Technical Assistance Plan for Teachers, SY 2026–2027

School: [Name of school], [Schools Division] (blind copy)

Teachers covered: The 114 Teachers I to VII; the counts below are of the 104 whose records the study read

Based on: The school's study of its SY 2025–2026 e-SAT, first full-period observations, observation notes, PMCF dates, and technical assistance questionnaire

Columns: The first six of the Instructional Supervisory Plan (DM 089, s. 2025, Annex B), with the teachers each row covers and the persons responsible; each rater copies the rows for their ratees into their monthly IS Plan, which adds Accomplishment/Status and Remarks

Prepared by: The School Principal, with the fourteen raters, June 22, 2026

The plan names indicators and numbers of teachers, never a teacher. Which teacher joins which group is settled by each rater with the teacher, in the teacher's Individual Development Plan and the rater's IS Plan (DM 089, s. 2025, items 26 to 30). School-wide needs are those of 40% or more of observed teachers; small-group needs, 15% to 39%; individual needs, under 15%.

Key result area	Objective	Teachers	Enabling projects and activities	Success indicators	Means of verification	Time frame	Persons responsible
Teaching and learning: differentiated instruction (PPST 3.1.2)	Teachers set tasks at different levels or offer choices, and help learners one by one during seatwork	School-wide: 55 of 101 observed teachers (54.5%) had a need; 45 of them had rated themselves High or Very High	Four LAC sessions in the Instructional Block on designing one tiered task from the coming week's lesson; two demonstration lessons by teachers whose lessons already use tiered tasks, each followed by a LAC debrief; peer-observation pairs across departments	Walkthrough entries recording tiered tasks or choices: from 26.9% of first-observation notes to 50% of walkthroughs by the end of Term 3	PMCF walkthrough entries, coded with the study's codebook; LAC outputs (the tiered tasks)	Terms 1 to 3; LAC sessions in Term 1	Department heads and master teachers (raters); the assistant school principal (LAC); the principal (approval)
Teaching and learning: higher-order thinking (PPST 1.5.2)	Teachers ask why and how questions and have learners explain or justify their answers	School-wide: 48 of 104 (46.2%); 37 of them unflagged in the e-SAT	Three LAC sessions on planning questions for a lesson; one day of the September 10–11, 2026 INSET on questioning; demonstration lessons; peer observation	Teachers rated 3 or lower on 1.5.2 in the first observation of SY 2026–2027: from 46.2% to 30% or less; notes recording why or how questions: from 44.2% to 65%	COT rating sheets (1.5.2 is rated in both observations of SY 2026–2027); observation notes, coded	Terms 1 and 2; INSET in the End-of-Term Block	Raters; the assistant school principal; INSET proposal to the SDO 45 working days before

Key result area	Objective	Teachers	Enabling projects and activities	Success indicators	Means of verification	Time frame	Persons responsible
Teaching and learning: literacy and numeracy strategies (PPST 1.4.2)	Teachers of every subject teach an explicit reading or numeracy strategy their lesson needs	Small groups: 29 of 104 (27.9%)	Coaching cycles in groups of four to six across departments (observe, debrief, try, observe again), one group per master teacher	Teachers rated 3 or lower on 1.4.2 in the first observation of SY 2026–2027: from 27.9% to 15% or less	COT rating sheets (1.4.2 is rated in both observations of SY 2026–2027); PMCF coaching entries	Terms 1 and 2	Master teachers
Teaching and learning: classroom structure and hands-on work (PPST 2.3.2)	Teachers run group work with assigned roles and let learners handle the materials	Small groups: 27 of 101 (26.7%)	Coaching cycles in groups of four to six; one demonstration of group roles per department	Walkthrough entries recording group work with roles: from 40.4% of first-observation notes to 60%	PMCF walkthrough entries, coded (2.3.2 is not rated again in the PMES cycle)	Terms 1 and 2	Department heads
Teaching and learning: sequenced lessons and content knowledge (PPST 4.1.2, 1.1.2)	Each teacher with a need on these indicators improves on them	Individual: 10 on 4.1.2 and 8 on 1.1.2	Individual coaching in each rater's IS Plan; for 1.1.2, by a subject specialist; for 4.1.2, through the lesson plan review	Each teacher's IDP names the indicator, with at least one coaching entry per term	IDPs; PMCF; lesson plan reviews	Terms 1 to 3	Each teacher's rater
Teaching and learning: inclusion and ICT (PPST 3.3.2, 3.4.2, 3.5.2, 1.3.2)	The e-SAT's top priorities are confirmed before the school acts on them	To be confirmed: the e-SAT's top four needs; 3.5.2 and 3.3.2 depend on whether a teacher has such learners	List the teachers who teach learners with disabilities, learners in difficult circumstances, and learners from Indigenous groups from the class records; then plan sessions for them	The list made by the end of Term 1; sessions for listed teachers by Term 2	The list; session records	Terms 1 and 2	The principal; the guidance designate; raters
Instructional supervision: post-observation conferences	Every conference is held within three days of the observation (DM 089, s. 2025, item 57)	All teachers	Each rater schedules the conference with the observation in the IS Plan	Conferences within three calendar days: from 26.0% to 90%	PMCF dates	Each observation	Raters
Instructional supervision: walkthrough feedback	Every teacher receives specific written feedback after a walkthrough each term	All teachers	Raters use the codebook's practices as look-fors and write what they saw in the PMCF	Teachers satisfied with walkthrough feedback: from 58.1% to 80%	The questionnaire, May 2027; PMCF entries	Each term	Raters

Key result area	Objective	Teachers	Enabling projects and activities	Success indicators	Means of verification	Time frame	Persons responsible
Monitoring and evaluation of this plan	The school knows whether the assistance worked	All teachers	Repeat the questionnaire in May 2027; compare SY 2026–2027 ratings on 1.4.2 and 1.5.2 with the baselines; code a sample of walkthrough entries	"The help addressed the needs we had identified," LAC sessions: from 38.5% to 70%	The questionnaire; COT rating sheets; PMCF entries	May 2027	The research coordinator; the principal

The INSET days of SY 2026–2027 fall in the End-of-Term Blocks: September 10–11 and December 17–18, 2026, and April 2 and 5, 2027 (DepEd Order No. 009, s. 2026). LAC sessions are held within the Instructional Block.

Accomplishment and status, and remarks, are added each month in the rater's IS Plan (DM 089, s. 2025, Annex B).

Prepared by: _____ School Principal Reviewed with the raters on: June 22, 2026