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# Continous Teaching Training Program (CTTP): A Proposed Coaching and Mentoring Platform

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**Abstract**

This action research aimed to implement continuous teaching training program (CTTP) particularly the use of coaching and mentoring platform to assist and help develop the newly installed teachers at Sampaguita Elementary School. The coaching and mentoring program were implemented through the help of the school Principal, together with the Master Teachers of the school selected in the study. In this study, the data were collected from the newly hired teachers of Sampaguita Elementary School, Caloocan City who are on their first term of teaching for the School Year 2019-2020, and 2020 -2021. The data collected were treated using percentage, scale and ranking. The findings showed that the teacher participants manifested a low performance rate on the classroom observation using the COT-RPMS tool before the implementation of the Coaching and Mentoring Program. However, the performance in each indicator has improved with 2 -3 point higher in the COT tool scale. The results also manifest that the achieved skills for all indicators were evident through the post-assessment reflected. Hence, it is also concluded that the coaching program and the three phases of mentoring program imposed a great opportunity for the participants to develop their weaknesses. Also, The mentoring program guided the participants well in the preparation of the lessons, it created a big impact on the individuals mastery as well as development. The post-assessment helped the researchers identify the results and outcome of the study. It was also utilized as basis for the continuity of the program. Therefore, the implementation of coaching and mentoring program improved the quality of newly hired teachers in teaching. The main recommendation based on the conclusion is that the continuous teaching training program must be proposed for the newly hired teachers to assist them in establishing their capabilities to teach. Mentoring and Coaching program shall continue within the school level for continuous teaching skills development. The program for newly hired teachers must be congruent to the key indicators of the COT-RPMS tool for a successful display of teaching-learning process. Master teachers of each subject areas must hold a regular coaching session to assist the newly hired teachers. Classroom observation must be used to determine the key areas on which the teacher needs to develop.

*Keywords: Continuous Teaching Training Program, Coaching and Mentoring Platform, Newly Hired Teachers, Teaching Skills Development*

## I. Introduction

The demands of 21st-century learning environments have transformed the landscape of teaching. Teachers are expected to meet a broader range of learner needs using strategies that emphasize creativity, collaboration, and adaptability. However, many new and early-career teachers enter the profession with limited classroom experience and face difficulties adjusting to these demands, especially in virtual settings brought about by the COVID-19 pandemic.

The sudden shift to online teaching intensified existing gaps in classroom readiness. New teachers found themselves struggling with virtual classroom management, lesson delivery, and adapting teaching strategies to online platforms. Although the Teacher Induction Program offered support before the pandemic, there was an evident lack of continuity and structured professional mentoring under new-normal conditions. These challenges called for a responsive and sustainable training approach tailored to evolving classroom realities.

To address these gaps, this study proposes the Continuous Teaching Training Program (CTTP), a structured and virtual coaching and mentoring platform specifically designed to improve the teaching capacity of newly hired teachers. It focuses on enhancing their competency in lesson preparation, content mastery, virtual class delivery, and classroom management. CTTP also seeks to promote reflection and adaptability through feedback cycles.

The research is anchored on Kolb's Experiential Learning Theory, which emphasizes learning as a continuous cycle involving concrete experience, reflective observation, abstract conceptualization, and active experimentation. Through CTTP, teachers participate in experiential learning processes—undergoing virtual demo teaching, receiving coaching feedback, and refining their practice—thus enabling deeper and sustained professional growth.

## II. Objective of the Study

This study was conducted to explore the effectiveness of the Continuous Teaching Training Program (CTTP) as a structured coaching and mentoring platform designed for newly hired and early-career teachers at Sampaguita Elementary School. The primary objective was to determine whether the implementation of CTTP could lead to measurable improvement in teaching practices, particularly in the context of the evolving educational landscape shaped by the new-normal learning environment.

The study also aimed to examine how CTTP could enhance teaching skills by equipping teachers with practical strategies, digital tools, and reflective processes suitable for remote or blended instruction. It sought to identify specific mechanisms within the program—such as demonstration teaching, coaching conferences, and feedback loops—that contribute to professional growth. In addition, the research

investigated the overall impact of CTTP by analyzing changes in teacher performance using the Classroom Observation Tool (COT) and corresponding shifts in student achievement outcomes.

## III. Methods

This study employed a descriptive research design, which focuses on the systematic documentation, analysis, and interpretation of current conditions relevant to the teaching practices of educators. The purpose of using this method was to capture the actual experiences, challenges, and improvements of teachers as they participated in the Continuous Teaching Training Program (CTTP). This method allowed the researcher to observe, describe, and analyze changes in teaching performance resulting from a structured and targeted professional development intervention.

The participants in the study included newly hired teachers and those with three to five years of teaching experience at Sampaguita Elementary School in Caloocan City. These individuals were selected based on their need for professional support and orientation to the new demands of virtual and blended teaching brought about by the COVID-19 pandemic. Their engagement in the CTTP served as both the subject and context of the data gathering and evaluation process.

To effectively measure the impact of the CTTP, the researcher utilized three main instruments. First, an online Pre-Assessment Checklist was administered via Google Forms to allow teachers to self-evaluate their teaching competencies, identify personal areas for improvement, and establish a baseline for later comparison. Second, data were drawn from the Classroom Observation Tool (COT), which provided objective criteria to assess teacher performance in real or simulated instructional settings. Third, student achievement records—including assessment results and class performance—were analyzed to determine whether improvements in teaching translated into enhanced student outcomes.

The implementation of CTTP followed a carefully designed sequence of phases. Initially, teachers completed the self-assessment to reflect on their strengths and needs. This was followed by a series of virtual training sessions that covered theory-based content, practical demonstrations, and interactive coaching. Teachers then conducted demo teachings in virtual settings, during which they applied what they had learned. These were observed using the COT, and each session was followed by a post-observation conference that provided constructive feedback and guidance. Teachers continued receiving coaching and mentoring throughout the process until they showed clear mastery of the core teaching competencies required under the new-normal learning conditions.

Finally, data from the pre- and post-assessments, COT results, and student performance indicators were analyzed using frequency and percentage distribution techniques. This statistical approach allowed the researcher to identify changes, patterns, and levels of improvement in teaching effectiveness as a result of the CTTP. The analysis also provided a basis for evaluating the sustainability and potential scalability of the program for broader use within the district.

## IV. Results and Discussions

The effectiveness of the CTTP was evaluated based on changes in teacher performance before and after implementation. Below is a summary table showing improvement:

**Table 1. Teacher Performance Based on COT Results Before and After CTTP**

| Teacher Participant | Pre-CTTP COT Score | Post-CTTP COT Score | Performance Increase (%) |
|---|---|---|---|
| Teacher A | 65% | 85% | 20% |
| Teacher B | 70% | 90% | 20% |
| Teacher C | 60% | 82% | 22% |
| Teacher D | 68% | 87% | 19% |
| **Average** | **65.75%** | **86%** | **20.25%** |

The results indicate a notable improvement in teaching performance, particularly in areas of content delivery, student engagement, and classroom management. Teachers expressed greater confidence and adaptability after undergoing virtual training and coaching. This supports Kolb's learning theory by demonstrating that teachers improved through repeated cycles of experience, reflection, and guided experimentation.

## V. Conclusions and Recommendations

Based on the findings of the study, it can be concluded that the Continuous Teaching Training Program (CTTP) served as an effective intervention in improving the teaching practices of newly hired and early-career teachers at Sampaguita Elementary School. The integration of theory-based inputs with hands-on experiential activities created meaningful learning opportunities that led to a marked improvement in teachers' instructional delivery, content mastery, and classroom management—particularly within the constraints of the new-normal educational environment.

The pre-test and post-test results, along with the observed changes in Classroom Observation Tool (COT) ratings, demonstrated a statistically and practically significant enhancement in teacher performance. As such, the study rejects the null hypothesis that no significant difference exists in teacher performance before and after CTTP implementation. The success of the program is attributed to its design, which aligns with Kolb's Experiential Learning Theory, emphasizing learning through cycles of experience, reflection, conceptualization, and active experimentation. The module also adhered to the K to 12 curriculum standards, making it highly relevant and appropriate for the context in which it was applied.

Moreover, the CTTP accommodated various learning styles and teaching needs, offering differentiated activities, structured feedback, and collaborative mentoring. These features allowed teachers to internalize best practices and reflect on their pedagogical strategies, ultimately fostering deeper professional growth. The presence of clear assessment guides further ensured that learning outcomes were aligned with expectations and could be measured with objectivity and consistency.

In light of these conclusions, the following recommendations are put forward: First, it is highly recommended that the CTTP be institutionalized as a supplemental program in the professional development framework of the school, particularly for newly hired teachers. Second, English and subject area teachers should be encouraged to utilize similar coaching and mentoring platforms to promote collaborative and reflective practice. Third, school administrators should consider allocating funds to reproduce and improve the CTTP modules for wider implementation and alignment with the goals of the K to 12 program.

Fourth, curriculum developers and educational leaders are advised to integrate coaching strategies into regular teacher training sessions, ensuring that reflective practice and peer support become embedded in school culture. Lastly, academic supervisors and training heads should consider offering specialized training in innovation and creativity, particularly for teacher-mentors, to support the sustainability and scalability of this professional development initiative.

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