Republic of the Philippines
Department of Education
REGION XII
DIVISION OF SULTAN KUDARAT

DEPARTMENT OF EDUCATION
DIVISION OF SULTAN KUDARAT
RECORDS SECTION
RELEASED
Release Number: 2026-715
Date: 16 NOV 2026 Time: 1:10 d

November 12, 2026

DIVISION MEMORANDUM
CID-IMS No. 116 2026

DISSEMINATION AND IMPLEMENTATION OF DM-OULS-2026-404 - GUIDELINES ON THE SCHOOL-BASED COACHING AND LEARNING ACTION CELL ACTIVITIES UNDER THE TEACHER EFFECTIVENESS AND COMPETENCIES ENHANCEMENT PROJECT (TEACEP)

To: Assistant Schools Division Superintendents
Chiefs of Functional Divisions
Concerned Division Personnel
Concerned PSDSs, School Heads and Master Teachers
This Division

1. Attached is the DepEd Memorandum DM-OULS-2026-404 titled Guidelines on the School-Based Coaching and Learning Action Cell Activities under the Teacher Effectiveness and Competencies Enhancement Project (TEACEP), issued in line with DM-OULS-2026-157 (Conduct of Enhancing Teacher Quality through Instructional Coaching and Mentoring for Literacy and Numeracy) to strengthen the capacity of Master Teachers and school leaders in providing instructional support in Literacy and Numeracy.

2. To operationalize the school-based application of the competencies developed under the said initiative, all concerned personnel are directed to implement the enclosed Guidelines on the Conduct of School-Based Coaching, Mentoring, and Learning Action Cell Activities under TEACEP, which establish instructional coaching and Learning Action Cell (LAC) activities as complementary yet distinct professional learning mechanisms for the continuous improvement of classroom practices and learner outcomes in Literacy and Numeracy.

3. School Heads and concerned Master Teachers shall anchor the school-based implementation of these mechanisms on the following policy issuances: DepEd Order No. 24, s. 2025: Establishes coaching, mentoring, and technical assistance as part of the functions through which Master Teachers guide fellow teachers toward improving their instructional competencies. DepEd Order No. 5, s. 2024: Recognizes the coaching and mentoring of colleagues as ancillary tasks; and DepEd Order No. 35, s. 2016: Institutionalizes the LAC as a school-based continuing professional development strategy and collaborative professional learning mechanism through which teachers address shared professional and teaching-learning needs.

4. All TEACEP participating schools are directed to ensure the proper implementation, documentation, monitoring, and validation of Coaching and LAC activities in full compliance with the enclosed Guidelines and the applicable TEACEP Performance-Based Conditions (PBCs).

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5. The Curriculum Implementation Division (CID) and the School Governance and Operations Division (SGOD), through the Education Program Supervisors, Public Schools District Supervisors, and the Human Resource Development (HRD) Section, shall provide continuous technical assistance and oversight to participating schools to ensure consistent implementation of the school-based professional learning mechanism and compliance with all prescribed requirements.

6. Any other information in the aforementioned DepEd Memoranda shall be followed.

7. For further details or clarifications, concerned personnel may coordinate with the following CID and SGOD division personnel:

a. Rodolfo B. Bermudo Jr via email address rodolfo.bermudojr@deped.gov.ph
b. Mary Grace B. Leysa via email address marygrace.leysa@deped.gov.ph. or
c. Rhea Angeline F. Soberano, SGOD-HRD Section via email address rheaangeline.soberan@deped.gov.ph or reach the NEAP-Professional Development Division directly at neap.pdd@deped.gov.ph

8. Immediate and wide dissemination of this Memorandum and its enclosure is desired.

ROBERTO J. MONTERO, CESO V
Schools Division Superintendent

\Encls.: As stated
References: As stated
Allotment: None
To be indicated in the Perpetual Index under the following subjects:

GUIDELINES IMPLEMENTATION LITERACY NUMERACY TEACEP

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Republika ng Pilipinas

Department of Education

OFFICE OF THE UNDERSECTRETARY FOR LEARNING SYSTEMS

MEMORANDUM
DM-OULS-2026-404

TO: : **RONELO AL K. FIRMO**
Regional Director, DepEd Region IX

ALBERTO T. ESCOBARTE
Regional Director, DepEd Region XII

ALL OTHERS CONCERNED

FROM : **JANIR T. DATUKAN**
Assistant Secretary
Officer-in-Charge
Office of the Undersecretary for Learning Systems

SEP 17 2026

SUBJECT : **GUIDELINES ON THE SCHOOL-BASED COACHING AND LEARNING ACTION CELL ACTIVITIES UNDER THE TEACHER EFFECTIVENESS AND COMPETENCIES ENHANCEMENT PROJECT (TEACEP)**

DATE : September 16, 2026

1. In line with the implementation of the Teacher Effectiveness and Competencies Enhancement Project (TEACEP), the Department issued **DM-OULS-2026-157** titled **Conduct of Enhancing Teacher Quality through Instructional Coaching and Mentoring for Literacy and Numeracy**, which provides for the conduct of activities intended to strengthen the capacity of Master Teachers and school leaders in providing instructional support to teachers, particularly in the areas of Literacy and Numeracy.

2. To operationalize the school-based application of the knowledge and competencies developed through the said initiative, the enclosed **Guidelines on the Conduct of School-Based Coaching and Learning Action Cell Activities under the Teacher Effectiveness and Competencies Enhancement Project (TEACEP)** are hereby issued to provide a coherent mechanism for the conduct of instructional coaching and Learning Action Cell (LAC) activities. The Guidelines recognize coaching and LAC as complementary, but distinct, professional learning mechanisms that shall support the continuous improvement of teachers' classroom practices and, ultimately, learner outcomes on Literacy and Numeracy.

3. In accordance with **DepEd Order No. 24, s. 2025**, coaching, mentoring, and technical assistance form part of the functions through which Master

Teachers guide teachers toward improving their competencies. **DepEd Order No. 5, s. 2024** likewise recognizes coaching and mentoring of colleagues as ancillary tasks. On the other hand, consistent with **DepEd Order No. 35, s. 2016**, LAC serves as a school-based continuing professional development strategy and a collaborative professional learning mechanism through which teachers address shared professional and teaching-learning needs.

4. All concerned Schools Division Offices and participating schools are directed to ensure the proper implementation, documentation, monitoring, and validation of the Coaching and LAC activities in accordance with the enclosed Guidelines and the applicable TEACEP Performance-Based Conditions (PBCs).

5. The Schools Division Offices shall provide the necessary technical assistance and oversight to participating schools to ensure consistent implementation of the school-based professional learning mechanism and compliance with the prescribed requirements.

6. For further details or clarifications, you may reach the NEAP- Professional Development Division via email at neap.pdd@deped.gov.ph.

7. Immediate and wide dissemination of this Memorandum and its enclosure is desired.

Enclosure:

GUIDELINES ON THE SCHOOL-BASED COACHING AND LEARNING ACTION CELL ACTIVITIES UNDER THE TEACHER EFFECTIVENESS AND COMPETENCIES ENHANCEMENT PROJECT (TEACEP)

I. Introduction

The Department of Education (DepEd), through the **Teacher Effectiveness and Competencies Enhancement Project (TEACEP)**, is implementing interventions to strengthen teacher effectiveness and improve learning outcomes, particularly in **Literacy and Numeracy**. This initiative is anchored on the Department's mandate to provide continuing professional development for teachers and school leaders, as provided under **Republic Act No. 11713, or the Excellence in Teacher Education Act**, and is operationalized through relevant DepEd policies, including **DepEd Order No. 35, s. 2016** on Learning Action Cells, **DepEd Order No. 5, s. 2024** on teachers' workload, **DepEd Order No. 24, s. 2025** on the roles and functions of Master Teachers, and **DepEd Order No. 009, s. 2026** on the three-term school calendar. In particular, **DM-OULS-2026-157, titled *Conduct of Enhancing Teacher Quality through Instructional Coaching and Mentoring for Literacy and Numeracy***, provides the immediate programmatic basis for strengthening the capacity of Master Teachers to provide instructional coaching and mentoring in support of improved Literacy and Numeracy instruction.

Consistent with these policies, the school-based professional learning mechanism shall integrate **Coaching and Learning Action Cell (LAC) sessions as complementary approaches**. Coaching shall provide targeted support intended to improve a teacher's practice, while LAC sessions shall provide collaborative professional learning to address shared professional and teaching-learning needs. The **School Head shall lead LAC and school-wide professional learning**, while the **Master Teacher shall serve as the instructional coach and lead individualized coaching**, with teachers applying agreed strategies and reflecting on evidence from their classroom practice. These mechanisms shall operate as a continuous professional learning cycle in which common instructional priorities identified through LAC inform coaching, while aggregated evidence and experiences from coaching inform succeeding LAC priorities.

II. Purpose

The systematic conduct of Coaching and LAC activities is essential to the achievement of the following **TEACEP Performance-Based Conditions (PBCs)**.

a. PBC 6 - **Conduct and participation of teachers in TEACEP-recognized LAC sessions** provide evidence that professional learning has been brought closer to the school and organized around shared instructional needs. The required

LAC sessions shall therefore not be treated merely as compliance activities but as opportunities for teachers to collectively examine evidence, strengthen their content and pedagogical knowledge, and develop practices responsive to Literacy and Numeracy needs.

b. **PBC 7 - Establishment of a pool of qualified Master Teacher Coaches and the conduct of sustained coaching activities** provide evidence that the capacity developed through TEACEP is being translated into actual instructional support at the school level. The coaching cycle, including the identification of teacher needs, establishment of coaching goals, provision of targeted support, application of strategies, reflection, documentation, and follow-through, provides the mechanism for demonstrating that Master Teachers are functioning as instructional coaches and that teachers are receiving continuing professional support.

Ultimately, the achievement of these PBCs should therefore be understood not only in terms of the **number of LAC sessions conducted, teachers participating, Master Teachers certified, or coaching sessions completed**, but also in terms of establishing a sustainable professional learning system. The ultimate significance of Coaching and LAC activities lies in their capacity to connect **professional learning with classroom practice**: LAC identifies common instructional priorities; Master Teachers provide differentiated coaching; teachers apply agreed strategies; evidence of implementation and learner response is examined; and the resulting insights inform the next cycle of professional learning.

III. Guiding Principles

The implementation of these Guidelines shall be guided by the following principles:

1. Coaching shall be targeted, developmental, and responsive to individual teacher needs.
2. LAC shall be collaborative and responsive to shared professional and teaching-learning needs.
3. Coaching and LAC shall complement each other as components of a single school-based professional learning system.
4. Individual coaching information shall be treated with appropriate confidentiality and shall not be unnecessarily disclosed in collective professional learning activities.
5. The School Head shall provide the enabling conditions for coaching and lead school-wide professional learning, while the Master Teacher shall provide targeted instructional coaching and technical assistance.
6. The conduct of coaching and LAC activities shall, as far as practicable, protect instructional time and be aligned with the teachers' workload and the applicable school calendar.
7. All activities conducted under these Guidelines shall support the objectives of TEACEP, particularly the strengthening of teacher practice and instructional quality in Literacy and Numeracy.

IV. Definition of Terms

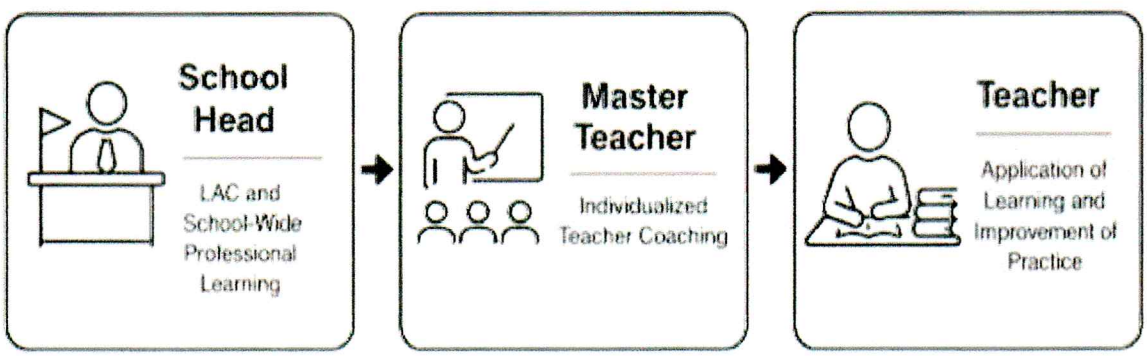
For purposes of these Guidelines, the following terms shall be understood as follows:

Coaching refers to targeted and developmental professional support intended to improve a teacher's practice. It involves the provision of guidance, feedback, technical assistance, modeling, reflective conversations, and other appropriate support based on the identified needs of the teacher.

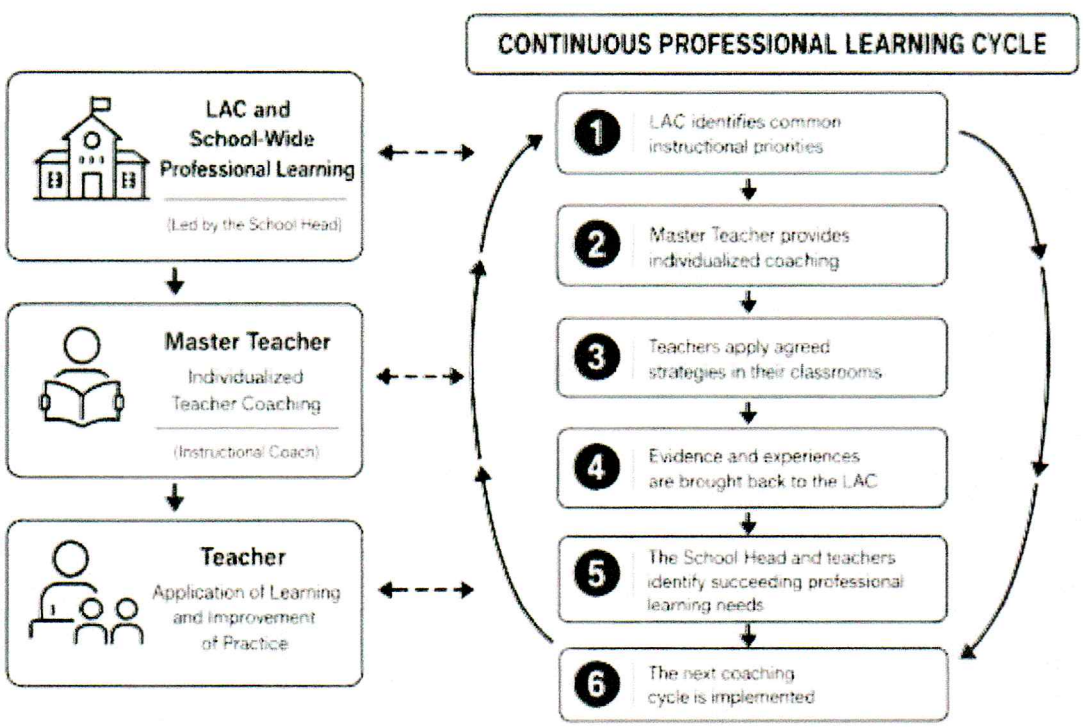
Learning Action Cell (LAC) refers to a collaborative professional learning activity intended to address shared professional and teaching-learning needs. Consistent with its purpose as a school-based continuing professional development strategy, the LAC shall function as a community of practice where teachers collectively examine concerns, share experiences, reflect on practice, and develop appropriate responses to common instructional challenges.

V. Procedures and Timelines

The school-based professional learning mechanism shall operate through the following structure:



The coaching and LAC mechanisms shall be connected through a continuous professional learning cycle:



LAC
7-up

Baseline – Coaching & Mentoring
4-6

The coaching and LAC sessions shall commence following the conduct of a needs assessment, primarily through classroom observation using the TEACEP GUIDE Tool within the following indicative schedule:

Timeline	Expected Outcome
September to October 2026	Baseline Data
November 2026 to February 2027	Targeted Observation Results (part/s and as the need arises only)
February 2027	Endline Data

Accordingly, there will be a two-layer professional learning mechanism in which the **Master Teacher leads individualized and targeted coaching, while the School Head leads collective professional learning through the LAC**. The two mechanisms shall operate as an integrated school-based professional learning cycle rather than as separate or unrelated activities.

Through this mechanism, common professional learning concerns shall be addressed collectively through the LAC, while individual teacher needs shall be addressed through targeted coaching.

The school shall implement coaching and LAC activities through an integrated and continuous cycle.

Phase 1 – School-Level Identification of Professional Learning Needs. The School Head, together with teachers, shall identify common instructional priorities through LAC or other appropriate professional learning activities. The identification of needs may be informed by:

a. TEACEP GUIDE Tool results;
b. learner assessment data;
c. classroom evidence;
d. learner outputs;
e. teacher concerns; and
f. school improvement and other relevant instructional priorities.

Expected Output: LAC Plan

Phase 2 – Individual Coaching Goal Setting. Based on the identified school-wide or common instructional priorities, the Master Teacher shall work with individual teachers to determine specific and appropriate coaching goals. While teachers may share a common professional learning priority, individual coaching goals may vary according to each teacher's identified needs, context, and level of practice.

Expected Output: Coaching Plan

Phase 3 – Coaching and Classroom Application. The Master Teacher shall provide targeted professional support using appropriate coaching approaches, which may include:

a. coaching conversations;
b. collaborative planning and updating of lessons;
c. demonstration teaching or modeling;
d. co-teaching;
e. classroom-based observation and evidence gathering;
f. reflective conversations;
g. video-based reflection, when feasible and appropriate; and
h. action planning.

The specific approach shall be determined by the identified coaching need and shall not be limited to a single method.

Expected Output: Performance Mentoring and Coaching Form (PMCF), together with other relevant coaching evidence

Phase 4 – LAC Sharing and Collective Reflection. The School Head shall facilitate or oversee a LAC session in which teachers collectively reflect on relevant professional learning experiences and classroom implementation. The LAC Package developed by Bayan Academy shall be utilized in the sessions.

The Master Teacher may serve as a technical resource person during the LAC session. Individual coaching conversations or confidential teacher-specific information shall not be disclosed during collective LAC discussions.

Expected Output: LAC Accomplishment Report

Phase 5 – Review and Next Coaching Cycle. The School Head and Master Teacher shall review the aggregated learning needs and emerging trends from the LAC and coaching processes.

The School Head shall use the information to identify succeeding collective professional learning priorities, while the Master Teacher shall use relevant information to adjust or establish succeeding individual coaching priorities.

The cycle shall then continue based on emerging teacher and learner needs.

LAC activities shall be conducted in a manner that supports continuous professional learning while protecting teachers' instructional responsibilities. Consistent with the policy on the rationalization of teachers' workload, LAC sessions should, as far as practicable, be scheduled within the teachers' allotted time for teaching-related and ancillary tasks and shall not unnecessarily extend the regular workday.

For purposes of TEACEP implementation and the verification of PBC 6 on the participation of at least thirty percent (30%) of teachers in LAC sessions, schools shall complete eight (8) TEACEP-recognized LAC sessions within the following indicative schedule:

Timeline	Expected Outcome
October 2026	At least 3 LAC Sessions Completed
November 2026	
December 2026	At least 3 LAC Sessions Completed
January 2027	

February 2027	At least 2 LAC Sessions Completed

The exact date and time of each session shall be determined by the School Head based on the approved school program, provided that the sessions do not unnecessarily disrupt instructional time. A regular LAC session may be conducted for approximately one and a half (1.5) to two (2) hours, preferably within the period allotted for teaching-related or ancillary tasks.

Additional or more intensive professional learning activities may also be scheduled during the End-of-Term Blocks, subject to the applicable school calendar and other DepEd issuances.

For a LAC session to be recognized for TEACEP purposes, the following requirements shall be observed:

1. the session shall utilize the LAC Package developed by Bayan Academy; and
2. each LAC group shall consist of not less than seven (7) and not more than fifteen (15) members.

Schools shall ensure that the required number of teachers participating in the LAC is properly documented for TEACEP verification purposes.
For LAC, appropriate documentation may include:

- LAC Plan;
- session design or applicable LAC Package;
- attendance and participation records;
- documentation of key professional learning outputs; and
- LAC Accomplishment Report.

Schools with LAC Plans that were already approved prior to the implementation of TEACEP shall continue to implement their planned LAC sessions. TEACEP-related LAC sessions shall be conducted as additional sessions or may be integrated into the existing LAC Plans, particularly when the planned topics are aligned with the LAC Packages developed by Bayan Academy.

Coaching shall be conducted as a continuous and shorter-cycle professional support mechanism rather than as a one-time or purely group-based activity. Master Teachers are encouraged to schedule coaching interactions on a weekly or biweekly basis, depending on the needs of their teacher-coachees and the school's operational context within the following indicative schedule:

Timeline	Expected Activities
October 2026	At least 2 coaching sessions completed per teacher
November 2026	At least 3 coaching sessions completed per teacher
December 2026	At least 3 coaching sessions completed per teacher
January 2027	At least 2 coaching sessions completed per teacher

A coaching interaction may generally range from thirty (30) to sixty (60) minutes, depending on the purpose and nature of the coaching activity. Group coaching is allowed under the project, provided that each session is conducted for a minimum

of one (1) hour. Longer activities, such as demonstration teaching, co-teaching, collaborative planning, or classroom-based evidence gathering, may be scheduled as appropriate within the Master Teacher's work program.

Consistent with the applicable workload policies, the School Head shall ensure that the work program of the Master Teacher provides reasonable time for the performance of coaching, mentoring, and technical assistance functions.

Coaching activities shall not be treated as additional work that is simply imposed beyond the Master Teacher's allowable teaching and ancillary workload. Rather, the School Head shall intentionally integrate coaching responsibilities into the Master Teacher's schedule and work program. Guided by the Coaching Toolkit developed by Bayan Academy, the following coaching mechanisms may be employed by Master Teachers, as appropriate to the identified needs of their teacher-coachees:

a. **Instructional Coaching**. A coach works with a teacher to improve a specific aspect of teaching practice through goal-setting, observation, feedback, and follow-through.

   Best for: improving pedagogy, assessment, classroom management, literacy/numeracy instruction.

b. **Peer Coaching**. Two or more teachers work collaboratively as professional partners. They observe each other, discuss teaching practices, and provide non-evaluative feedback.

   Best for: building a culture of collaboration and shared professional learning.

c. **Collaborative Lesson Study**. Teachers collaboratively plan a lesson, identify what they want learners to achieve, implement the lesson, examine learner responses, and revise the lesson.

   Best for: improving lesson design and learner engagement.

d. **Mentoring and Guided Practice**. A more experienced teacher supports a beginning or less-experienced teacher through modeling, demonstration, guided practice, and gradual release of responsibility.

   Example: A Master Teacher demonstrates an effective reading strategy, then co-teaches it with the teacher before the teacher independently applies it.

e. **Reflective Coaching**. The coach uses questions rather than immediately giving solutions. The teacher examines their own practice, identifies strengths and areas for improvement, and develops their own action steps.

   Useful questions include:
   - What were you hoping learners would achieve?
   - What evidence tells you that they achieved it?
   - Which part of the lesson worked particularly well?
   - What would you change if you taught the lesson again?

f. **Cognitive Coaching**. The coach helps the teacher think through instructional decisions and develop professional autonomy rather than simply prescribing what to do. The emphasis is on thinking, decision-making, and problem-solving.

g. **Demonstration and Modeling**. The coach demonstrates a particular teaching strategy in an authentic classroom setting. This can be followed by reflection and discussion.

h. **Video-Based Coaching**. A lesson is recorded, with the teacher's consent, and reviewed together with the coach. The discussion focuses on observable evidence rather than judgment.

i. **Data-Informed Coaching**. Coaching conversations are anchored on evidence such as learner work, assessment results, attendance, participation, or other classroom data.

Note: Coaching may only be recognized by TEACEP if it includes one (1) to six (6) coachees only in one session. Having seven (7) or more members in a session will be counted as LAC conduct.

For purposes of the verification of PBC 7 on the certification of sixty percent (60%) of Master Teachers as Coaches, Master Teachers shall be assessed based on the following minimum criteria:

a. completion of the required training on coaching;
b. assignment of at least four (4) teacher-coachees;
c. conduct of at least ten (10) documented coaching sessions on or before March 2027; and
d. submission of a validated coaching portfolio. The coaching portfolio shall include, at a minimum:

- Coaching Plan;
- TEACEP GUIDE Tool Observation Notes; and
- Performance Mentoring and Coaching Form (PMCF); and
- other appropriate evidence of the coaching process and teacher progress.

The coaching portfolio shall be validated by the School Head and subsequently subjected to the appropriate Division-level review for purposes of determining the qualifications and certification of Master Teachers as Coaches under TEACEP.

In summary, the comparison table below distinguishes Coaching and LAC sessions from each other while emphasizing that they function as **complementary layers of one school-based professional learning cycle**.

Dimension	Coaching	LAC Session
Purpose	Provides **targeted professional support** to improve a teacher's practice	Provides **collective professional learning** to address shared professional and teaching-learning needs.

Group Size	may be individualized; may involve one to six teachers	7-15 members
Classroom Application	Directly supports the teacher in applying agreed strategies in classroom practice	Provides a collective space for teachers to discuss and reflect on classroom application and learner response
Role of School Head	Provides time, resources, coordination, and oversight; does not need to personally coach every teacher	Leads or oversees the planning, organization, facilitation, and monitoring of LAC activities
Role of Master Teacher	Leads the coaching process and provides technical and instructional support	May serve as a **technical resource person**, particularly when the LAC discussion requires instructional expertise
Indicative Duration	Generally, **30–60 minutes per coaching interaction**; longer activities may be scheduled when necessary	Approximately **1.5–2 hours** per regular session.
Expected Output	**Coaching Plan** and **Performance Mentoring and Coaching Form (PMCF)**, with other relevant coaching evidence	**LAC Plan** and **LAC Accomplishment Report**, with required participation/ attendance and learning evidence
TEACEP Requirement	Master Teacher: required training; at least **4 teacher-coaches**; at least **10 documented coaching sessions** by January 2027; and validated coaching portfolio	**8 TEACEP-recognized LAC sessions** by February, with required teacher participation documented

VI. Roles and Responsibilities

Central Office

The Central Office shall provide overall policy direction, standards, and technical guidance for the implementation of Coaching and LAC activities under TEACEP. It shall:

1. issue guidelines, frameworks, and tools to ensure coherence and quality across regions and divisions;
2. monitor the implementation progress and provide consolidated reports;
3. allocate resources and capacity-building opportunities to support regional and division offices; and
4. ensure alignment of TEACEP activities with DepEd's broader professional development and curriculum priorities.

Regional Office

The Regional Office shall oversee and support division-level implementation, ensuring fidelity to national standards while addressing regional contexts. It shall:

- provide technical assistance and mentoring to division offices;

- monitor compliance and progress of divisions in meeting TEACEP PBCs;
- consolidate division reports and submit regional implementation updates to the Central Office; and
- facilitate regional training, and professional learning activities.

Division Office

The Division Office shall serve as the immediate support system for schools, ensuring that TEACEP activities are implemented effectively in schools. It shall:

- provide technical assistance to schools in planning and implementing LAC and coaching activities;
- monitor school-level compliance and progress toward TEACEP PBCs;
- consolidate school reports and submit division-level updates to the Regional Office; and
- organize division-wide professional learning activities to strengthen Literacy and Numeracy practices.

School Head

The School Head shall serve as the **Professional Learning Leader**, primarily responsible for planning, managing, and implementing school-based professional learning through the LAC. The School Head shall:

- **identify priorities** using TEACEP GUIDE Tool results, learner assessment data, classroom evidence, learner outputs, teacher concerns, and other relevant school data;
- **develop and implement the LAC Plan** to address common instructional needs and professional learning priorities;
- **organize and facilitate LAC sessions** or designate appropriate facilitators, ensuring alignment with TEACEP priorities, particularly Literacy and Numeracy;
- **provide support** by allocating time, resources, and logistical arrangements necessary for effective coaching and LAC activities;
- **coordinate Master Teacher coaching** with the school's professional learning priorities to ensure targeted instructional support;
- **create a conducive environment** for professional dialogue, collaboration, reflection, and continuous improvement;
- **monitor and review coaching implementation** through aggregated, non-evaluative information to inform school-wide planning;
- **determine succeeding priorities** based on emerging teacher and learner needs, ensuring responsiveness and continuity; and
- **ensure sustainability** by embedding coaching and LAC activities into the school's professional learning system rather than treating them as compliance requirements.

The School Head is not required to personally coach every teacher. Rather, the School Head shall establish the conditions, structures, and support necessary for effective coaching and shall utilize the LAC as the school's mechanism for collective professional learning.

Master Teacher

The Master Teacher shall serve as the **Instructional Coach**, primarily responsible for providing targeted, classroom-based professional support to teachers. The Master Teacher shall:

- **identify instructional needs** through the TEACEP GUIDE Tool, classroom evidence, and teacher consultations;
- **assist in professional goal-setting** to help teachers define clear learning and coaching objectives;
- **provide technical assistance** on lesson planning, pedagogy, assessment, and classroom practices, with emphasis on Literacy and Numeracy;
- **model effective practices** through demonstration teaching or collaborative approaches such as co-teaching, guided practice, or joint planning;
- **facilitate reflective dialogue** by engaging teachers in developmental conversations and providing feedback based on agreed evidence;
- **support action planning** and guide teachers in implementing strategies to improve classroom practice;
- **monitor progress** across coaching cycles to ensure continuity and responsiveness;
- **document coaching activities** through Coaching Plans, TEACEP GUIDE Tool Observation Notes, and Performance Mentoring and Coaching Forms (PMCF);
- **report aggregated trends** to the School Head to inform planning of succeeding LAC sessions;

The coaching role of the Master Teacher shall be **developmental rather than evaluative**. Coaching evidence is intended to support growth and shall not automatically be used for performance ratings. Individual coaching information must be handled with professional discretion.

Teacher

The Teacher shall remain the **primary owner of the professional improvement process**. The Teacher shall:

- **identify areas for improvement** based on classroom practice and learner outcomes;
- **set professional goals** in collaboration with the Master Teacher;
- **engage in coaching activities** by actively participating in agreed strategies and support sessions;
- **apply strategies in the classroom** and demonstrate implementation of agreed practices;
- **provide evidence of progress** through learner outputs, classroom data, or reflective documentation;
- **participate in reflective dialogue** to analyze results and make adjustments based on feedback;
- **join LAC sessions** as part of collective professional learning; and
- **share effective practices**, experiences, and lessons learned with colleagues to strengthen collaborative growth.

VII. Monitoring and Evaluation

Monitoring and evaluation of Coaching and LAC activities shall be carried out across all governance levels. The **Central Office** shall provide national standards, tools, and consolidated reporting mechanisms. The **Regional Office** shall ensure fidelity of division implementation and submit regional progress updates. The **Schools Division Office** shall monitor school-level documentation, provide technical assistance, and consolidate reports for submission to the region.

At the school level, the **School Head** shall oversee proper documentation and ensure accurate uploading of evidence of practice in the M&E platform managed by Bayan Academy. Documentation shall primarily support professional learning, implementation monitoring, and TEACEP verification, with schools reminded to avoid unnecessary or duplicative requirements.

A separate issuance will be released to provide detailed procedures for verification and impact evaluation.