

Project OPTIMIZE (Observing Practical & Transformed Innovative Mentorship to Ignite Zeal Excellence): A Gauge to Determine Expected Outcomes Among Science Teachers in Luis Aguado National High School

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Abstract

The study is highly deemed to measure the effectiveness of Project OPTIMIZE (Observing Practical & Transformed Innovative Mentorship to Ignite Zeal Excellence) to achieve the expected outcomes among science teachers in Luis Aguado National High School. Specifically, it is desired to determine to what extent do science teachers progress toward excellence as they participate on the said project. It has been qualitative research. The study was conducted at Luis Aguado National High School in Trece Martires City, Cavite, Philippines. The study participants were 9 teachers in the Science Department. They were map out according to their profile, number of years in teaching, specialization, special skills and interests. Moreover, a standard tool to determine and monitor teacher's progress in terms of checking of daily lesson logs, class observations and submission of pertinent school reports. Being a qualitative study, provision of technical assistance is shown throughout the period. Coaching and mentoring is congruent on the priority needs of the teacher. The teacher's progress monitoring report is tremendously significant on the monitoring and checking of teacher's outputs. In addition, Learning Action Cells and Focus Group Discussion were conducted every quarter to develop the optimum potentials of science teachers. As part of the evaluation of the teacher, document analysis is done in every activity. The present study has significantly impacted the following (1) 9 out of 9 science teachers provide technical assistance to equipped their competencies and performance in teaching and learning delivery; (2) address the priority needs through conducting consultation via coaching and mentoring, focus group discussion, fostering collegial collaboration via benchmarking of best practices, document analysis and related goals and (3) recognize the achieved goals and targets as well as intensify their strength and potentials. Relatively, this project offered a systematic process to quality assure outputs, innovations via work smart and provide technical assistance on the identified needs, findings, and observations. Furthermore, giving optimize possibilities to excellence hence as learning opportunities among science teachers to be the best version of themselves leading into ways forward to transform highly competent and versatile teachers of the 21st century learners.

Keywords: mentorship, excellence, teacher's progress

Background

On a case study written by Ortega (2022), she found that mentoring experience are learned through various identity practices. Specifically, it was concluded that stability of their mentor identities was influenced by the support of the organization and community in which they belonged. Correlative on the findings revealed that identity development and sustainability occurred through experiences of mentor re-learning pedagogy and curriculum. Another related study from Morris et. al (2018) whom they emphasized that teaching effectiveness is

a strong influence on teacher's practices, student learning outcomes and management of meaningful teaching learning activities.

In connection with this, the insights of the researchers from Luis Aguado National High School as the teachers impart and facilitate the teaching-learning process, they also prepare daily lesson logs, instructional materials as well as accomplish reports and outputs. In addition, perform related works respectively. On the other hand, the key result area of the school head and head teachers, specifically the function to provide relevant, timely and appropriate technical assistance to guide teachers in achieving goals and targets. That's why to gauge the expected outcome of the science teacher in Luis Aguado National High School, **Project OPTIMIZE** (Observing Practical & Transformed Innovative Mentorship to Ignite Zeal Excellence) was implemented as a practical monitoring, innovative quality assurance cum works smart and provision of technical assistance toward transformational excellence among science teachers in Luis Aguado National High School for SY 2023.

As the new paradigm of technical assistance focusing on coaching, mentoring, and upskilling teachers as lifelong learners in terms of transformative and innovative trends in the teaching and learning delivery. It is the initiative of the school head of Luis Aguado National High School to craft a mechanism anchoring the provision of technical assistance as referred to in the Division of Cavite Technical Assistance Manual to assist, support and guide teachers on their needs, strengths, and weaknesses. Project OPTIMIZE (Observing Practical & Transformed Innovative Mentorship to Ignite Zeal Excellence) aspires to provide technical assistance to strengthen performance outcomes and goals toward excellence. Moreover, an aid to priority needs for development by conducting consultation via coaching and mentoring, focus group discussion, fostering collegial collaboration via benchmarking of best practices, document analysis and related goals. This project offers a systematic process to quality assure outputs, innovations via work smart and provide technical assistance on the identified needs, findings, and observations. Furthermore, giving optimize possibilities to excellence hence as learning opportunities among science teachers to be the best version of themselves leading into ways forward to transform highly competent and versatile teachers of the 21st century learners.

Table 1. Workplan of Project OPTIMIZE (Observing Practical & Transformed Innovative Mentorship to Ignite Zeal Excellence): A Gauge to Determine Expected Outcomes Among Science Teachers in Luis Aguado National High School

Programs and Projects	Objectives	Strategies/ Activities	Time Frame	Venue	Target Beneficiaries	Resources			Expected Output
						Persons Involved	Materials	Finance	
HI-TEACH Project OPTIMIZE (Observing Practical & Transformed Innovative Mentorship to Ignite Zeal Excellence)	Provide technical assistance to equipped science teachers' competencies and performance in teaching and learning delivery Address the priority needs through conducting	Profiling of Science teachers Map out the Individual Development Plan of science teachers in terms of strengths and priority needs. Conduct of Learning Action Cell/	Year Round	School	Science Teachers	School Head Head Teacher and Science Teachers	E-SAT, Individual Development Plan TA Manual, Project OPTIMIZE Mechanism Tools, ISP, ISR, Microsoft Teams Repository	MOOE	Updated science teachers' profile Appropriate technical assistance is provided cum work smart 9 out of 9 science teachers received necessary technical

consultation via coaching and mentoring, LAC/focus group discussion, fostering collegial collaboration via benchmarking of best practices, document analysis and related goals.	FGD & Benchmarking cum Innovation and Work Smart Checking of DLL, records, and outputs of science teachers via document analysis Walk through and Class Monitoring Class Observation based on ISP & ISR Conduct Appreciation Day among science teachers during the monitoring & evaluation as well presentation of accomplishment report every quarter							assistance. Conduct at least one LAC or FGD every month
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Table 1 depicted the workplan of the project highlighting the objectives, strategies, the targeted beneficiaries and most relevant the expected output or outcome of the project. Specifically, the following were projected after the implementation of the program (1) updated science teachers' profile, (2) appropriate technical assistance is provided cum work smart, 9 out of 9 science teachers received necessary technical assistance and (4) conducted at least one LAC or FGD every month.

Table 2. Profile of Science Teachers, Special Skills, and interests

Name	Age	Rank/Position	Grade Level & Discipline Handled	Length of Service	Area of Specialization	Special Skills	Interests
Linda M. Morse	44	T-III	Grade 7 Science	16	General science	ICT Literate	Demo Teaching
Rigel L. Catabona	38	T-I/ERF for TIII on process	Grade 7 Science	14	Biology	ICT Literate	Research
Danachelle G. Basco	24	T-I	Grade 8 Science	3	Biology	ICT Literate	Innovation
Allan A. Villa	44	T-II	Grade 8 Science	15	Biology	ICT Literate	Linkages
Christian D. Battad	27	T-I/ERF for TIII on process	Grade 9 Science	5	Biology	Video Editing	Demo Teacher
Gee-I S. Nalunat	37	T-I/ERF for TIII on process	Grade 9 Science	15	Chemistry	ICT Literate	Computations
Maricel R. Perio	33	T-I/ERF for TIII on process	Grade 10 Science	7	Physical Science	ICT Literate	Demo Teaching
Dianne Therese V. Perido	35	T-III	Grade 10 Science	14	Chemistry	Video Editing Graphic Designing	LR Evaluator, Writer Demo Teaching
Brian May M. Lopez	35	T-I	Grade 10 Science	2	General Science	ICT Literate	Computations

On Table 2, the profile of science teachers was indicated in terms of age, position, length of service and area of specialization. It was also highlighted the special skills and interests of science teachers.

Table 3. Learning Action Cell Plan of Science Teachers

ACTIVITIES	DATE AND TIME	LAC Leaders	LAC Facilitator	LAC Documenter	LAC Members	LAC Resource Person (External/ Internal)
Project YES to PPA's (Yield Exemplary Success towards PPA's) in Science	May 2023 1:00-2:00 pm	Soberano, Riza D., Ed D. Leoniza D. Varias, PhD	Joan C. Tobilla	Maricel R. Perio	Linda M. Morse, Rigel L. Catabona, Allan A. Villa, Gee-I S. Nalunat, Dianne Therese V. Perido Brian May Lopez	Christian D. Battad Danachelle G. Basco
Presentation of Project YES to PPA's (Yield Exemplary Success towards PPA's) Workplan in Science	2:00-3:00pm					

Table 3 represented the development needs of science teachers. Learning Action Cell is conducted to strengthen the goals and addressed the weakness of the target beneficiaries.

In lieu of the above details, the Department of Education (DepEd) issued DepEd Memorandum No. 008 s 2023 titled "Multi-Year Guidelines on the Results-Based Performance Management System-Philippine Professional Standards for Teachers. In terms of the class observations and non-observable classroom objectives shown on Table 4.

Table 4. Classroom Observable and Non-Observable Indicators

Name of Science Teacher	Applied knowledge of content within and across curriculum teaching areas		Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills		Applied a range of teaching strategies to develop critical and creative thinking as well as other higher-order thinking skills		Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.		Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning focused environments		Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences		Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.		Selected, developed, organized and used appropriate teaching and learning resources including ICT, to address learning goals.		Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	
Linda M. Morse	7	7	7	7	6	7	6		7		6			7		6		7
Rigel L. Catabon a	6	7	7	7	6	7	7		6		6			6		6		6
Danache Ile G. Basco	6	7	7	7	6	6	7		7		6			6		6		6
Allan A. Villa	5		7		6		6		7		6							

From table 4, the class observation of science teachers was divided into two phases. For the first phase, the classroom objectives observed were CO1, CO2, CO3, CO4, CO5 and CO6 while for the second phase, CO1, CO2, CO3, CO7, CO8, CO9. Most of the teachers obtained 6 and 7 points, it means they were proficient on their teaching-learning delivery.

Research Method

The study was conducted at Luis Aguado National High School in Trece Martires City, Cavite, Philippines the study is qualitative research. The utilization of Project OPTIMIZE (Observing Practical & Transformed Innovative Mentorship to Ignite Zeal Excellence) as a tool to determine the expected outcomes among Science Teachers in Luis Aguado National High School Being a qualitative study, mechanisms tools, teacher's monitoring progress report and document analysis were used to assess teacher's performance. As researchers, monitoring and evaluation was done during the activity, and this was recorded in the Teachers

Progress Monitoring Report. All information and outputs were documented and recorded. In addition, provision of technical assistance, coaching and mentoring were also recorded and accomplished via narrative report.

The study participants were 9 teachers in the Science Department. They were map out according to their profile, number of years in teaching, specialization, special skills and interests. Moreover, a standard tool to determine and monitor teacher's progress in terms of checking of daily lesson logs, class observations and submission of pertinent school reports.

The study was conducted and guided by this researcher-made Gantt Chart. The phases of the study are presented below:

Table 5. Gantt Chart of Project OPTIMIZE (Observing Practical & Transformed Innovative Mentorship to Ignite Zeal Excellence)

Activities	First Quarter		Second Quarter		Third Quarter		Fourth Quarter	
	September 2022		December 2022		February 2023		June 2023	
A project proposal is submitted to Dr. Anna Marie S. Aranzano, Parent Supervisor-District of Trece Martires City and Dr. Riza D. Soberano, Education Program Specialist in Science for the approval of this undertaking								
A planning meeting initiated by the school head, Dr. Leoniza D. Varias assisted by Ms. Joan C. Tobilla, Head Teacher II of Science Department and creation of program/project management team. Second part is the launching of the program and orientation of science teachers as beneficiaries on the implementation of Project OPTIMIZE (Observing Practical & Transformed Innovative Mentorship to Ignite Zeal Excellence) hroughout the SY 2023.								
Dissemination of the rationale of the project during the orientation								

meeting among science teachers.								
Provision of mechanism tools of the School Monitoring and Evaluation Officer during practical monitoring, innovative quality assurance cum work smart on checking of records and outputs of teacher as well as provision of technical assistance.								
Implementation of Project OPTIMIZE (Observing Practical & Transformed Innovative Mentorship to Ignite Zeal Excellence) throughout the school year 2022-2023 by providing technical assistance and quality assurance of records/outputs via document analysis.								
Consultation, focus group discussion and conduct of an interview initiated by the school head, Dr. Leoniza D. Varias and Ms. Joan C. Tobilla, Head Teacher II of Science Department.								
Monitoring, giving feedback and document analysis facilitated by the School and Monitoring Officer								
Submission of Quarterly Accomplishment Report of Project OPTIMIZE (Observing Practical & Transformed Innovative Mentorship to Ignite Zeal Excellence)								

For the first stage, a project proposal is submitted to Dr. Anna Marie S. Aranzanzo, Parent Supervisor-District of Trece Martires City and Dr. Riza D. Soberano, Education Program Specialist in Science for the approval of this undertaking. Secondly, a planning meeting initiated by the school head, Dr. Leoniza D. Varias assisted by Ms. Joan C. Tobilla, Head Teacher II of Science Department and Ms. Joy C. Panganiban as well as creation of program/project management team. Related to this, is the launching of the program and orientation of science teachers as beneficiaries on the implementation of Project **OPTIMIZE** (Observing Practical &

Transformed Innovative Mentorship to Ignite Zeal Excellence) throughout the SY 2023. Dissemination of the rationale of the project during the orientation meeting among science teachers as well as provision of mechanism tools of the School Monitoring and Evaluation Officer during practical monitoring, innovative quality assurance cum work smart on checking of records and outputs of teacher cum provision of technical assistance. Moreover, the implementation of Project **OPTIMIZE** (Observing Practical & Transformed Innovative Mentorship to Ignite Zeal Excellence) throughout the school year 2023 greatly attributed on the quality assurance of records/outputs via document analysis. Consultation, focus group discussion and conduct of an interview initiated by the school head, Dr. Leoniza D. Varias and Ms. Joan C. Tobilla, Head Teacher II of Science Department will be manifested. Monitoring, giving feedback and document analysis facilitated by the School and Monitoring Officer Finally, submission of Quarterly Accomplishment Report of Project **OPTIMIZE** (Observing Practical & Transformed Innovative Mentorship to Ignite Zeal Excellence).

It is expected to assist Science teachers on their priority needs focusing on practical monitoring, innovative quality assurance cum work smart on checking of records and outputs of teacher and provision of comprehensive technical assistance on teaching.

Results And Discussion

Table 6. Results of the Coaching and Mentoring of Science Teachers

DATE	CRITICAL INCIDENCE DESCRIPTION	OUTPUT	IMPACT ON JOB/ACTION PLAN	SIGNATURE RATER/RATEE
January 12, 2023	Findings on their Daily Lesson Log Inadequacy to impart some integrations across teaching learning areas. Arts of questioning to stimulate student's critical thinking must be enhanced	Developmentally appropriate learning activities were not incorporated across teaching learning areas. HOT's questions were insufficient to sustain the idea of the lesson and to develop critical thinking skills	-Integration to apply and relate to other learning areas did not meet -Provide more examples/activity applying the lesson with other learning areas -Lack of interest and excitement to learned might arise -Ask/Give thought provoking questions to enhance the critical thinking and high order thinking skills of learners	Maricel R. Perio Ratee Allan A. Villa Ratee Brian May Lopez Joan C. Tobilla Joy C. Panganiban Raters
January 17, 2023	Findings on Science Intervention Program Suggestion to supply and provide more student-centered activities segmented as enrichment,	Insufficient to provide engaged discussion and activities into varied teaching materials such as both visual and manipulative, as well as strategies	-Effectiveness to impart learnings might lessen due to lack of interest of learners -Interactive plus localized-contextualized activities must be	Danachelle G. Basco Ratee Linda M. Morse

	reinforcement and for remediation	which enhanced the literacy, critical and creative skills of learners	considered to extremely matched into learner's interests and needs	Ratee Joan C. Tobilla Joy C. Panganiban Raters
January 20, 2023	Findings on Individual Learning Monitoring Plan and Learner's Progress Report Feedbacks, reflection, and remarks must be indicated on the Individual Monitoring Learning Plan and Learner's Progress Report	Make sure to write a brief feedbacks, reflection, and remarks on them	-No indicator to determine if there's a need to reteach the lesson or proceed to the next lesson -Serve as mechanism for feedbacking -Could easily address the learner's needs	Gee-I S. Nalunat Ratee Joan C. Tobilla Joy C. Panganiban Raters
February ,16, 2023	Design a program and activities for LAC session	Organize a meeting for planning the LAC session. Orient the LAC facilitator, documenter, internal resource speaker and members	Target objectives and activities were implemented and achieved throughout the LAC session	Dianne Therese V. Perido Ratee Christian D. Battad Ratee Joan C. Tobilla Joy C. Panganiban Raters

Table 6 obtained the primary goal of the study to assist Science teachers on their priority needs focusing on practical monitoring, innovative quality assurance cum work smart on checking of records and outputs of teacher. Moreover, comprehensive technical assistance among science teachers were immensely manifested.

Table 7. Analysis of the Monitoring and Evaluation of Project OPTIMIZE (Observing Practical & Transformed Innovative Mentorship to Ignite Zeal Excellence)

		AVERAGE RATING PER CRITERIA (Values from "1.0" – "4.0")						
	Program Management	Attainment of Objectives	Delivery of Content	Provision of Support Materials	Program Management Team	Training Venue	Meal	Accommodations
	4.00	4.00	4.00	N/A	4.00	4.00	4.00	4.00
SITE AVERAGE *.	4.00							

Adjectival Rating:

1 – 1.75 – needs improvement

1.76 – 2.5 – slightly satisfied

2.6 – 3.25 – moderately satisfied

3.26 – 4 – completely satisfied

*Average of ALL 7 criteria within a training site/venue

General, Science teachers were completely satisfied with the overall management of the program. High recommendations were given to the Program Management Team as well as to the said agenda of the program.

Conclusion

Based on the presentation of the accomplishment report of Project OPTIMIZE (Observing Practical & Transformed Innovative Mentorship to Ignite Zeal Excellence), it is completely satisfied and deemed achieved the goals of the said program. Significantly, the level of progression and development of science teachers is highly evident through giving immense and hands on technical assistance, coaching and mentoring. These endeavors and positive actions greatly contributed on the success of the program. Strengthened their weakness and encouraged them to be the best version of themselves as they serve as the role model of the young generations. On this initiative, the authors are willing to accept feedbacks, suggestions and recommendations for the betterment and feasibility of this program.

References

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