Teacher Induction Program (TIP)

Guide for Mentors
and Newly Hired Teachers

DepED
DEPARTMENT OF EDUCATION

NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES
Department of Education

in collaboration with

TEACHER EDUCATION COUNCIL
TEC
1994
CHED•DepED•PRC•NCCA•TESDA

Philippine National
Research Center for Teacher Quality

Australian Aid

une
University of
New England

SiMERR

TEACHER
INDUCTION
PROGRAM

Guide for Mentors and Newly Hired Teachers

Table of Contents

Dear Mentor and Newly Hired Teacher,

WELCOME to the Teacher Induction Program! We hope that this will be a meaningful learning experience for both of you. The TIP aims to guide newly hired teachers on their first year of teaching. Mentors play an important role in developing quality DepEd teachers, and the TIP also serves as opportunity for mentor-teachers to enhance their mentoring skills.

This guide will walk you through the following:

1. Introduction to the TIP
2. Completion Timeline
3. Course Requirements
4. Developing a TIP Plan
5. Accomplishing the TIP Coursebooks

Contents of this guide include:

1. Checklist of Tasks/Activities
2. TIP Plan Template
3. Monitoring and Evaluation Templates
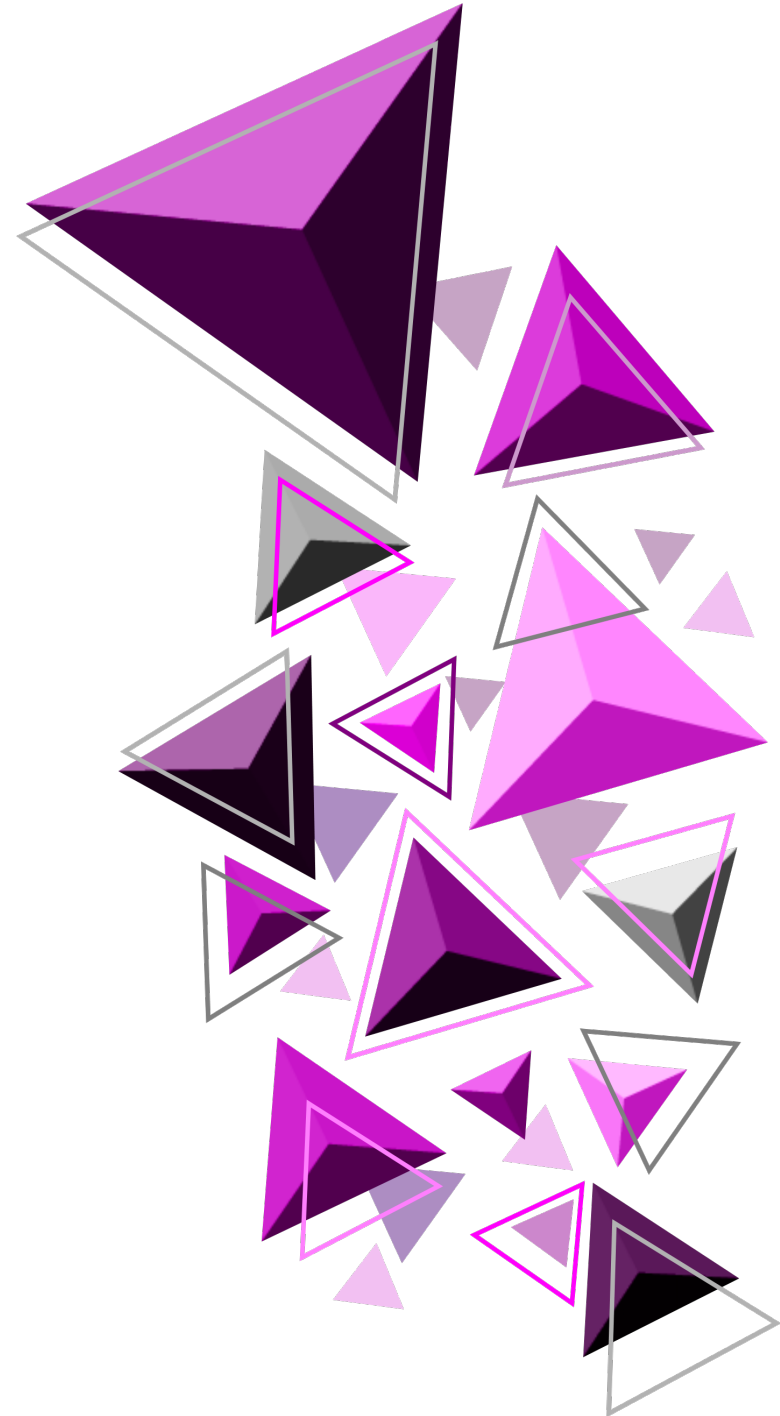
The Teacher Induction Program

Introduction

The **Teacher Induction Program (TIP)** is institutionalized to provide a systematic and comprehensive support system for the newly hired teachers in **order to seamlessly immerse them in the teaching profession in the public school system.**

At the end of the TIP, new teachers are expected to:

- demonstrate knowledge and understanding of the Department of Education—its vision, mission, goals, and strategic directions; systems and processes; school policies and procedures—and teacher rights and responsibilities;
- articulate and apply knowledge, skills, attitude, and values (KSAVs) required of teachers as specified in the Philippine Professional Standards for Teachers (PPST) and DepEd Core Values; and
- improve practice towards career advancement based on set professional development goals.

The program is for **all newly hired teachers in DepEd**. The profile of these new teachers is as follows:

- Fresh graduates from teacher education institutions (TEIs)
- Education graduates without teaching experience
- Non-education graduates and/or professionals
- Non-education graduates who took the Certification in Teaching Program (CTP)
- Teachers from private schools

- Other cases (such as those who have worked for DepEd offices and are now shifting to teaching, teachers who have applied for a leave of absence but would like to return to teaching, etc.)

Framework

The TIP framework (see Figure 1) comprises three components:
- The '**Curriculum'** inducts teachers into DepEd, builds their KSAVs, and supports career advancement.
- The **'Delivery'** provides teachers with a multi-modal delivery platform that supports the curriculum.
- The **'Ecosystem'** enables harmonized and dynamic cooperation within linkages and resources.

Figure 1 Teacher Induction Program (TIP) Framework
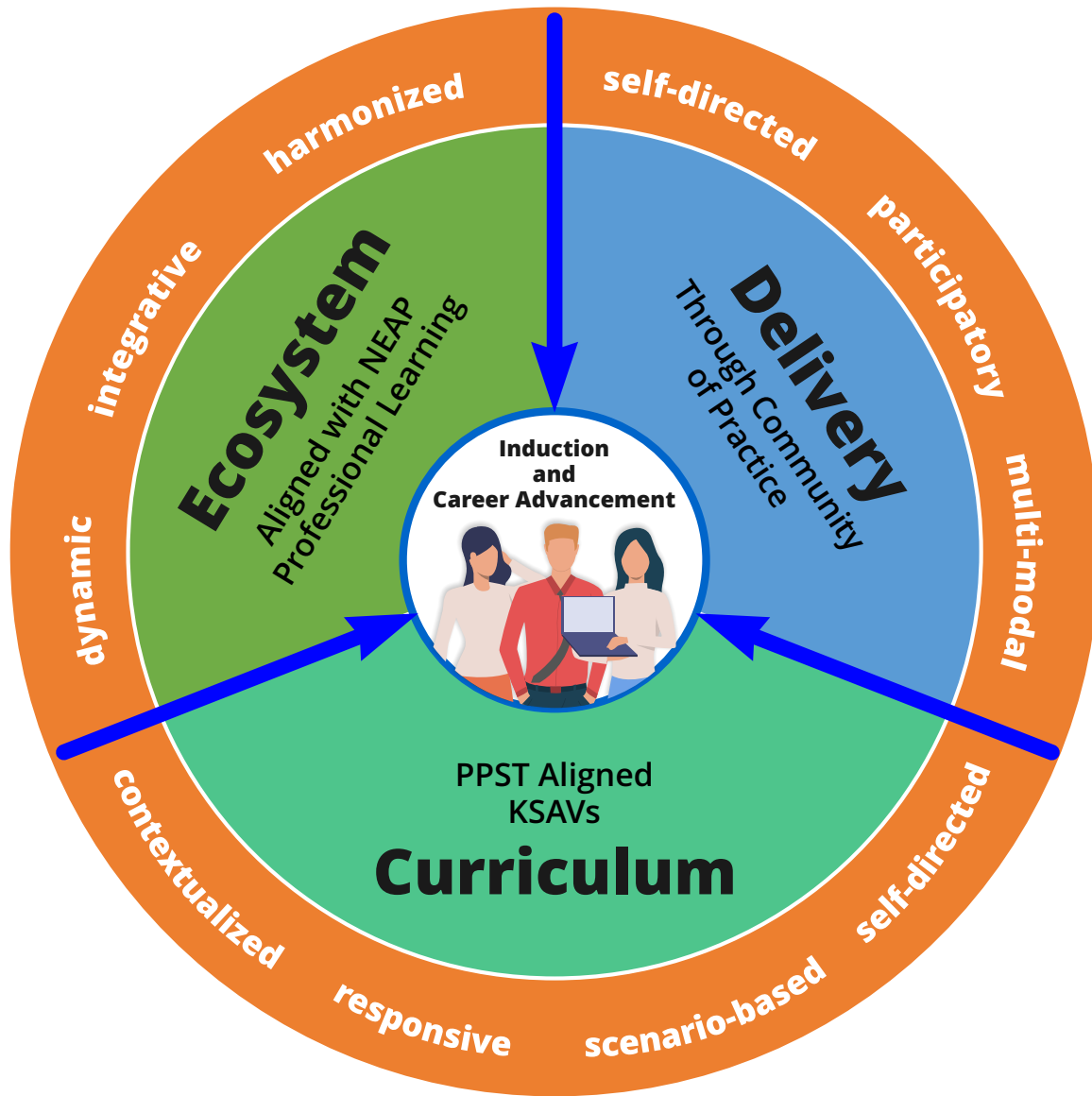
Induction Program for Newly Hired Teachers
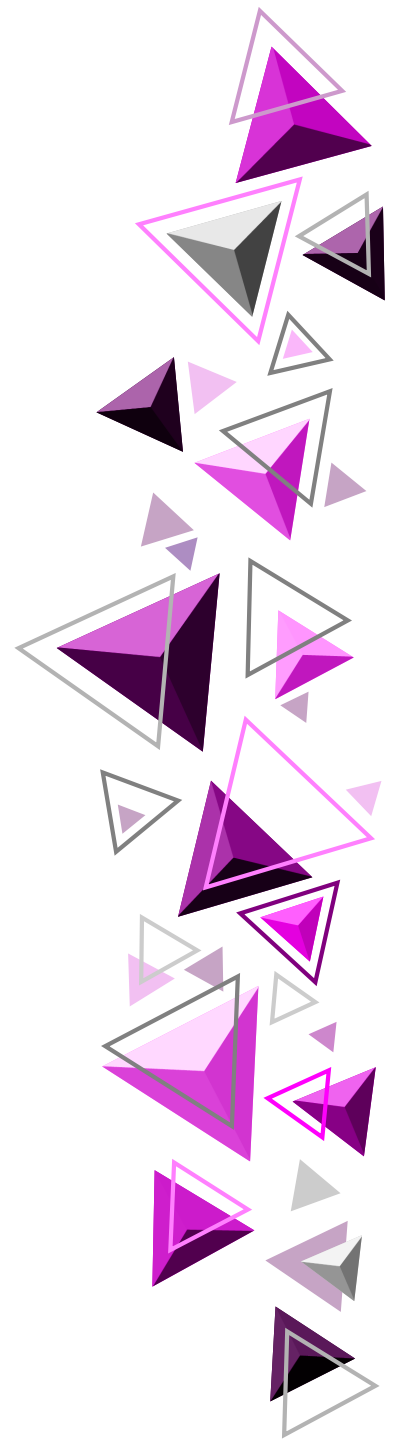
The TIP components are elaborated below:
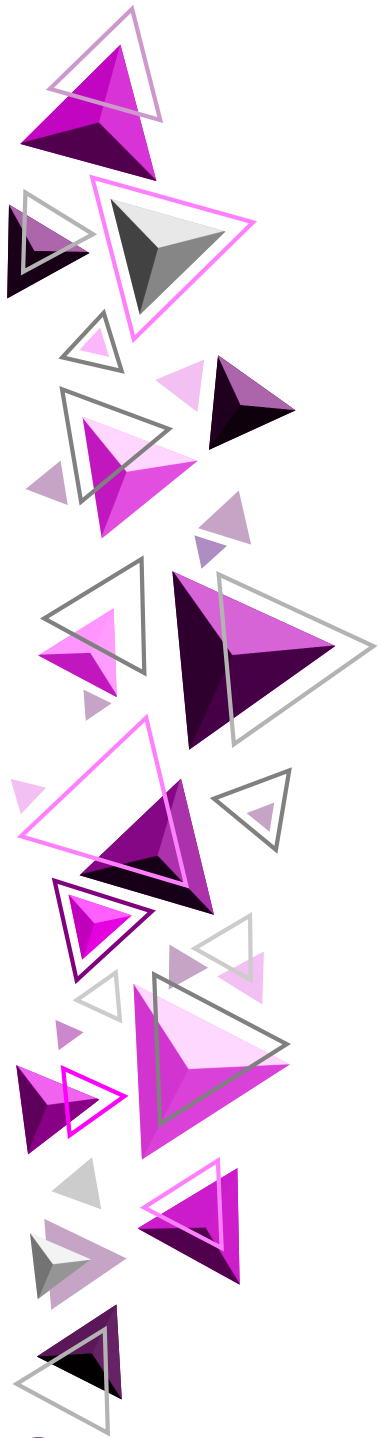
1. The **curriculum** supports induction and career advancement of teachers through PPST-aligned courses that:
   - Promote contextualized and responsive understanding of the PPST
   - Support the principles of inclusive education and self-directed learning
   - Utilize scenario-based approach towards a more meaningful completion of the TIP courses

2. The **delivery** helps teachers towards building a community of practice via self-directed, participatory, and multiple modalities. Among the learning platforms are:
   - Learning Action Cells (LAC)
   - Job-embedded Learning (JEL)
   - Online and print-based learning
   - Coaching and mentoring
   - Teacher conferences

3. The **ecosystem** facilitates an integrative and harmonized professional learning ecosystem for the induction of newly hired teachers.
   - Strengthened linkages and harmonized resources
   - Dynamic professional learning

Curriculum Approach and Course Offering

The TIP makes use of the scenario-based approach which:
1. Promotes contextualized understanding of the PPST
2. Supports the principles of adult learning
3. Facilitates problem-based learning
4. Facilitates practical classroom application

The TIP has **6 courses** which support all newly hired teachers to become more familiar with:
1. Relevant laws; DepEd's vision, mission, and core values; organizational structure
2. DepEd calendar, administrative guidelines, processes, routines, lesson planning, classroom management, and standardized forms
3. Expected teacher practice based on the PPST and PPST-aligned systems and tools
4. Implementation of the K to 12 curriculum
5. Professional engagement with the wider education community
6. Practices towards teacher well-being, guidelines, processes, and required levels of practice for career progression

These courses will be available in both print and online versions (through a Learning Management System and/ or mobile application possibly in the next school year implementation) to provide a range of learning opportunities that will match the available resources.

Program Outline

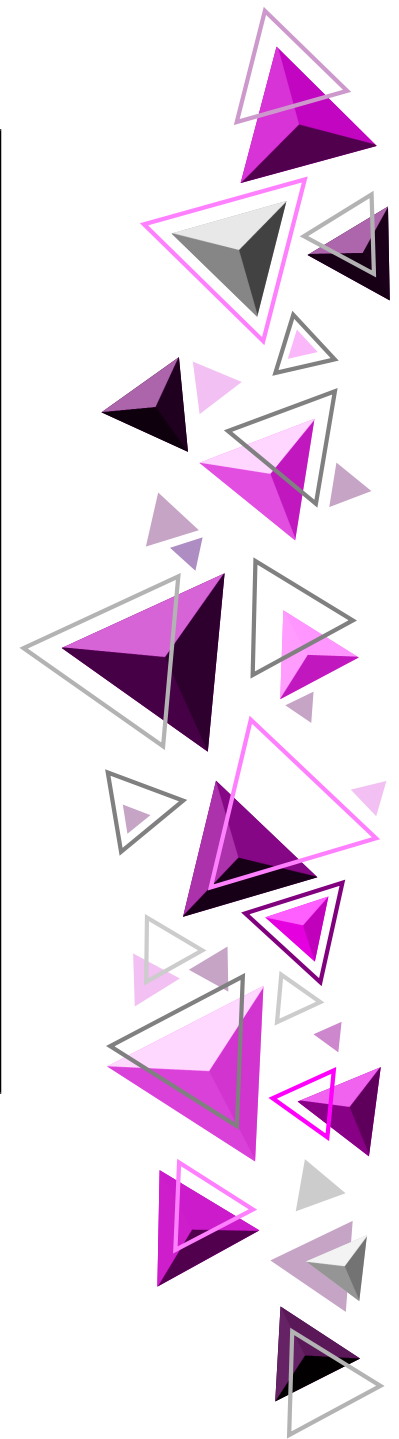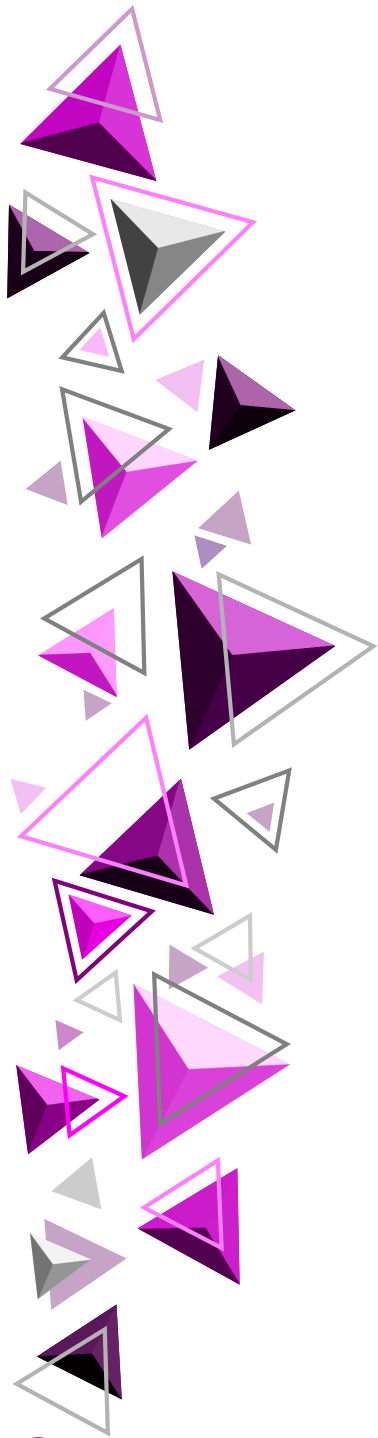| Time Allotment	Courses	Intended Course Learning Outcomes
8 hrs over a period of 2 months	***Course 1: Becoming a DepEd Teacher*** This course helps teachers review and align their personal philosophy of teaching with the DepEd's vision, mission, core values, and strategic directions. This course gives teachers a glimpse of what a teacher's school year is like. It helps them be more accustomed to the daily life of a DepEd teacher. It introduces inductees to the guidelines, processes, and standardized forms to help them easily adjust to their new work environment. Tips on lesson planning and classroom management which, based on research, are common concerns/challenges of inductees, shall be covered. ***Key topics:*** *DepEd calendar, administrative guidelines, processes, routines, lesson planning, classroom management, and standardized forms*	**Through this course, inductees should be able to:** 1. adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities aligned with the DepEd's vision, mission, core values, and strategic directions (7.2.2) 2. establish safe and secure learning environments through the implementation of DepEd and school policies, guidelines, and procedures on the preparation, start, and daily management of classes (2.1.2) 3. plan and manage administrative, teaching, and learning processes through efficient lesson planning and accomplishment of school forms, and compliance with DepEd's policy and guidelines on lesson preparation (4.1.2) 4. manage learner behavior constructively by applying positive and non-violent discipline (2.6.2) **Required Portfolio Output: _____**
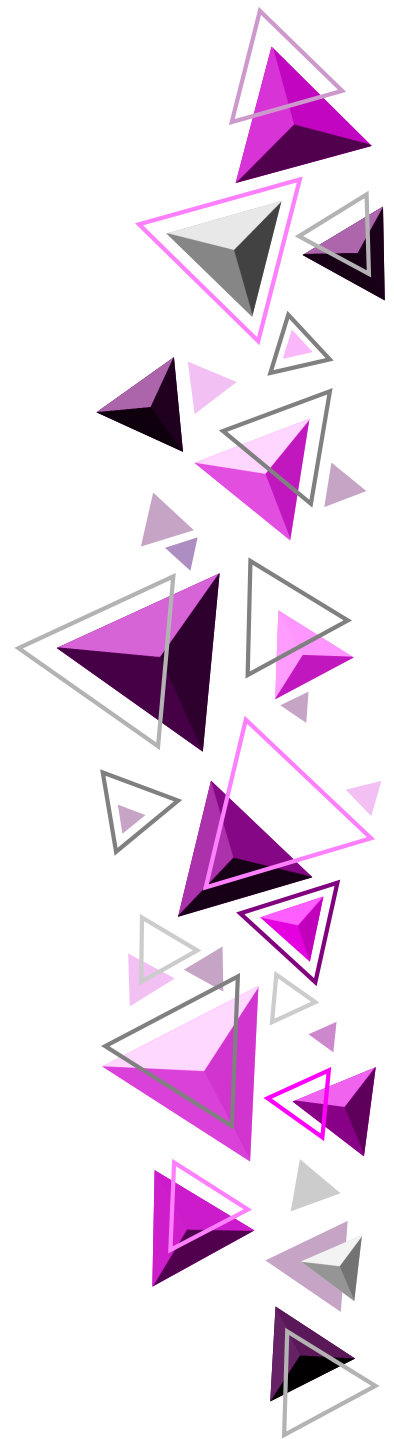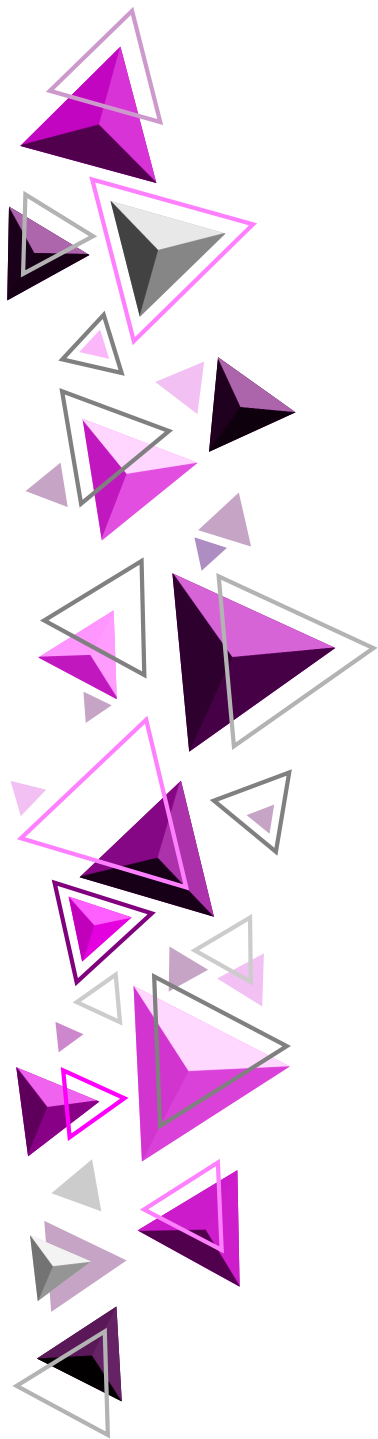
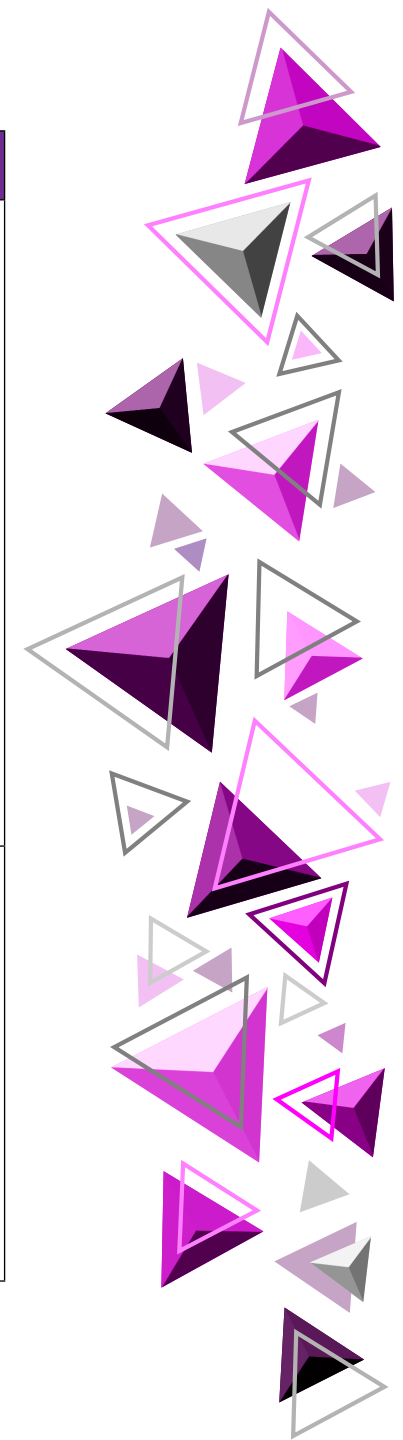| 1 hr	**Module 1 – Becoming a DepEd Teacher** Session 1 – DepEd's Mandate Session 2 – Vision, Mission, and Core Values Session 3 – Strategic Directions Session 4 – The Philippine Professional Standards for Teachers	*Module Outcomes*	*Mapping to ICLOs and PPST*
		Through this module, inductees should be able to: 1. demonstrate understanding of the DepEd's mandate and strategic directions and 2. adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity aligned with the DepEd's vision, mission, and core values (7.2.2).	ICLO 1 7.2.2 Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity.
2.5 hrs	**Module 2 – Gearing up for the School Year** Session 1: The DepEd School Calendar Session 2: The School Support System Session 3: Pre-opening of Classes Preparation Session 4: Opening of Classes Session 5: Handling Advisory Classes	Through this module, inductees should be able to: 1. establish safe and secure learning environments at the opening and first weeks of classes through the implementation of DepEd and school policies, guidelines, and procedures	ICLO 2

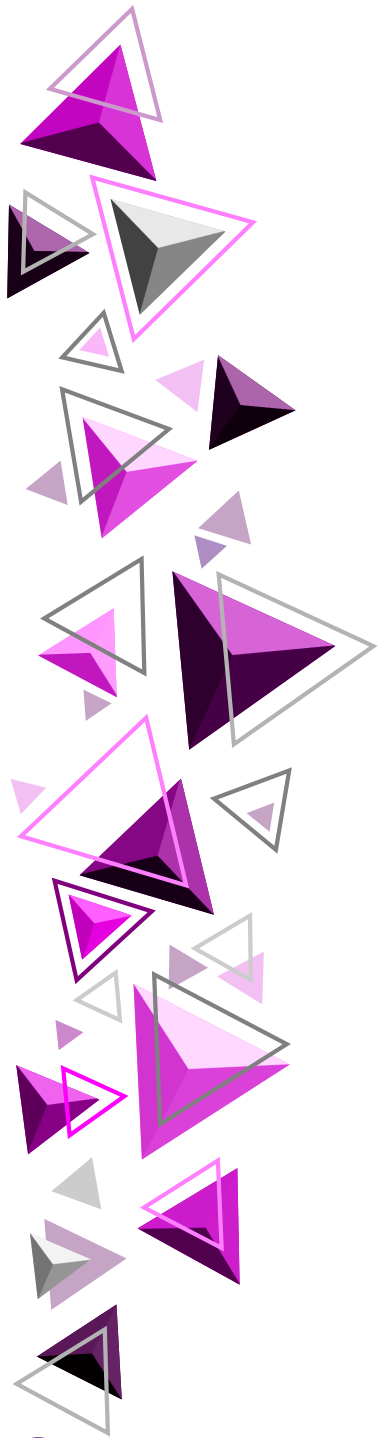| 3hrs	**Module 3 – Starting off as a DepEd Teacher** Session 1: Positive Discipline in Physical and Virtual Learning Environment Session 2: Positive Teacher-Student Relations	Through this module, inductees should be able to: 1. manage learner behavior constructively by applying positive and non-violent discipline to maintain trust and fairness in the classroom (2.6.2); 2. identify basic concepts related to classroom management and positive discipline in physical and virtual learning environment; 3. determine actions in building good relationships with the learners; and 4. apply positive and non-violent discipline to ensure learning-focused environments (2.6.2).	ICLO 1,2,3,4 7.2.2 Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity. 6.3.2 Review regular personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers. 2.1.2 Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures.

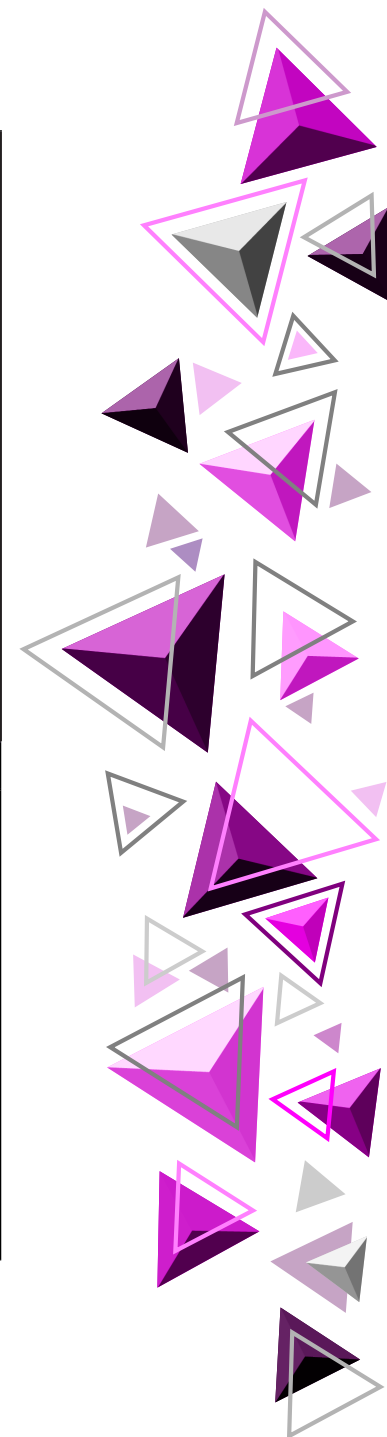| Time Allotment	Courses	Intended Course Learning Outcomes
5hrs over a period of 2 months	***Course 2: Professional Responsibilities*** This course capacitates teachers on how to plan and develop lessons aligned with the K to 12 curriculum. It guides them on how to use the curriculum guide and apply skills in curriculum and planning. This course includes discussions on exemplars and on the preparation of lesson plans that explicitly show evidence of quality practice as means of verification (MOV) in the RPMS **Key topic: *K to 12 curriculum***	**Through this course, inductees should be able to:** 1. comply with the policy guidelines in the implementation of the K to 12 curriculum 2. plan, manage, and implement developmentally sequenced teaching and learning process aligned with the K to 12 curriculum and DepEd performance management system (4.1.2) 3. set achievable and appropriate learning outcomes that are aligned with learning competencies as specified in the K to 12 curriculum guide/s (4.2.2) 4. select, develop, organize and use appropriate teaching and learning resources to address learning goals (4.5.2) **Required Portfolio Output: _____**

1.5 hours	Module 1 – Understanding the K to 12 Curriculum	Module Outcomes	Mapping to ICLOs and PPST
	Session 1: Legal Bases Session 2: Salient Features of the K to 12 Program Session 3: The Conceptual Framework of the K to 12 Basic Education Curriculum	Through this module, inductees should be able to: 1. understand the legal bases of the K to 12 curriculum; 2. comply with the policy guidelines in the implementation of the K to 12 curriculum through a deeper understanding of its mandate, salient features, and conceptual framework; and examine different conceptual frameworks within the K to 12 curriculum to have a full understanding of the principles of each subject area.	
1.5 hrs	Module 2 – Navigating the K to 12 Curriculum Guides Session 1: Curriculum Guides and Lesson Planning Session 2: Using the Curriculum Guide in Preparing Daily Lesson Logs/Daily Lesson Plans	Through this module, inductees should be able to: 1. plan developmentally sequenced teaching and learning process using the K to 12 curriculum guides (4.1.2); and 2. set learning outcomes that are aligned with learning competencies in the K to 12 curriculum guides (4.2.2).	ICLO 2 4.1.2 Plan, manage, and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.

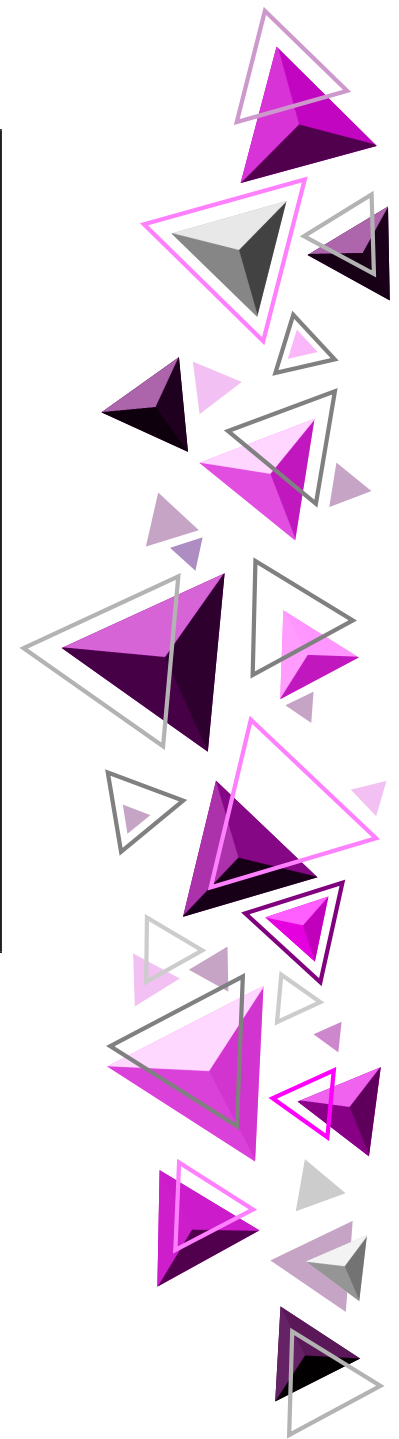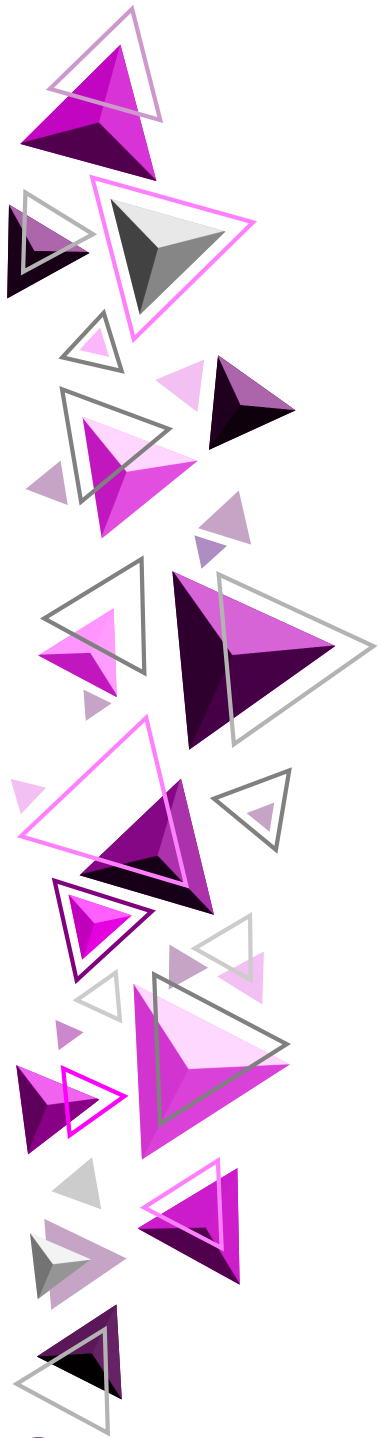|			
1 hr	**Module 3 – Lesson Planning** Session 1: Curriculum and Instruction Alignment Session 2: Nature and Purpose of Lesson Planning Session 3: Parts of the Lesson Plan	Through this module, inductees should be able to: 1. plan developmentally sequenced teaching and learning process using the K to 12 curriculum guides (4.1.2); and 2. set learning outcomes that are aligned with learning competencies in the K to 12 curriculum guides (4.2.2).	ICLO 2 4.1.2 Plan, manage, and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.
1 hr	**Module 4 – Implementing Learning Plans and Enriching Teaching Practice** Session 1: Class Disruptions Session 2: Curriculum Requirements and Needs of Learners Session 3: Selecting, Developing, Organizing, and Using Appropriate Learning Resources Session 4: The Daily Lesson Log	Through this module, inductees should be able to: 1. select, develop, organize, and use appropriate teaching and learning resources to address learning goals responsive to the needs of learners (4.5.2).	ICLO 4, 5 and 6 4.5.2 Select, develop, organize, and use appropriate teaching and learning resources, including ICT, to address learning goals.

The Teacher Induction Program

6hrs over a period of 1 month	**Course 3: The Philippine Professional Standards for Teachers and its Aligned Systems and Tools** This course helps inductees to become familiar with the PPST as the new framework towards teacher quality. It enables them to understand the expectations from teachers and how DepEd's systems and tools are aligned with the standards in order to help teachers seamlessly align their practices with the PPST. **Key Topics:** *expected teacher practice based on the PPST and PPST-aligned systems and tools*	**Through this course, inductees should be able to:** 1. set professional development goals based on the Philippine Professional Standards for Teachers by having a clear understanding of the standards and its aligned systems and tools (7.5.2) 2. develop a deeper understanding of the expectations from teachers as described in the PPST 3. use PPST-aligned tools in developing their teaching practices as defined by the PPST Required Portfolio Output: _____

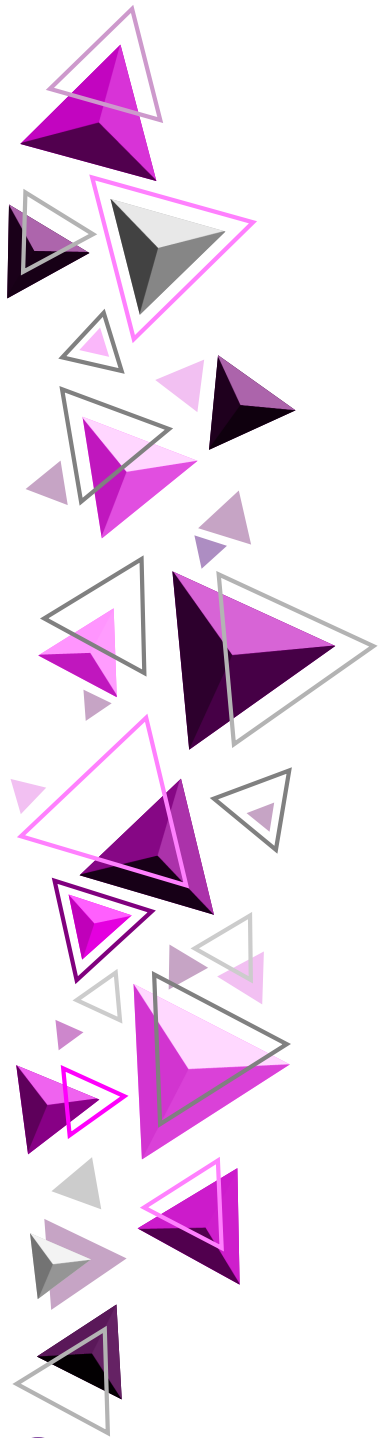|		Module Outcomes	Mapping to ICLOs and PPST
2hrs	**Module 1 – Achieving Teacher Quality through PPST** Session 1 – The PPST Career Stages Session 2: The PPST Domains, Strands, and Indicators	Through this module, inductees should be able to: 1. identify and navigate through the salient features of the PPST (Domains, Strands, Indicators, and Career Stages); and 2. develop a deeper understanding of expectations of teachers as described in the PPST.	ICLO 2

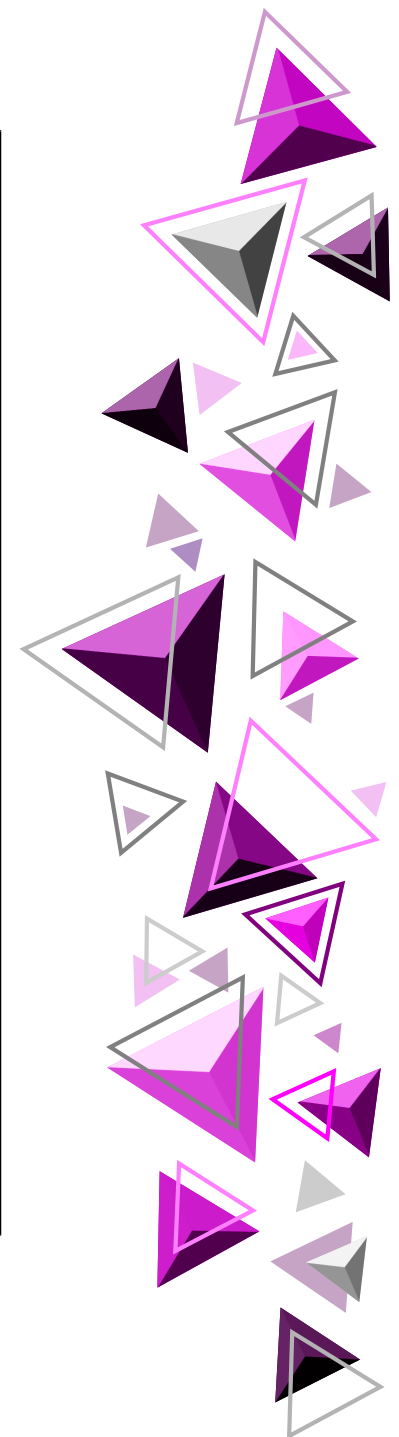| 2hr	**Module 2 – Embedding the PPST in HR Systems** Session 1: The PPST and the DepEd's Human Resource Systems Session 2: The PPST, RSP, and the Merit Selection Plan (MSP) of DepEd Session 3: The Strategic Alignment of the RPMS with the PPST Session 4: Role of RPMS-PPST in Teachers' Learning and Development Session 5: The Rewards and Recognition (R&R) in the Context of RPMS-PPST	Through this module, inductees should be able to: 1. set professional goals that are aligned with the PPST; 2. develop one's own personal professional improvement plan that will support one's career goals (7.5.2); and 3. share own reflections with peers on desirable personal and professional practices that are geared towards higher level practice/ indicators.	ICLO 1 and 2 7.5.2 Set professional development goals based on the Philippine Professional Standards for Teachers.
2hrs	**Module 3 – The Results-based Performance Management System (RPMS)** Session 1: The Results-based Performance Management System (RPMS) of DepEd Session 2: The PPST-aligned RPMS Session 3: The RPMS Cycle Session 4: The PPST-based RPMS Tools and Processes Session 5: Lesson Plans as Quality Evidence for RPMS	Through this module, inductees should be able to: 1. explore and become familiar with the RPMS cycle, and PPST-based RPMS tools and processes; 2. use PPST-aligned tools in developing one's teaching practices as defined by the standards; 3. use PPST-aligned tools to monitor one's own progress towards achieving their professional development goals; and 4. develop lesson plans as quality evidence for RPMS.	ICLO 3

The Teacher Induction Program

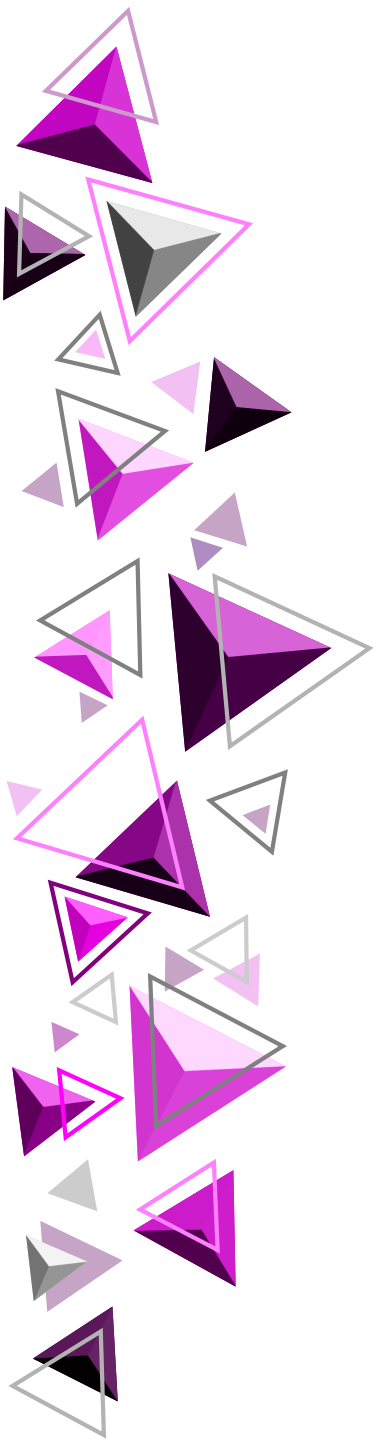| 4hrs over a period of 3 months | Course 4: Responding to Community Contexts

This course guides teachers towards building relationships with the wider school community in order to facilitate their involvement in the educative process. It helps teachers better understand the school community's context for them to better contextualize their teaching and learning practices.

Key topic: *the wider school community, contextualization, localization* | **Through this course, inductees should be able to:**

1. build relationships with parents/guardians and the wider school community to engage them in the educative process (6.2.2)
2. maintain learning environments that are responsive to learners' needs based on the wider school community contexts (6.1.2)
3. comply with and implement school policies and procedures to foster harmonious relationships with learners, parents, and other stakeholders (6.4.2)
4. plan and deliver teaching strategies that are responsive to the needs of learners as influenced by the community context and when under difficult circumstances (3.4.2)
5. adapt and use culturally appropriate teaching strategies to address the needs of learners from specific community contexts, including learners from indigenous groups (3.5.2)

Required Portfolio Output: _____ |

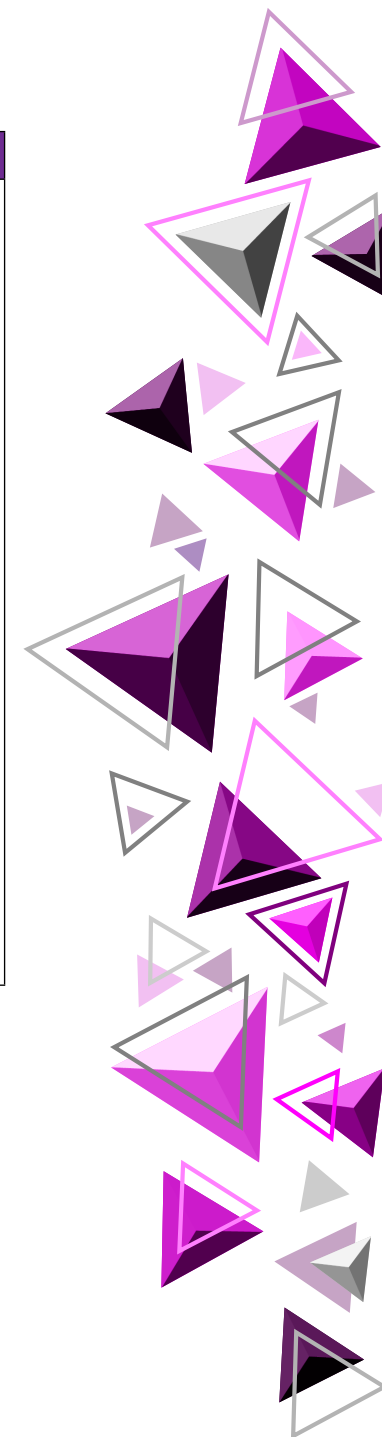| 1hr	Module 1 – Teaching with the Context in Mind	Module Outcomes	Mapping to ICLOs and PPST
	Session 1: Legal Anchors of Contextualization Session 2: Teaching Contextually Session 3: The REACT Strategy	Through this module, inductees should be able to: 1. establish relationships with parents/guardians and the wider school community to make them partners in student learning and as resource in the teaching-learning process (6.2.2); 2. maintain learning environments that are responsive to learners' needs by engaging parents and the wider school community in the educative process; and 3. comply with and implement school policies and procedures to foster harmonious relationships with learners, parents, and other stakeholders (6.4.2).	ICLO 1 and 2 6.2.2 Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process. 6.1.2 Maintain learning environments that are responsive to community contexts. 6.4.2 Comply with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.

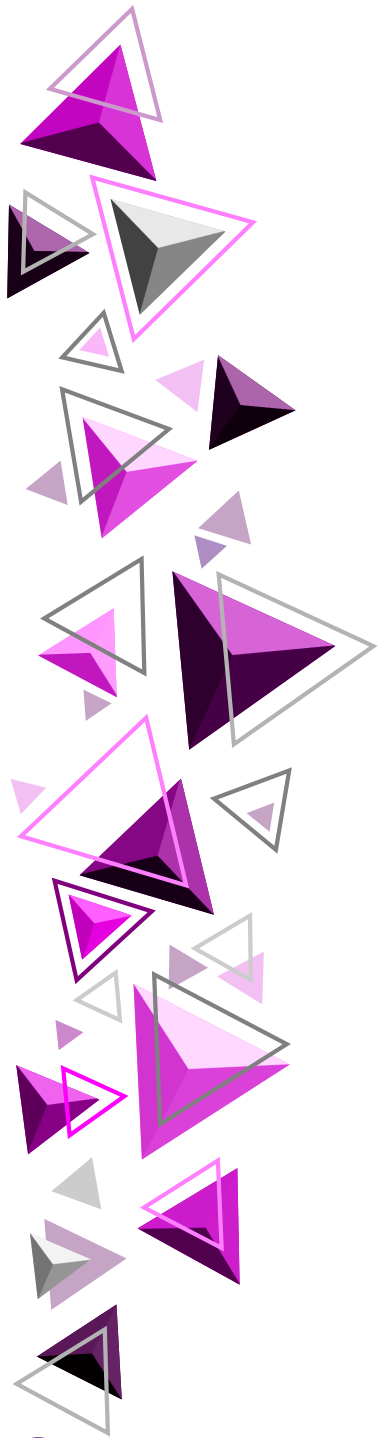| 2hrs	Module 2 – Building Relationships with the Wider School Community	Through this module, inductees should be able to:	ICLO 3 and 4
	Session 1: Community as a Resource in the Teaching-Learning Process Session 2: The School and Community Relationships Session 3: Strengthening and Sustaining Good Relationships with the Parents/Guardians and the Wider Community	1. plan and deliver contextualized/localized/indigenized teaching strategies that are responsive to the needs of learners as influenced by the community context and when under difficult circumstances, including geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices (3.4.2); and 2. adapt and use culturally appropriate teaching strategies to address the needs of learners from specific community contexts, including learners from indigenous groups, through contextualization, localization, and/or indigenization (3.5.2).	3.4.2 Plan and deliver teaching strategies that are responsive to the special educational needs of learners under difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices. 3.5.2 Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.

| 4hrs over a period of 1 month | Course 5: The DepEd Teacher

This course introduces newly hired teachers to the Department of Education and its organizational structures, including the specific roles of the different bureaus, offices, and units. It also presents relevant laws and administrative processes surrounding teachers' roles, responsibilities, and rights. Lastly, this course orients teachers on the salaries, incentives, and other benefits of DepEd teachers. | Through this course, inductees should be able to:

1. adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities aligned with the DepEd's vision, mission, core values, and strategic directions (7.2.2)
2. demonstrate understanding of how the different offices and bureaus work to support DepEd in accomplishing its vision and mission
3. review personal teaching practice using relevant laws and regulations that apply to the teaching profession (6.3.2)
4. demonstrate understanding of the details of teachers' salaries, incentives, and other benefits

Required Portfolio Output: _____ |
|---|---|---|

2hrs	Module 1 – DepEd Organizational Structure and Processes	Module Outcomes	Mapping to ICLOs and PPST
		Through this module, inductees should be able to:	ICLO 2
	Session 1: Philippine Public Basic Education System	1. discuss the history and background of the public education system to understand the organizational development of DepEd;	
	Session 2: The DepEd Central Office		
	Session 3: DepEd Regional and Schools Division Offices	2. address concerns and respond to scenarios in the field using knowledge of the existing laws and regulations on DepEd organizational structure and processes; and	
	Session 4: The School Structure		
	Session 5: Common/Standardized School Forms	3. respond to real-life scenarios that require the application of the knowledge on organizational structures of the Department and the school.	
	Session 6: Preparation and Checking of School Forms		

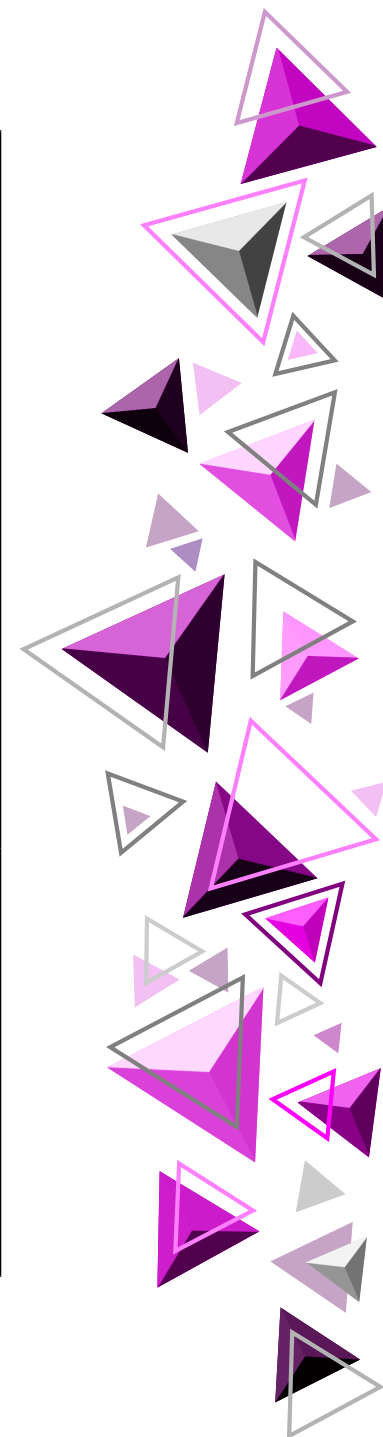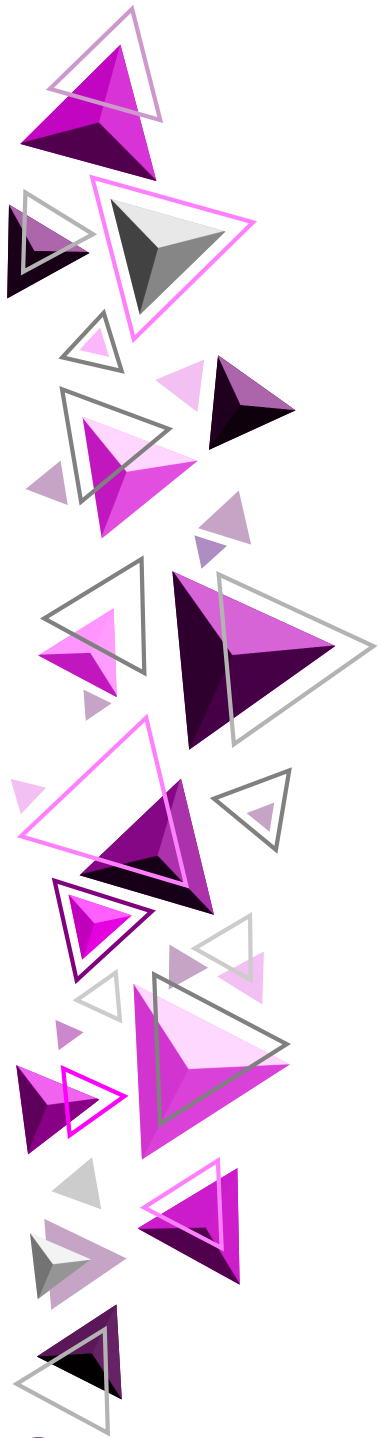| 2hrs | **Module 2 – Relevant Laws for Teachers**

Session 1: Magna Carta for Public School Teachers

Session 2: Code of Ethics for Professional Teachers in the Philippines | Through this module, inductees should be able to:

1. cite specific provisions in the laws that are applicable to specific scenarios in the field;
0. identify practices that uphold the dignity of teaching as a profession;
0. develop scenarios that promote fairness, respect, and care; and
0. appropriately respond to scenarios in the field dealing with education stakeholders. | ICLO 1,2,3,4

7.2.2 Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity.

6.3.2 Review regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers.

2.1.2 Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures. |

5hrs over a period of 2 months	**Course 6: Teachers' Professional and Personal Development** This course emphasizes the value of teachers' professional and personal development. It presents the department's provisions that help teachers realize the importance of participating in professional networks to share and enhance knowledge and practices. It discusses opportunities for inductees to establish professional links and ways for them to maintain their well-being. **Key topics:** *practices towards teacher well-being, guidelines, processes, and required levels of practice for career progression*	**Through this course, inductees should be able to:** 1. be familiar, and eventually comply with the guidelines on continuing professional development, career progression, and promotion 2. participate in professional networks to share knowledge and to enhance practice towards continuing professional development (7.3.2) 3. adopt practices that uphold the dignity of teaching as a profession through professional and personal development (7.2.2) **Required Portfolio Output:** _____

1hr	Module 1 – Salaries, Wages, and Benefits of Teachers	*Module Outcomes*	*Mapping to ICLOs and PPST*
		Through this module, inductees should be able to:	
	Session 1: Salary, and Incentives of Teachers	1. familiarize themselves with the existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers (6.3.1) and	ICLO 1
	Session 3: Leave of Absence of Teachers		
	Session 4: Other Benefits	2. regularly review personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers (6.3.2).	

1hr	**Module 2 – Continuing Professional Development** Session 1: Republic Act 10912: Continuing Professional Development (CPD) Act of 2016 Session 2: Resolution No. 11, s. 2017: Operational Guidelines in the Implementation of RA 10912 for Professional Teachers	Through this module, inductees should be able to: 1. be familiar, and eventually comply with the guidelines on continuing professional development, career progression, and promotion; 2. participate in professional networks to share knowledge and to enhance practice towards continuing professional development (7.3.2); and 3. adopt practices that uphold the dignity of teaching as a profession through professional and personal development (7.2.2).	ICLO 1 and 2 7.3.2 Participate in professional networks to share knowledge and to enhance practice. 7.2.2 Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity.
2hrs	**Module 3 – Policies on Promotion and Opportunities for Progression** Session 1: DepEd Order No. 66, s. 2007: Revised Guidelines on the Appointment and Promotion of other Teaching, Related Teaching and Non-teaching Positions Session 2: Scholarships 0. Session 3: Professional Associations for Teachers	Through this module, inductees should be able to: 1. adopt practices that uphold the dignity of teaching as a profession by prioritizing one's well-being and personal development.	ICLO 3 7.2.2 Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity.

1hr	Module 4 – Personal Development and Well-being Session 1: Health and Wellness • Physical Health • Psychological Health • Mental Health • Social Health Session 2: Financial Literacy • Financial Practices and Habits • Budgeting and Financial Success	Through this module, inductees should be able to: 1. adopt practices that uphold the dignity of teaching as a profession by prioritizing one's well-being and personal development.	ICLO 1

Learning Resource Packages (LRPs)

The Learning Resource Packages shall include materials specific for the implementers, mentors, and inductees. These will guide them towards the implementation and monitoring of the program.

The LRPs include:

a. **Coursebooks** for the inductees (available in print and *soon* via online platform with a combination of different modalities such as job-embedded learning (JEL), Learning Action Cells (LAC), one-on-one coaching and mentoring, online learning and sharing with co-inductees, and self-paced study)

b. **Tools and forms** for the monitoring and evaluation of the inductees' progress and mentors' inputs and report

c. Other resources such as explainer videos, videos of practice, etc.

d. **Implementing Guidelines** which includes LAC guide and orientation guide for implementers

e. **Orientation materials** for training implementers, mentors, facilitators, and inductees which include slide presentations and guide to the use of LRPs

The TIP Coursebooks

The TIP has six coursebooks, one for each course:
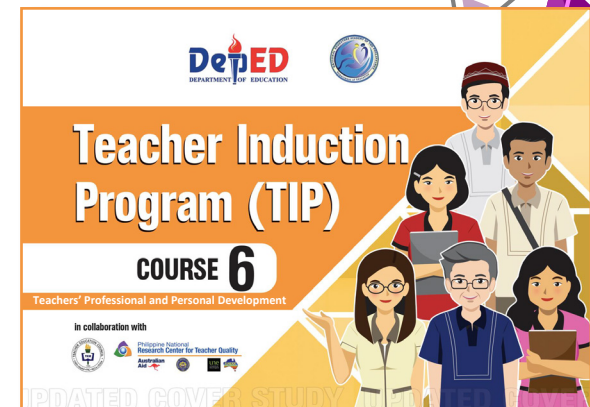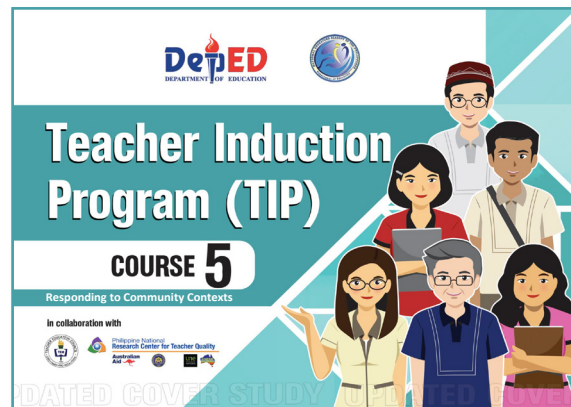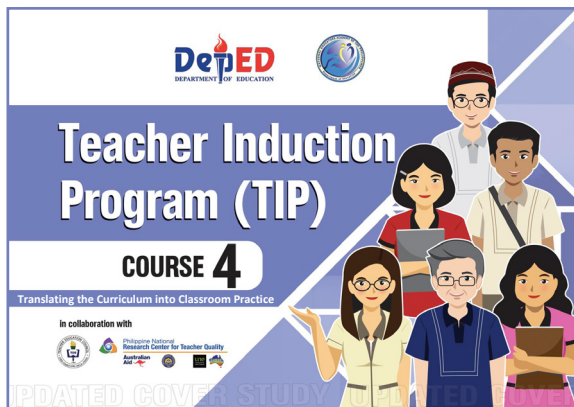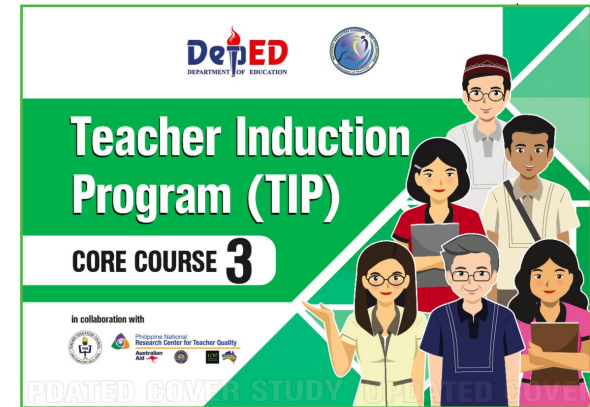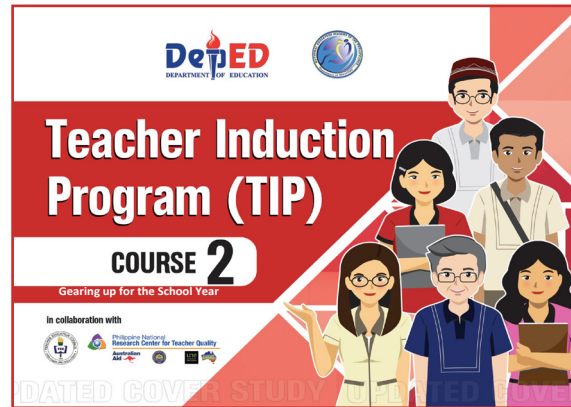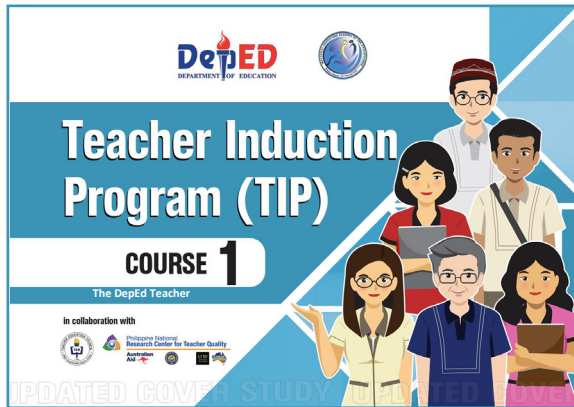
Parts of the TIP Coursebook

Each coursebook has an overview which contains the following:

Introduction – a summary of the topics to be covered in the course

Intended Course Learning Outcomes (ICLOs) – knowledge, skills, attitude, and values (KSAVs) to be developed by newly hired teachers as they go through the course. Some ICLOs are mapped to the proficient teacher indicators of the Philippine Professional Standards for Teachers (PPST). These are indicated using the indicator numbers (example: 7.1.2, 5.1.2, etc.). ICLOs not mapped to the PPST respond to the general objectives of the induction program.

Course Outline – list of modules in the coursebook

Estimated Time Required – approximate time it will take to accomplish the course

Glossary – definition of terms

References – list of documents and readings used in the development of the coursebook

Each module is divided into sessions and has the following parts:

Intended Module Learning Outcomes (IMLOs) – knowledge, skills, attitude, and values (KSAVs) to be developed by newly hired teachers as they go through the module. Some IMLOs are mapped to the proficient teacher indicators of the Philippine Professional Standards for Teachers (PPST). These are indicated using the indicator numbers (example: 7.1.2, 5.1.2, etc.). IMLOs not mapped to the PPST respond to the general objectives of the induction program.

Module Outline – list of sessions in the module

Estimated Time Required – approximate time it will take to accomplish the module

Required Resources – document that the newly hired teachers will need to accomplish the module

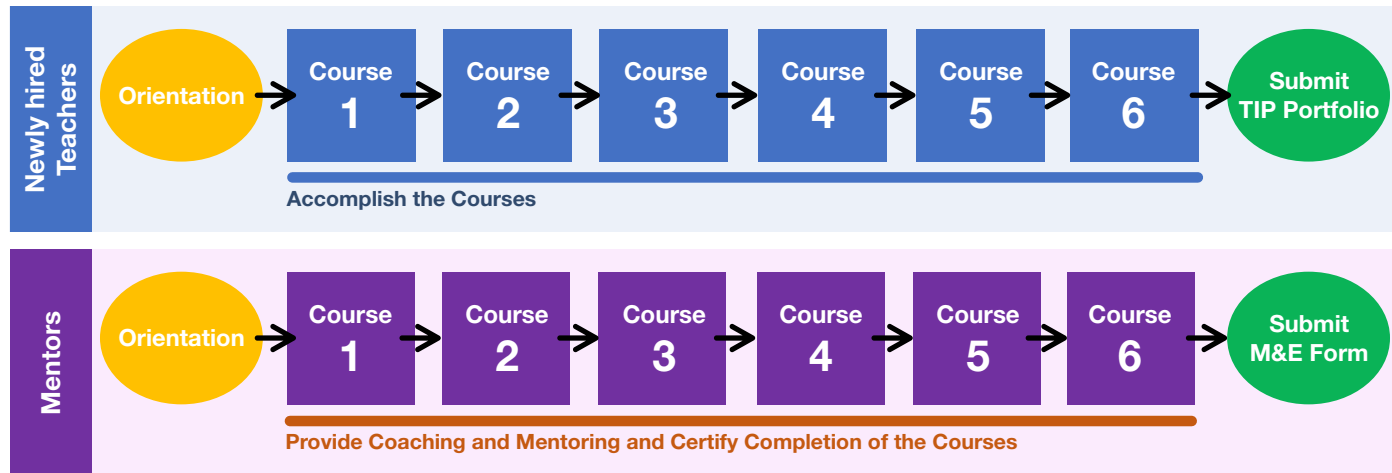**Key Topics –** discussion of key contents that are relevant to the newly hired teachers in order to achieve the IMLOs

Required Tasks – activities that the newly hired teachers need to accomplish in order to better understand the key topics

Optional Tasks – supplemental activities that enhance knowledge and skills of the newly hired teachers

Summary – a consolidated digest of the topics discussed in the modules

TIP Year 1 Completion Timeline

Newly hired Teachers

Orientation → Course 1 → Course 2 → Course 3 → Course 4 → Course 5 → Course 6 → Submit TIP Portfolio

Accomplish the Courses

Mentors

Orientation → Course 1 → Course 2 → Course 3 → Course 4 → Course 5 → Course 6 → Submit M&E Form

Provide Coaching and Mentoring and Certify Completion of the Courses

TIP Course Completion Processes

The mentee answers the coursebook, with coaching and mentoring sessions (with the mentor or through LAC) in between.
The mentor checks the coursebook.

The mentee compiles required portfolio outputs and the screenshot of the summative assessment quiz score.

Setting of Coaching and Mentoring Schedule → **Accomplishing the Coursebook** → **Summative Assessment** → **Portfolio Completion** → **Certification of Course Completion**

The mentor and mentee agrees on the schedule of their TIP coaching and mentoring session

The newly-hired teacher accomplishes an online quiz. A passing score of 80% is required to pass the course.

The mentor checks the requirements and signs a certificate of completion before the mentee could proceed to the next course.

Course Requirements

In order to finish a course, the following are required:

| Requirement	How it will be accomplished
1. Score of at least 80% in the online summative test	This will be done via Google Forms (links will be provided). The newly hired teacher shall send the screencap of the score at the end of the quiz to the mentor for verification.
2. Portfolio of required outputs	Each course has required output/s to be submitted and compiled in a portfolio. This is indicated in the coursebook.
3. Accomplished coursebook checked by the mentor	The mentor checks the coursebook after each module is accomplished. It will also be a good time for mentorship and for newly hired teachers to ask for clarifications.

Guide for the Newly hired Teachers
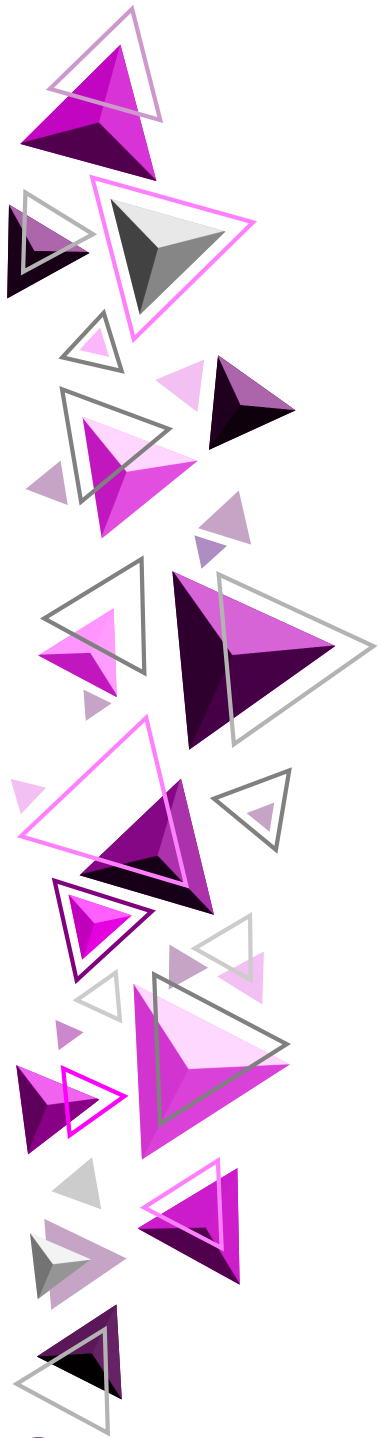
Answering the coursebook

1. The TIP coursebooks are designed to be self-paced. Although you will be given deadlines on when you should accomplish a course, you have control over when you are most comfortable to accomplish them.

2. The estimated time required and the list of required tasks per module are provided to help you plan or budget the time that you are allotting for the module. You need not finish one course or one module in one sitting. Moreover, you may actually take less or more time depending on your pace.

3. Required resources and optional readings are listed at the beginning of each module. Link to the repository of resources is provided.

4. The coursebooks have required and optional tasks. You should answer the required tasks as they are designed to help you better understand the key topics and, sometimes, provide opportunities for you to apply your learning. Optional tasks enable you to explore the topics more to enrich your understanding. Some required tasks involve outputs to be compiled in your TIP portfolio.

5. The coursebooks have a variety of activities which may be accomplished through i) individual work; ii) collaboration with co-newly hired teachers; iii) session with the mentor; or iv) learning action cells (LAC). It is recommended that you and your mentor establish a schedule for your TIP catch-up or mentoring session and also for your LAC session with other newly hired teachers in the school.

6. Depending on your agreed schedule, your coursebook will be checked by your mentor to monitor your progress, provide you with inputs, and answer possible concerns that you may have.

7. After checking your coursebook, the mentor will give you the link to the summative assessment to be taken online.

Answering the summative test

1. You need to score at least 80% or 12 or above in the 15-item quiz.

2. After taking the quiz, take a screenshot of the window showing the course number, your name, and your score.

3. If you fail to get the required score, you must report to your mentor so they could help you review in preparation for the retake. You need to get a passing score before you can proceed with the next course.

4. Upon completion of the summative assessment with a passing score, include the screenshot as proof of your score in the portfolio and then submit it to your mentor.
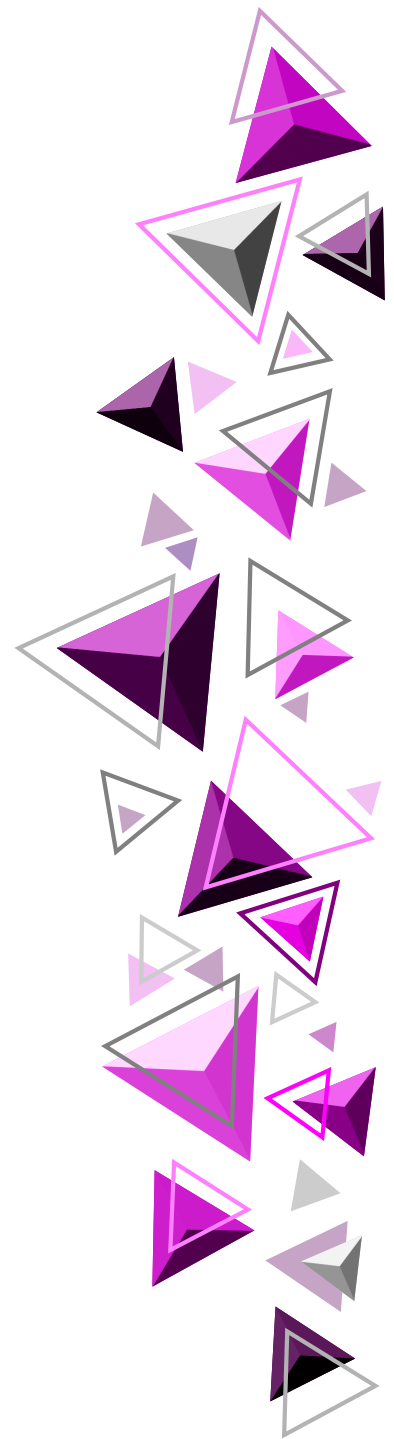
Preparing the TIP Portfolio

1. The TIP portfolio is a compilation of all the portfolio outputs required for each course. The number of outputs varies from one course to another. This will serve as a final requirement for the course completion. It also includes your summative assessment proof of score.

2. The portfolio may either be a physical compilation or an e-portfolio, as agreed upon by your school management or with your mentor.

3. At the end of each course, the mentor checks the portfolio outputs and then verifies and records the summative assessment score.

4. Your mentor will sign a form certifying your completion of the course. Compile these in the portfolio. These will be part of your requirements for the TIP Year 1 completion.

Course and TIP Year 1 Completion

1. The mentor will certify your completion of the course by accomplishing a form stating that you have accomplished the coursebook and submitted your portfolio which contains the portfolio outputs and summative assessment screenshot proving you got a score of 80% or above.

2. The mentor will give you the signed certificate of course completion. Keep this in your portfolio. Your mentor will also give you a copy/link to the next TIP coursebook to be accomplished.

3. At the end of TIP Year 1, your portfolio should contain the following:

    a. Portfolio Outputs from Courses 1-6

    b. Courses 1-6 summative assessment proof of score (screenshot at the end of taking the online quiz showing your name, course number, and score)

    c. Courses 1-6 Certificates of Completion

Guide for TIP Mentors

Coaching and Mentoring the Newly Hired Teacher

Mentors play an important role to ensure that the newly hired teachers are well-guided on how to accomplish the TIP. Below are some reminders for mentors on what to do before the newly hired teachers start answering the coursebooks:

1. Ensure that the newly hired teacher was able to attend the TIP Orientation. Ask them if they have queries and clarifications. If the newly hired teacher was not able to attend the orientation for all newly hired teachers, the mentor shall have a session with him/her for an orientation.

2. Set an agreement with the newly hired teacher and possibly with other mentors and other newly hired teachers on when to have a TIP catch-up/coaching and mentoring session/LAC.

   For example, newly hired teachers and mentors may agree to meet twice a month (for example, every 15th and 30th), or every time the newly hired teacher finishes a session or module.

   A LAC session for TIP catch-up or discussion of some topics from the TIP could be scheduled once a month or once all newly hired teachers in the school are done with one course. This could serve as a culminating activity.

The TIP coursebooks are designed to be self-paced. The role of the mentor is to guide the newly hired teacher in answering the coursebook by:
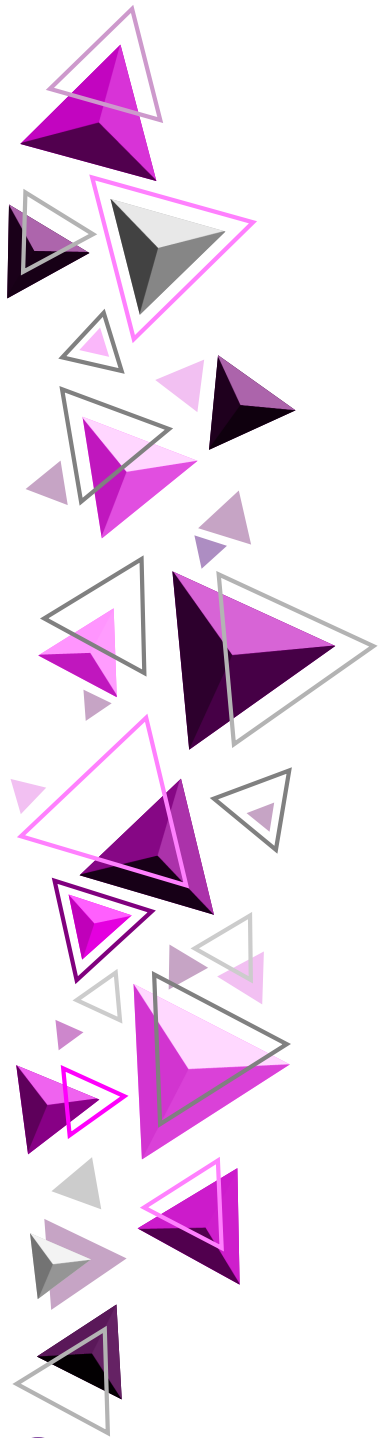
1. regularly checking on their progress;

2. offering to answer questions and provide clarifications to concerns, if any;

3. providing resources like sample documents, related readings, and other materials to help newly hired teachers relate their learnings from the coursebook with actual tasks and scenarios in the school; and

4. checking and discussing responses to activities in the coursebook.

A separate Mentor's Copy coursebook with key to corrections will be provided to the mentors to help them better guide the newly hired teachers as they go through the coursebooks.

Checking Progress and Certifying Course Completion

The newly hired teachers need to accomplish the following to complete the course: i) answer the coursebook; ii) pass the summative assessment quiz; and iii) submit portfolio output. To complete the Teacher Induction Program, they need to submit the TIP portfolio.
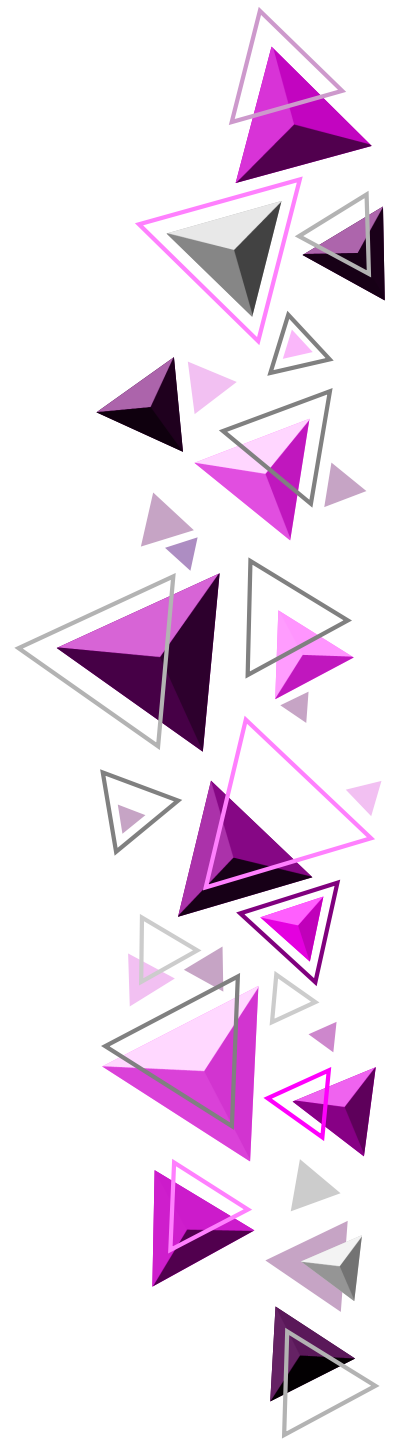
Checking the Coursebook

1. Depending on the agreed schedule, the mentor progressively checks the coursebook. Tasks are not given scores; rather, the mentor reads through the newly hired teacher's answers to:

    a. check progress and remind them of the deadline to complete the course;

    b. check the newly hired teacher's understanding of the key topics/session/module/course;

    c. identify possible challenges that the newly hired teacher is going through, and also their strengths which the mentor could help further develop; and

    d. provide inputs, especially those which will be helpful for the newly hired teachers to relate what they learned from the coursebook to real school scenarios.

2. The mentor certifies completion of the coursebook by signing a form which indicates that the newly hired teacher has gone through all the required tasks in the course.

3. The mentor reminds the newly hired teacher to compile the portfolio outputs and accomplish the summative assessment online.

Assisting newly hired Teachers Who Did Not Get 80% Score on the Course Summative Assessment

Newly hired teachers need to score 12 or above in the summative assessment quiz to be able to move to the next course. If a newly hired teacher fails to get a passing score, the mentor is expected to provide interventions in the form of a review or a mentoring session to discuss the quiz result and feedback and provide clarifications, if any. The mentor then provides another link for a new set of summative quiz.

Mentors should coordinate with the school head or TIP Division Coordinator for a link to the summative quizzes.

Checking the Portfolio

At the end of each course, the TIP portfolio should contain the following:

    a. Portfolio outputs

    b. Summative assessment proof of score (screenshot at the end of taking the online quiz showing newly hired teacher's name, course number, and score)

1. The mentor checks the portfolio outputs submitted. These outputs are not given ratings, but are checked by the mentor to serve as one of the final requirements for course completion.

2. The mentor records the summative assessment score in the M&E form.

3. The mentor then signs the certification of course completion and asks the school head to sign as signatory.

4. The form is then given to the newly hired teacher, prompting that he/she could already proceed to the next course. The mentor then gives the link/copy of the next coursebook.

At the end of the first year of the TIP, the portfolio should contain:

    a. certificates of completion for the six TIP courses

    b. portfolio outputs for all six courses

    c. summative assessment proof of score for all six courses

Monitoring and Evaluation of the Teacher Induction Program

Aside from coaching, mentoring, and monitoring the progress of newly hired teachers, mentors are also expected to regularly report to the school head on progress updates, challenges encountered in the conduct of the TIP, and other concerns. The school head then reports to the TIP Division Coordinators who also submit reports and updates to the NEAP-Regional (R) Office.

An M&E form template is included in the TIP package.
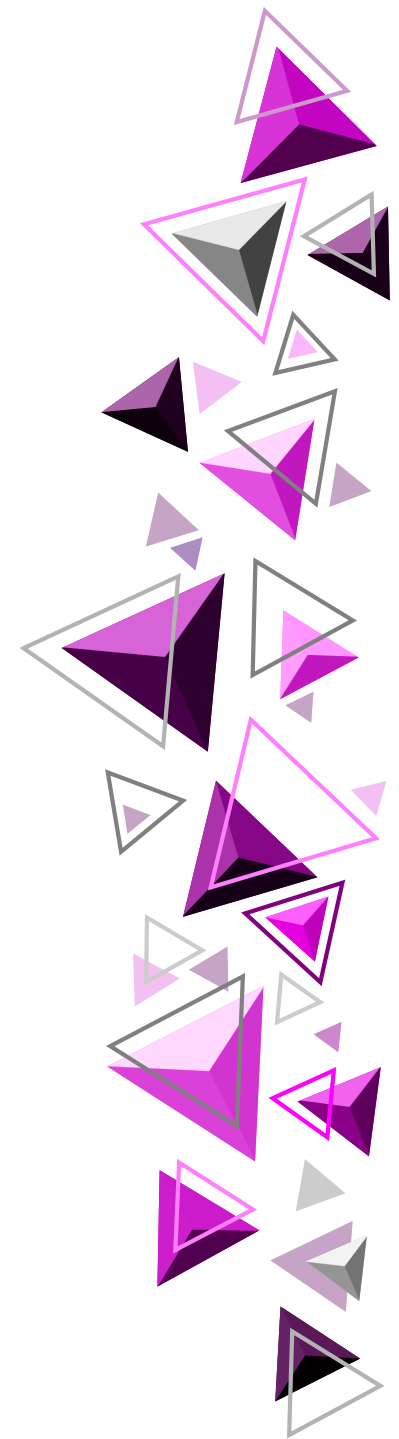
Appendices

Appendix A: TIP Certificate of Completion Template

<div align="center">

Teacher Induction Program (TIP)

Certification of Course Completion

</div>

This is to certify that _____, newly-hired teacher from _____

_____, has fully accomplished Course _____ of the Teacher Induction

Program (TIP) by successfully completing the following requirements:

        _____ Accomplished TIP Coursebook

        _____ Summative Assessment Quiz with a score of 80% or above

        _____ Portfolio Outputs

I have checked the above requirements and found everything in order. He/she may now proceed to:

    ____ Course _____ of the program

    ____ Year 2 of the program.

Signed:

_____

Noted by:

_____

Teacher Induction Program (TIP)

Monitoring and Evaluation Form for Mentors

(to be submitted to the School Head at the end of TIP Year 1)

Date submitted: _____
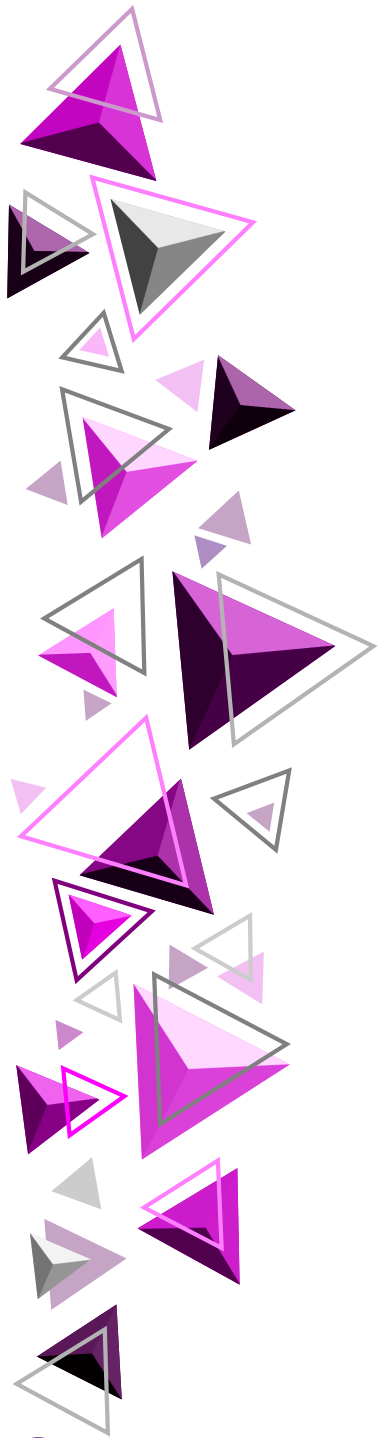
Part I. Personal Information

School: _____

Division: _____

Name of Mentor: _____

Contact Number/s: _____

Email address: _____

Position/Designation: _____

Grade Level/s Being Taught: _____

Subject Areas being Taught: _____

Name of Newly-hired Teacher/s Being Mentored: _____

School Year: _____

Part II. Progress Monitoring

(In case of more than one newly-hired teacher being mentored, please add sub-sections i.e. Part II. A. <name of newly-hired teacher>)

| TIP Course	Date Accomplished	Summative Assessment Score	Remarks
1 – The DepEd Teacher			
2 – Gearing Up for the School Year			
3 – The PPST and its Aligned Systems and Tools			
4 – Translating the Curriculum into Classroom Practice			
5 – Responding to Community Contexts			
6 – Teachers' Professional and Personal Development			
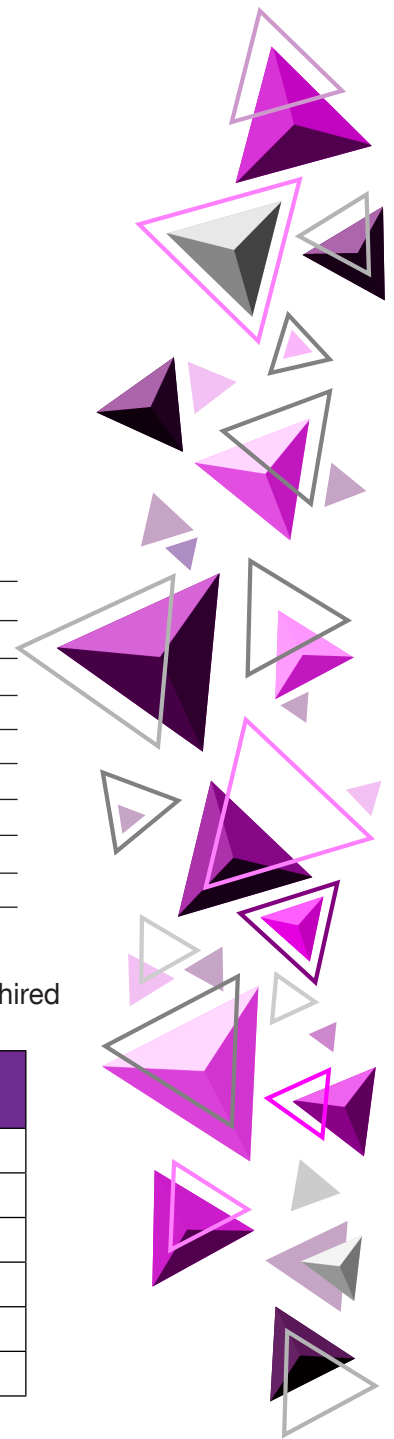
What are the strengths of your mentee?

_____
_____
_____
_____

What are areas for improvement of your mentee?

_____
_____
_____
_____

Part III. Monitoring and Evaluation of the Program Implementation

Issues and Concerns Encountered	Solutions	Recommendations

1. What are your best practices in coaching and mentoring the newly-hired teacher/s?

2. What interventions, resources and other activities helped in the conduct of the TIP?

3. Are there general points for improvement of the TIP **implementation** which you would like to suggest? If yes, please specify below.
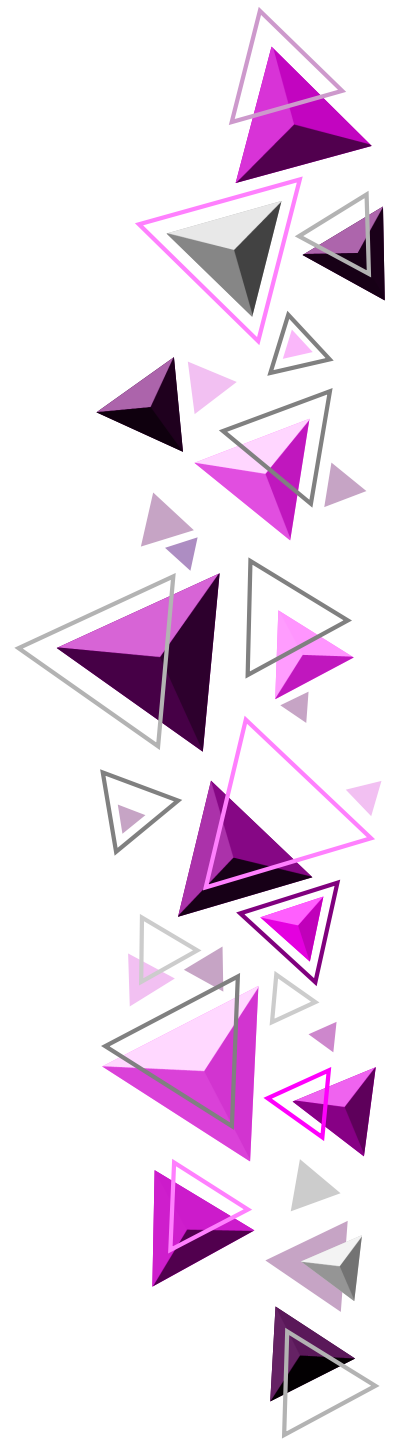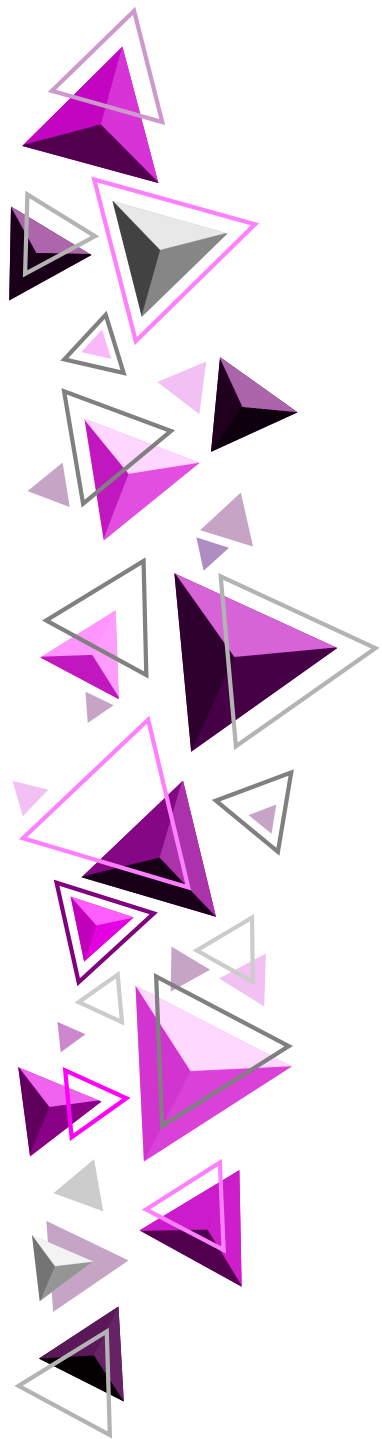
Appendix C: *TIP Monitoring and Evaluation Form for School Heads*

Teacher Induction Program (TIP)
Monitoring and Evaluation Form for School Heads
(to be submitted to the Division TIP Coordinator at the end of TIP Year 1)

Date submitted: _____

Part I. Personal Information

School: _____
Division: _____
Name: _____
Contact Number/s: _____
Email address: _____
Position/Designation: _____
School Year: _____
Number of Newly-hired Teachers for Current School Year: _____

Part II. Progress Monitoring

Names of Newly-hired Teachers	*Names of Mentors*	*TIP Courses Accomplishment Date*	*Remarks*

Based on the mentors' individual progress reports, what are the top three strengths of the newly-hired teachers in your school?

1. _____
2. _____
3. _____

Based on the mentors' individual progress reports, what are the top three points for improvement of the newly-hired teachers in your school?
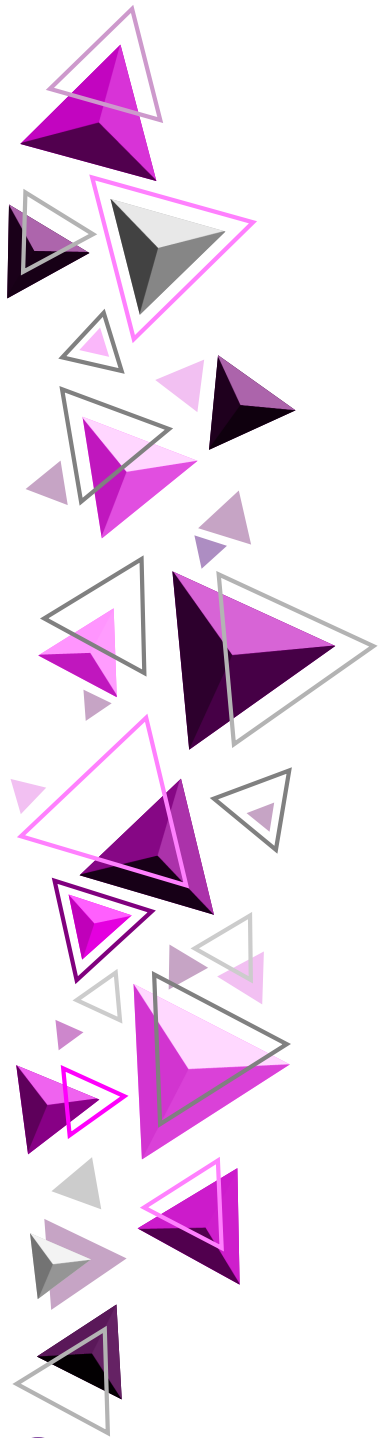
1. _____
2. _____
3. _____

Part III. Monitoring and Evaluation of the Program Implementation

Based on the mentors' consolidated report on the monitoring and evaluation of the program implementation, what are the top three issues and concerns in the TIP implementation experienced in your school?

Issues and Concerns Encountered	Solutions	Recommendations
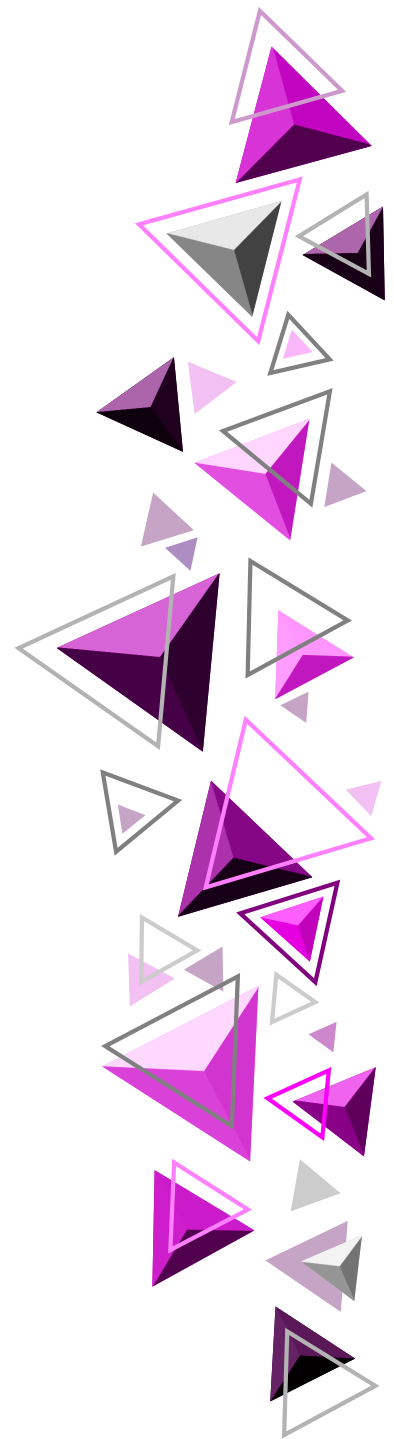
Instructions: Discuss your answers to the following open-ended questions. Please cite examples and specify portions of the courses as much as possible.

1. What are some of your school's best practices in coaching and mentoring the newly-hired teacher/s?

2. What interventions, resources and other activities helped in the conduct of the TIP in your school?

3. Are there general points for improvement of the TIP **implementation** which you would like to suggest? If yes, please specify below.

Teacher Induction Program (TIP)
Monitoring and Evaluation Form for Division Coordinators
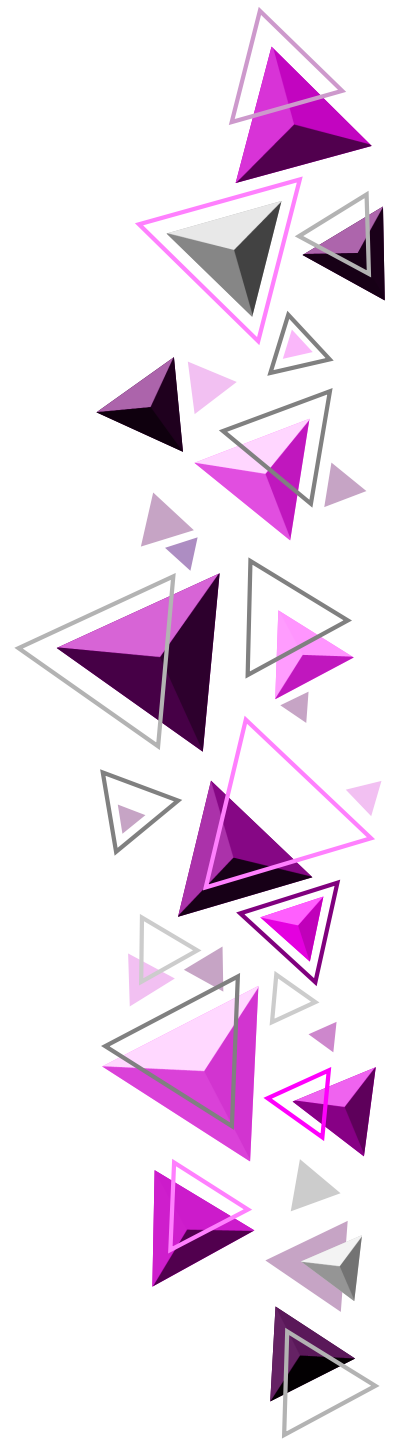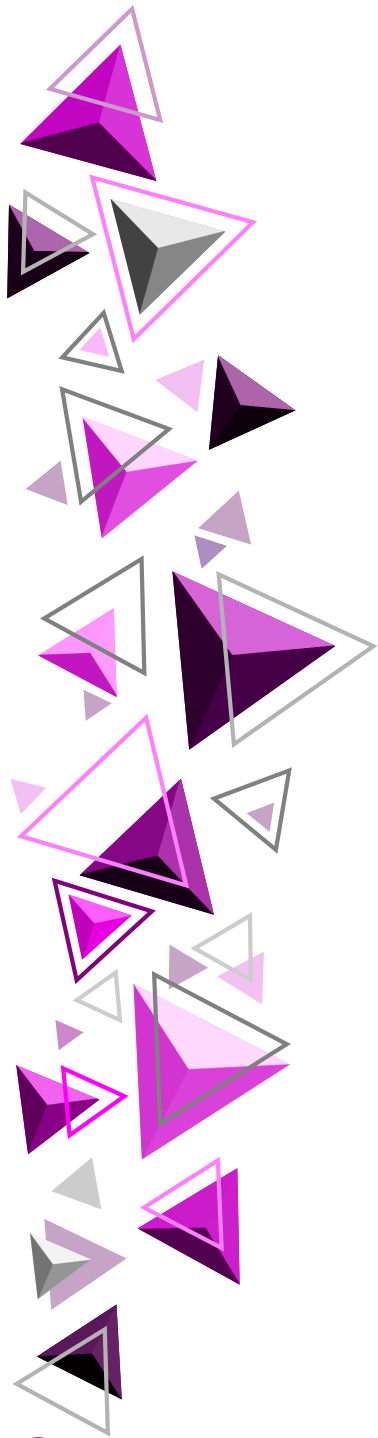(to be submitted to NEAP-R at the end of TIP Year 1)

Date submitted: _____

Part I. Personal Information

Division: _____

Name of TIP Coordinator: _____

Position/Designation: _____

Email address: _____

Contact Number: _____

School Year: _____

Number of Newly-hired Teachers in the Division for Current School Year: _____

Part II. Progress Monitoring

Number of Newly-Hired Teachers	Number of Successful TIP Year 1 completers	Remarks

Based on the school heads' progress reports, what are the top three strengths of the newly-hired teachers in your division?

1. _____
2. _____
3. _____

Based on the school heads' progress reports, what are the top three points for improvement of the newly-hired teachers in your division?
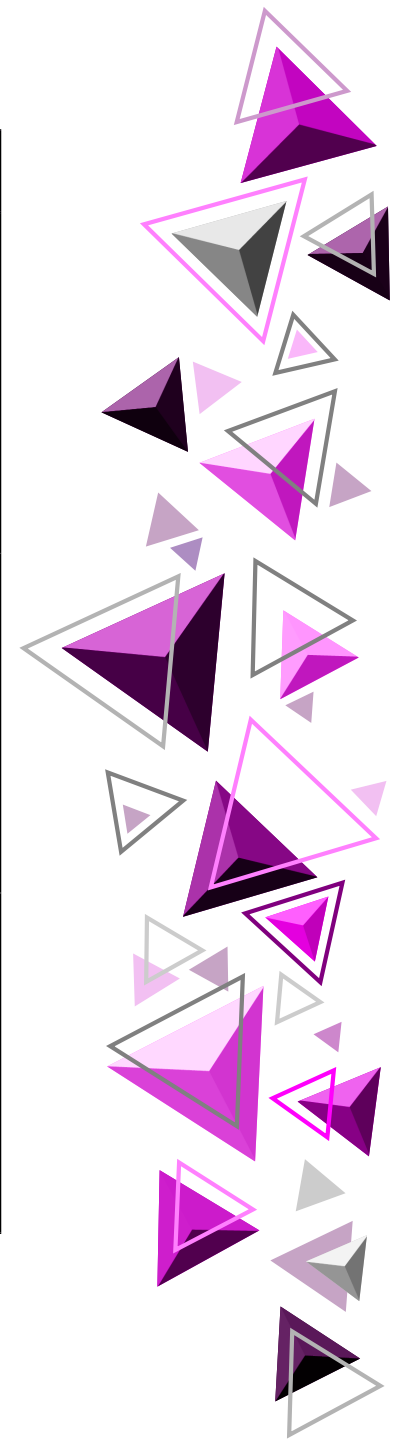
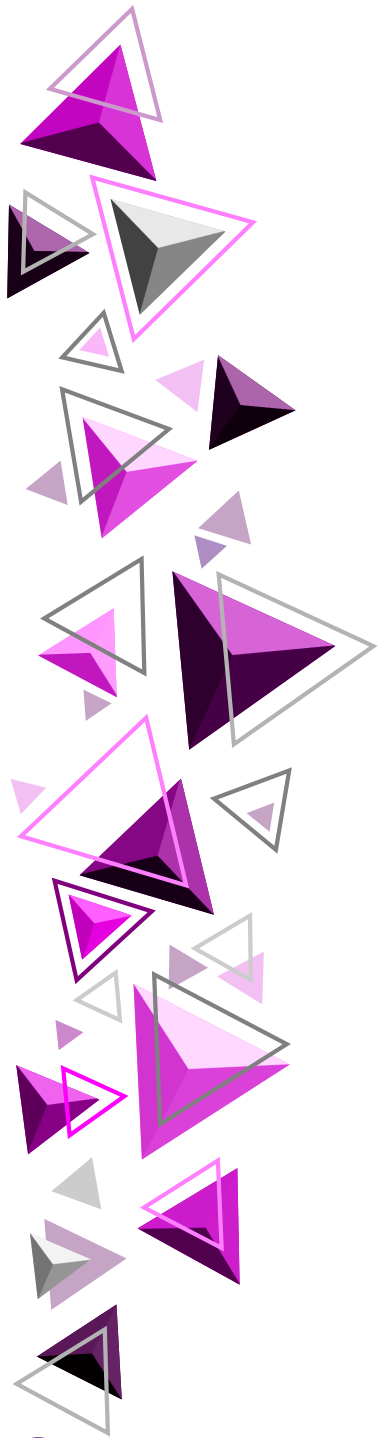1. _____
2. _____
3. _____

Part III. Monitoring and Evaluation of the Program Implementation

Based on the mentors' consolidated report on the monitoring and evaluation of the program implementation, what are the top five issues and concerns in the TIP implementation experienced in your school?

Issues and Concerns Encountered	Solutions	Recommendations

Issues and Concerns Encountered	Solutions	Recommendations

Instructions: Discuss your answers to the following open-ended questions. Please cite examples and specify portions of the courses as much as possible.

1. What are some of your division's best practices in coaching and mentoring the newly-hired teacher/s?

2. What interventions, resources and other activities helped in the conduct of the TIP in your division?

3. Are there general points for improvement of the TIP **implementation** which you would like to suggest? If yes, please specify below.