachers in Zambales, particularly in Zone 1, which includes three Districts (Santa Cruz, Candelaria, and Masinloc) impact on effective teaching as best perceived by their mentees and coaches, the teachers. The Master Teachers' IPCRF Rating was used as their standard performance rate, and their coaching and mentoring practices were assessed using a coaching and mentoring assessment tool. The coached and mentored teachers also assessed the coaching and mentoring practices of their Master Teachers through a congruent survey checklist assessment tool. The results of this study provide empirical shreds of evidence on the current coaching and mentoring practices of the Master Teachers, which are still having many gray areas since there are not many pieces of research directly related to this (Hollweck 2019) (Lowery, 2019). Furthermore, the result provides the District and the Schools Division a baseline data that will serve as a basis for future research, intervention programs, capability - training programs, and policy reforms.

2. Methodology

A descriptive survey design was utilized to investigate the coaching and mentoring practices of the Master Teachers, as it aimed to accurately and systematically describe a population, situation, or phenomenon (McCombes, 2020). The primary objective of this survey is to collect detailed factual information about existing occurrences; to identify and justify problems with current conditions and procedures; and to make comparisons and evaluations; to ascertain what others are doing in similar situations or with similar problems, and to benefit from their experience when making plans and decisions. There are three assessment instruments utilized in this study. The first instrument was the Individual Performance Commitment Review Form (IPCRF) for the School Year 2019 - 2020, a standard performance evaluation and assessment tool of the Department of Education. IPCRF is anchored in the standards prescribed by the Philippine Professional Standards for Teachers, which was mandated through DepEd Order No.42. S, 2017 and pilot implemented in 2018. IPCRF Rating is an official rating of teachers rated by the School Heads, evaluated by the Performance Management Team of Schools Division Office, and verified and certified by the Schools Division Superintendent. The second instrument utilized in this study is a coaching assessment tool framed from ASTD Coaching Self - Assessment Form by Team STEPPS 2.0 and Mentoring Competency Assessment (MCA) tool framed by the Madison Institute for Clinical and Translational Research, the University of Wisconsin in 2013. It involved 176 teachers and 44 MTs in Santa Cruz District.

3. Results and Discussion

This study focused on the analysis of coaching and mentoring practices of Master Teachers, wherein their performance was mirrored through their IPCRF Rating while their coaching and mentoring practice were assessed by the Master teachers themselves and their teachers as coachee and mentees through a survey questionnaire.

The profile of the Master Teachers shows that most of them are middle - aged females who are mentoring and coaching 5 - 6 teachers. The MT - respondents are generally teaching for 21 - 25 years now, but their service as Master Teachers is mostly for 6 - 10 years only. Their not - so - long service as MT is mirrored in their need for more training related to coaching and mentoring since most of them have only attended 3 - 4 training. The description of the profile of the MTs shows that they need more training and the emergence of MT positions to have more co - MTs at school to work with.

Master Teachers are highly regarded as coaches and mentors at school expected to perform in all aspects of teaching highly. This is exhibited in their mean IPCRF Rating of 4.722, which is described as Outstanding. The coaching and mentoring practices of the MTs are categorized into eight domains: Interpersonal Relationship, Content Knowledge and Pedagogy; Learning Environment; Diversity of Learners, Curriculum and Planning; Assessment and Reporting; Community Linkages, and Professional Engagement, and Personal Growth and Professional Development. In all areas, MT's coaching mentoring practices are described as Consistently Demonstrated. Notably, the teacher pointed out that MTs are moderately mentoring colleagues in promoting policies to ensure the use of ICT positively within or beyond the school. ICT skills being one of the 21st - century skills, may not coincide with the skills fully mastered by the MTs due to their ages. Also, the MTs are revealed to be moderately modeling a range of high - level skills responsive to the special educational needs of learners under challenging circumstances, including geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse, and child labor practices, however, seen differently by the teachers who rated them as consistently demonstrating this domain.

On testing the significant difference of the responses of the MTs and teachers/coachees/mentees, there are significant differences in the assessments of the MTs and the teachers with regards to the coaching and mentoring practices of the MTs in terms of Learning Environment, Diversity of Learners, Curriculum and Planning, Reporting and Assessment, and Community Linages and Professional Engagement. The null hypothesis is rejected at a 5% level. However, there are no significant differences in the assessments of the MTs and the teachers regarding the coaching and mentoring practices of the MTs in terms of Interpersonal Relationships, Content Knowledge and Pedagogy, and Personal Growth and Professional Development; thus, the null hypothesis is accepted. The Mean overall assessment of the teachers is higher compared to the Mean assessment of the MTs themselves on their coaching and mentoring practices implying that teachers

highly regard the coaching and mentoring practices of the Master Teachers. The test of correlation between that IPCRF Rating and the self - assessment of the MTs reveals that the performance of the MTs using the IPCRF has a significant moderate positive correlation with their coaching and mentoring practices in terms of Content Knowledge and Pedagogy, Learning Environment, Curriculum, and Planning, Reporting and Assessment, Community Linkages and Professional Development, and Personal Growth and Professional Development. However, the performance of the MTs using the IPCRF has a low positive correlation with their coaching and mentoring practices in terms of Interpersonal Skills; and has a very low positive correlation with the Diversity of Learners. The correlations are not significant at the 5% level; thus, the hypothesis is accepted.

The overall results of the study show that master teachers are still highly regarded by their teachers despite the issues surrounding the inefficiency of MT and that most MTs are not doing their responsibilities, particularly as coaches and mentors. (Bush et al.2016) However, the result is only limited to the Schools Division of Zambales, which means that it does not represent the whole population of the MTs. Different results could come up in different areas; thus, the study is still limited and may need further research to validate its results. This study also covered only the 2019 - 2020 IPCRF performance and compared it to their coaching and mentoring practices in pandemic times. The pandemic era led more teachers to attend to more teachers' concerns giving more opportunities for MTs to coach and mentor their co - teachers. Nevertheless, the empirical pieces of evidence gathered in this study are helpful because MTs, despite being highly regarded as Distinguished Teachers, still need to be equipped with necessary skills at least periodically to provide better mentoring and coaching practices. (Melton, Miller, & Brobst, 2019) . As cited by (Bush et al.2016), there is no evidence that MTs in Malaysia and the Philippines are trained in developing coaching and mentoring skills (Patterson & Creasy 2005), which is reflected in their very few pieces of training attended. Hence, one cannot give what one does not have, and with the changing demands of society and 21st - century learners, continuous professional development is always necessary. In this study, MTs shows the need for more capacity training for ICT manipulation, conducting research, and inclusive education; shows strength in interpersonal relationship and leading in community linkages activities.

4. Conclusions and Recommendations

Master Teachers, as both coaches and mentors, next to school heads, are the most critical change agents in a school. They are the key to empowering future master teachers like them; thus, they need to exemplify exemplary performance both as teachers, coaches, and mentor at school. Expected to be well - rounded and excellent in every aspect of teaching and learning, some of them can not keep with this high expectation due to age and lack of training and exposure. Although they are still very highly regarded by the teachers according to the result of the survey, they still need in need of improvements in some areas. As the author noted earlier, MTs need to be further engaged in continuous professional learning, mentor training, and adequate administrative

support in taking up teacher leader responsibility as noted on the very few training attended by the respondents and moderately demonstrated coaching and mentoring of MT's on researching, applying ICT, research and inclusive education, a highly recommended capacity training program focused on this. It was also worth noting that MTs are mostly middle - aged; therefore, they might not keep up with the latest trend, specifically in ICT trends in teaching. It could also be seen that teachers who may be younger than the MTs may not have the opportunity to rise as master teachers; thus, they need to wait for a vacancy. The profile description of respondents also shows that there is a need to have more master teachers in schools. Some schools do not have MT positions. This study could not address and note the positive and negative experiences of the Master Teachers and the teachers on how actual coaching and mentoring was done, which might have validated the qualitative study of master Teacher roles in Malaysia and the Philippines. (Bush et al.2016) Future research could further investigate the association between coaching and mentoring practices of MT's and teachers' workload. Excessive work demands and intensive workloads could result in potentially adverse effects (such as stress, burnout, and absence) on teachers' health and well - being. Future researches could also explore the relationship MTs and teachers at school, which can be better reflected in a qualitative research approach. Finally, future research on the impact of coaching and mentoring on learners' performance is recommended to analyze further the efficiency of MT's practices that may support the notion that MTs' coaching and mentoring have a positive result on the learners' achievement and performance which denotes effective teaching. As a whole, it is also highly recommended to have a Master Teachers' regular forum or focus group discussions on addressing their concurrent development needs, share problems and issues and best practices for better coaching and mentoring of teachers wherein the ultimate goal is to enhance teaching process and improve learners' achievement and performance.

References

[1] Ali, Z. B. M., Wahi, W., & Yamat, H. (2018). A Review of Teacher Coaching and Mentoring Approach. *International Journal of Academic Research in Business and Social Sciences*, *8* (8). https: //doi. org/10.6007/ijarbss/v8 - i8/4609

[2] Akiba, M. (2012). Epaa Aape. *Education Policy Analysis Archives*, *20* (14), 1–36.

[3] Ambag, S. C., &Camarador, R. A. (2018). The Lived Experiences of the Coaches of Various Sports Event in Polytechnic University of the Philippines. *KnE Social Sciences*, 1119 - 1134. https: //doi. org/10.18502/kss. v3i6.2441

[4] Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' self - efficacy: The role of personal values and motivations for teaching. *Frontiers in Psychology*, *10* (JULY), 1–7. https: //doi. org/10.3389/fpsyg.2019.01645

[5] Badri, M., Al Rashedi, A. & Mohaidat, J. (2013). School teachers' technology readiness - An empirical study applying readiness factors and teacher type categorization. *Proceedings of the 2013 International Conference on Information, Business and Education*

Technology (ICIBET 2013). https: //doi. org/10.2991/icibet.2013.124

[6] Balagtas, M. U., Regalado, M. R., Barrera, C., Oxino, R., Suatengco, R., &Tondo, J. (2016).21st Century teacher image to stakeholders of teacher education institutions in the Philippines. *E - International Scientific Research Journal*, 6, 1 - 21.

[7] Basilio, M. B., & Bueno, D. C. (2019). Research Skills and Attitudes of Master Teachers in a Division Towards Capability Training. In *19th CEBU Philippine International Conference on Economics, Education, Humanities and Social Sciences.* https: //doi. org/10.17758/ERPUB3. UH0119421

[8] Biography – Neurosurgery Coach. http: //neurosurgerycoach. org/biography/

[9] Black, R. (2017). E - Mentoring the online doctoral student from the dissertation prospectus through dissertation completion. *Journal of Learning in Higher Education*, 13 (1), 1–8.

[10] Bringas, K. (2019). Mentoring and Coaching as a Strategy for Empowering Millennials. https: //digitalcommons. fuller. edu/dmin/385/

[11] Bueno, D. C. (2006) Elements of Research and Thesis Writing. Olongapo City.

[12] Bush, T., Glover, D., Ng, A., & Romero, M. - J. (2016). Master teachers as teacher leaders: evidence from Malaysia and the Philippines. *International Studies in Educational Administration*, 43 (2), 19–40.

[13] Calamlam, J. M., Montebon, D. R. T., Palmeiry, A. D. C., Victoria, M., Santos, J. D., & Favila, S. A. (2016). Mentoring the Mentee Program Student - Teacher Cooperating Teacher Figure 1. Conceptual Framework of the Study S Policy Guidelines in the Mentoring Program, 2 (1), 85–101.

[14] Coggins, C. & McGovern, K. (2014), Five Goals for Teacher Leadership, Phi Delta Kappan 95 (7): 15–21.

[15] CTSA One Health Alliance (COHA) 2020 Pilot Grant Program. https: //www.uab. edu/ccts/images/COHA_Pilot_Grant_Guidelines_12720_002. pdf

[16] DepEd Order No.35 s.2016. The Learning Action Cell as a K to 12 Basic Education Program School - Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning.

[17] DepEd Order No.42 s.2017. National Adoption and Implementation of Philippine Professional Standards for Teachers

[18] DepEd Press Releases. (2018). PPST - aligned RPMS: A guide for teachers by teachers. September 22. retrieved on March 29, 2021, at https: //www.deped. gov. ph/2018/10/03/ppst - aligned - rpms - a - guide - for - teachers - by - teachers/

[19] Downer, J., Brown, J., Herrera, M. J., Stuhlman, M., Bourassa, K., Gologor, B., & Wong, P. (2013). Coaching quality and teachers' implementation of the 4Rs social - emotional and literacy curriculum: Testing the link between two levels of intervention fidelity. *Society for Research on Educational Effectiveness*, 1–9.

[20] Domingo, Y. L. (2020). *Factors Affecting Implementation of Inclusive Education in the Philippines* (Doctoral dissertation, 서울대학교대학원). https: //s - space. snu. ac. kr/handle/10371/170980

[21] Ellinger, A. D. (2014). Coaching and mentoring. *The Routledge Companion to Human Resource Development*, (September), 258–271.

[22] ERIC - EJ1139683 - E - Mentoring the Online Doctoral Student. . . . https: //eric. ed. gov/?id=EJ1139683

[23] Felisilda, A. C., & Malaga, A. N. (2019). Peer mentoring in the full mission bridge, 5 (9), 143–146.

[24] Galamay - Cachola, S., Aduca, M. C. M., & Calauagan, F. C. (2018). Mentoring experiences, issues, and concerns in the student - teaching program: Towards a proposed mentoring program in teacher education. *IAFOR Journal of Education*, 6 (3), 7–24. https: //doi. org/10.22492/ije.6.3.01

[25] Ganesh, A., Bozas, A., Subban, M., & Munapo, E. (2015). The benefits of mentoring and coaching in the public sector. *Journal of Governance and Regulation*, 4 (3), 16–29. https: //doi. org/10.22495/jgr_v4_i3_p2

[26] Gibson, S. A. (2005). Developing Knowledge of Coaching. *Issues in Teacher Education*, 14 (2), 63–74.

[27] Gepila Jr, E. (2020). Assessing teachers using Philippine standards for teachers. *Universal Journal of Educational Research*, 8 (3), 739 - 746. https: //pdfs. semanticscholar. org/fda4/b00352666c2f5fb4a1b466d43c2c668b27fb. pdf

[28] Gonzalvo, B. C., Laksamana, G. M., & Sampungan, R. (2018). Mentoring Practices of English Cooperating, 6 (3), 24–33.

[29] Gray, J. A. (2018). Leadership Coaching and Mentoring: A Research - Based Model for School Partnerships. *International Journal of Education Policy and Leadership*, 13 (12). https: //doi. org/10.22230/ijepl.2018v13n12a844

[30] Greer Richardson, Deborah Yost, Thomas Conway, Allison Magagnosc& Alana Mellor (2020) Using Instructional Coaching to Support Student Teacher - Cooperating Teacher Relationships, Action in Teacher Education, 42: 3, 271 - 289, DOI: 10.1080/01626620.2019.1649744

[31] Ghavifekr, S. &Rosdy, W. A. W. (2015). Teaching and learning with technology: Effectiveness of ICT integration in schools. *International Journal of Research in Education and Science (IJRES), 1 (2), 175 - 191. https: //files. eric. ed. gov/fulltext/EJ1105224. pdf*

[32] Heinecke, W. F., Milman, N. B., Washington, L. A., & Blasi, L. (2001). New directions in the evaluation of the effectiveness of educational technology. *Computers in the Schools*, 18 (2 - 3), 97 - 110. https: //doi. org/10.1300/J025v18n02_07

[33] Hayes, N., &Pridham, B. (2019, July 29). The Role of Mentoring in Teacher Education. *Oxford Research Encyclopedia of Education.* Retrieved 3 Apr.2021, from https: //oxfordre. com/education/view/10.1093/acrefore/9780190264093 .001.0001/acrefore - 9780190264093 - e - 851.

[34] Huling, Leslie, and Virginia Resta. "Teacher Mentoring as Professional Development. ERIC Digest. " (2001). https: //eric. ed. gov/?id=ED460125

[35] Jayarman, G., Knoche, L. L., Marvin, C., & Bainter, S. (2014). Evaluation of Early Childhood Coaching

Implementation in Nebraska Technical Report Vol.2: Key Findings from Participant Observational and Self - Reported Data 1, 1–29.

[36] Jones, C. K., Kelsey, K. D., & Brown, N. R. (2014). Climbing the Steps Toward a Successful Cooperating Teacher/Student Teacher Mentoring Relationship. *Journal of Agricultural Education*, *55* (2), 33–47. https: //doi. org/10.5032/jae.2014.02033

[37] Kutsyuruba, B., & Godden, L. (2019). The role of mentoring and coaching as a means of supporting the well - being of educators and students. *International Journal of Mentoring and Coaching in Education*, *8* (4), 229–234. https: //doi. org/10.1108/IJMCE - 12 - 2019 - 081

[38] Kutsyuruba, B., Godden, L., & Bosica, J. (2019). The impact of mentoring on the Canadian early - career teachers' well - being. *International Journal of Mentoring and Coaching in Education*, *8* (4), 285–309. https: //doi. org/10.1108/IJMCE - 02 - 2019 - 0035

[39] Kyena E. Cornelius, Michael S. Rosenberg & Karin N. Sandmel (2020) Examining the Impact of Professional Development and Coaching on Mentoring of Novice Special Educators, Action in Teacher Education, 42: 3, 253 - 270, DOI: 10.1080/01626620.2019.1638847

[40] Latham, G. P., & Saari, L. M. (1979). Application of social - learning theory to training supervisors through behavioral modeling. *Journal of Applied Psychology*, *64* (3), 239–246. https: //doi. org/10.1037/0021 - 9010.64.3.239

[41] Launer, J. (2010). Supervision, Mentoring, and Coaching. *Understanding Medical Education: Evidence, Theory, and Practice*. https: //doi. org/10.1002/9781444320282. ch8

[42] Lee, Y. J. (2011). A Case Study on the Effect of Teaching Innovation on Learning Effectiveness: Using a Moderator of" Integrating Information Technology into Teaching. " *The Journal of Human Resource and Adult Learning*, *7* (1), 1. http: //www.hraljournal. com/Page/5%20Yu - Je%20Lee. pdf

[43] Leech, D. (2018). Coaching and Mentoring : Avoiding Confusion, (April).

[44] Lefebvre, J. S., Bloom, G. A., & Duncan, L. R. (2021). A qualitative examination of the developmental networks of elite sport coaches. *Sport, Exercise, and Performance Psychology.* Advance online publication. https: //doi. org/10.1037/spy0000254

[45] Manit, A., & Chowwalit, C. (2016). Coaching and mentoring model based on teachers' professional development for enhancing their teaching competency in schools (Thailand) using videotape. *Educational Research and Reviews*, *11* (4), 134–140. https: //doi. org/10.5897/err2015.2357

[46] Mathipa, E., & Matlabe, S. (2007). MENTORING: A KEY TO THE PROFESSIONAL DEVELOPMENT OF THE. . .3 (September), 36–47. https: //files. eric. ed. gov/fulltext/EJ1177051. pdf

[47] Melton, J., Miller, M., & Brobst, J. (2019). Mentoring the Mentors: Hybridizing Professional Development to Support Cooperating Teachers' Mentoring Practice in Science. *Contemporary Issues in Technology and Teacher Education (CITE Journal), 19* (1), 23–44.

[48] Milner, T., & Bossers, A. (2004). Evaluation of the mentor - mentee relationship in an occupational therapy mentorship program. *Occupational Therapy International*, *11* (2), 96–111. https: //doi. org/10.1002/oti.200

[49] Morgan, M., & Rochford, S. (2017). Coaching and Mentoring for Frontline Practitioners, (March), 20. https: //doi. org/10.13140/RG.2.2.24982.29767

[50] Muega, M. A. G. (2016). Inclusive Education in the Philippines: Through the Eyes of Teachers, Administrators, and Parents of Children with Special Needs. *Social Science Diliman*, *12* (1).

[51] Nawzad, L., Rahim, D., & Said, K. (2018). The effectiveness of technology for improving the teaching of natural science subjects. *Indonesian Journal of Curriculum and Educational Technology Studies*, *6* (1), 15 - 21. https: //www.learntechlib. org/p/209289/

[52] (NIET), National Institute for Excellence in Teaching. (2017). Training New Teachers to Be Effective on Day One. *National Institute for Excellence in Teaching*. Retrieved from http: //search. ebscohost. com/login. aspx?direct=true&db=eric&AN=ED594686&site=ehost - live

[53] TRAINING NEW TEACHERS TO BE EFFECTIVE ON DAY ONE. https: //www.niet. org/assets/ResearchAndPolicyResources/6181d22d1a/niet - higher - ed - brief. pdf

[54] Obliopas, R., Afable, F., & Madeja, J. (2019). Talent Management: a Philippine State University Graduate School Experience. *Indian Journal of Science and Technology*, *12* (42), 1–4. https: //doi. org/10.17485/ijst/2019/v12i42/147908

[55] Oliver, K. and Townsend, L. (2013) Preparing Teachers for Technology Integration: Programs, Competencies, and Factors from the Literature. *National Teachers Education Journal, Vol.6 (3), 41 - 60.* Retrieved at https: //files. eric. ed. gov/fulltext/ED559715. pdf.

[56] An Examination of Leadership Development and Other. . . . https: //journalofleadershiped. org/jole_articles/an - examination - of - leadership - development - and - other - experiential - activities - on - student - resilience - and - leadership - efficacy/

[57] Onchwari, G., &Keengwe, J. (2008). The impact of a mentor - coaching model on teacher professional development. *Early Childhood Education Journal, 36* (1), 19–24. https: //doi. org/10.1007/s10643 - 007 - 0233 - 0

[58] Peltola, P., Haynes, E., Clymer, L., McMillan, A., & Williams, H. (2017). Opportunities for Teacher Professional Development in Oklahoma Rural and Nonrural Schools. REL 2017 - 273. *Regional Educational Laboratory Southwest*, (September), 1–16. Retrieved from http: //ies. ed. gov/%0Ancee/edlabs.

[59] Philippine Professional Standards for Teachers (DepEd. . . . https: //johnalcuin. wordpress. com/2018/04/28/philippine - professional - standards - for - teachers - deped - order - no - 42 - s - 2017/

[60] Philippine Professional Standards for Teachers (PPST. . . . https: //www.teacherph. com/philippine - professional - standards - for - teachers/ Philippine Professional Standards for Teachers (DepEd. . . . https: //johnalcuin. wordpress. com/2018/04/28/philippine - professional - standards - for - teachers - deped - order - no - 42 - s - 2017/

[61] Ponce, A. R. C. (2018). Supervised but Not Mentored: A Survey of Experiences of ESL Beginning Teachers in Secondary Schools in Central Mindanao. *TESOL International Journal*, *13* (4), 137 - 155. https: //eric. ed. gov/?id=EJ1244137

[62] Ray, B. (2017). Educational Leadership Coaching as Professional Development. *School Leadership Review*, *12* (1). Retrieved from https: //scholarworks. sfasu. edu/slr/vol12/iss1/5/

[63] Rekha, K. N., & Ganesh, M. P. (2012). Do mentors learn by mentoring others? *International Journal of Mentoring and Coaching in Education*, *1* (3), 205–217. https: //doi. org/10.1108/20466851211279466

[64] Republic Act 10173. Data Privacy Act of 2012.

[65] Rhodes, C., & Fletcher, S. (2013). Coaching and mentoring for self - efficacious leadership in schools. *International Journal of Mentoring and Coaching in Education*. Vol.2 No.1, pp.47 - 63. https: //doi. org/10.1108/20466851311323087

[66] Rock, M., Zigmond, M. G., and Gable, R. (2011) The Power of Coaching. *Coaching: The New Leadership Skill. Vol 69, 2, 42 - 48.* http: //www.ascd. org/publications/educational - leadership/oct11/vol69/num02/The - Power - of - Virtual - Coaching. aspx

[67] Rowley, J. B. (1999). The good mentor. *Educational leadership*, *56* (8), 20 - 22. https: //www.careertechpa. org/wp - content/uploads/2020/02/15 - Handout - 2. pdf

[68] Rosén, F. F. (2011). No words will deliver anything: coaching and mentoring as neoliberal governance strategy in the Afghan state administration. *Journal of Intervention and Statebuilding*, *5* (2), 151 - 173.

[69] Sakakibara, K. S., Ishikawa, H., & Kiuchi, T. (2013). [Reliability and validity of the Japanese version of the Mentoring Functions Questionnaire 9 - item version]. *Sangyō Eiseigaku Zasshi = Journal of Occupational Health*, *55* (4), 125–134. https: //doi. org/10.1539/sangyoeisei. b12015

[70] S. T., P. U., Srinovita, Y., & Si, S. (2015). The Effect of Coaching and Mentoring Programs to Improve Students Competencies: Case Study of Beastudi Etos Scholarship. *Universal Journal of Educational Research*, *3* (3), 163–169. https: //doi. org/10.13189/ujer.2015.030302

[71] Schulleri, P. (2020). Teacher Mentoring: Experiences from International Teacher Mentors in Kazakhstan. *Asian Journal of Education and Training*, *6* (2), 320–329. https: //doi. org/10.20448/journal.522.2020.62.320.329

[72] Serrat, O. (2017). Knowledge Solutions: Tools, Methods, and Approaches to Drive Organizational Performance. *Knowledge Solutions: Tools, Methods, and Approaches to Drive Organizational Performance*, 1–1140. https: //doi. org/10.1007/978 - 981 - 10 - 0983 - 9

[73] Sharma, U., Forlin, C., &Loreman, T. (2008). Impact of training on pre-service teachers' attitudes and concerns about inclusive education and sentiments about persons with disabilities. *Disability & Society*, *23* (7), 773 - 785. https: //doi. org/10.1080/09687590802469271

[74] Smith, A. T. (2005). Considering Literacy Coaching Responsibilities in Terms of Teacher Change. *Work*, 1–5.

[75] Strieker, T. S., Lim, W., Rosengrant, D., & Wright, M. (2020). Promising practices in coaching co - taught preservice clinical experiences. *Athens Journal of Education*, *7* (1), 9–30. https: //doi. org/10.30958/aje.7 - 1 - 1

[76] Stewart, V. (2011). Improving Teacher Quality Around the World: The International Summit of the Teaching Profession. *Asia Society Partners for Global Learning*, 36.

[77] Suchankova, E., H., & K. (2009). Mentoring in the Professional Development of Primary, *10* (1). https: //doi. org/10.7160/eriesj.2017.100102.

[78] Sutton, J. T., Burroughs, E. A., &Yopp, D. A. (2011). Coaching knowledge: Domains and definitions. *Journal of Mathematics Education Leadership*, *13* (2), 12 - 20. https: //www.montana. edu/emc/documents/NCSM. Coaching. Knowledge. Fall2011. pdf

[79] Thambekwayo, M. A. (2012). Investigating Mentoring As a Form of Social Learning for School, (March), 21. Retrieved from http: //scholar. sun. ac. za

[80] The Alberta Teachers' Association. (2004). The program handbook: Mentoring beginning teachers, 1–78.

[81] Tooth, J. A., Nielsen, S., & Armstrong, H. (2013). Coaching effectiveness survey instruments: Taking stock of measuring the immeasurable. *Coaching*, *6* (2), 137–151. https: //doi. org/10.1080/17521882.2013.802365

[82] Turner, T., Lucas, M., & Whitaker, C. (2018). Peer Supervision in Coaching and Mentoring. *Peer Supervision in Coaching and Mentoring*, (January 2011). https: //doi. org/10.4324/9781315162454

[83] Van, L., Mao, S., & Cnudde, V. (2018). Improving Pedagogical Content Knowledge on Rational Numbers of Cambodian Teacher Trainers. *Global Education Review*, *5* (3), 196–211.

[84] Van Driel, J. H. & Berry, A. (2012), Teacher Professional Development Focusing on Pedagogical Content Knowledge, Educational Researcher 41: 26–42.

[85] Vikaraman, S. S., Mansor, A. N., & Hamzah, M. I. M. (2017). Mentoring and coaching practices for beginner teachers—A need for mentor coaching skills training and principal's support. *Creative Education*, *8* (1), 156 - 169. https: //www.scirp. org/pdf/CE_2017012217455740. pdf

[86] What is Coaching? Skills You Need. Retrieved on December 6, 2020, at https: //www.skillsyouneed. com/learn/coaching. html

[87] What is Mentoring? *Centre for Higher Education Practice*. Retrieved on December 6, 2020, at https: //www.southampton. ac. uk/chep/mentoring/what - is - mentoring. page

[88] Williams, E., Scandura, T. A., & Castro, S. L. (2006). The Moderating Role of Self - Esteem and Job - Related Anxiety on the Emergence of Negative Mentoring and Performance and Career Progress Expectations, (August 2015).

[89] Yamauchi, F. & Parandekar, S. (2014), School Resource and Performance Inequality: Evidence from

the Philippines (Washington, DC: World Bank).

[90] Zugelder, B. (2019). Beyond New Teacher Mentoring: The Role of Instructional Coaching. *Kappa Delta Pi Record*, v55 n4 p181 - 183. https: //eric. ed. gov/?q=coaching+and+mentoring+teachers&id=EJ123 2117

[91] Zywicki, S. M. (2014). Review of Coaching and mentoring: developing teachers and leaders [Review of the book *Coaching and mentoring: Developing teachers and leaders,* by C. Forde & J. O'Brien, Eds.]. *Journal of College Student Retention: Research, Theory and Practice, 16* (1), 158–161.