



ATENEUM DE MANILA UNIVERSITY

OFFICE OF THE VICE PRESIDENT FOR MISSION INTEGRATION

IMPACT ASSESSMENT REPORT

YEAR 1 MENTORING FUTURE LEADERS FOR NATION-BUILDING PROGRAM
SECURITY BANK FOUNDATION, INC.

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Impact Assessment Report
Midterm Evaluation of the Mentoring Future Leaders for Nation-Building Program by
Security Bank Foundation, Inc.

I. Executive Summary

Background

This report presents the impact assessment of the Year 1 phase of the Mentoring Future Leaders for Nation-Building Program implemented by the Security Bank Foundation, Inc. (SBFI) in partnership with the Ateneo Center for Educational Development (ACED). The study employed both quantitative and qualitative approaches to comprehensively evaluate the outcomes of the program's Year 1 training for principals and teachers. It examines the extent to which the training has enhanced participants' professional competencies, leadership capacities, and instructional practices, as well as its contribution to fostering reflective, data-driven, and community-oriented school leadership. The assessment also identifies the enabling and constraining factors that influenced the implementation of Transformative Action Plans (TAPs) and Model Lesson Plans (MLPs) in the respective schools of the principal and teacher participants.

Objectives

The Year 1 Impact Assessment of the *Mentoring Future Leaders for Nation-Building Program* aimed to evaluate the program's effectiveness in enhancing the professional competencies of school principals and teachers. Specifically, the impact assessment sought to:

1. Measure participants' growth in leadership and instructional capacities before and after the training;
2. Examine the implementation of Transformative Action Plans (TAPs) and Model Lesson Plans (MLPs) developed during the training; and
3. Identify strengths, challenges, and areas for improvement to inform the succeeding phases of the three-year program.

Methodology

The assessment adopted a mixed-methods approach integrating both quantitative and qualitative analyses.

1. Survey Phase (Quantitative)

A retrospective self-assessment survey was administered to participants to compare pre- and post-training competency levels across key leadership and instructional areas. A total of 21 principals and 55 teachers participated in the survey. Mean averages and differences between pre- and post-test scores were calculated to determine areas of growth and improvement.

2. Interview Phase (Qualitative)

Semi-structured interviews were conducted with five (5) principals and ten (10) teachers to explore their perceptions of training usefulness, enablers, and barriers. Interview data were transcribed and thematically analyzed using *ATLAS.ti*.

A validation session was also held with selected participants to confirm preliminary findings and gather feedback.

Findings and Results

Principals

Quantitative results showed consistent gains across all leadership competencies, with mean increases ranging from +1.71 to +2.76 points across all Year 1 competency areas. The most notable improvements were observed in evidence-based problem-solving, school management, and professional reflection. These findings indicate greater confidence and enhanced capability in key leadership areas among principal participants. Meanwhile, qualitative results further support the findings that the program effectively fostered transformational leadership, stakeholder engagement, and collaborative supervision. Principals highlighted improvements in instructional monitoring and school-community partnerships but also identified challenges such as limited resources and competing administrative demands that constrained full implementation of their TAPs.

Teachers

Teachers' self-assessed competencies also reflected marked improvement, with increases ranging from +1.75 to +2.29 points across all training competency areas. Gains were most evident in data-driven instruction, collaborative learning, and stakeholder engagement. Results of the interview also showed that teachers found the training highly relevant and

applicable, noting enhanced confidence in lesson design, classroom facilitation, and technology integration. The Year 1 training promoted peer collaboration and innovative pedagogy centered on critical thinking, communication, collaboration, and creativity. However, barriers such as time constraints, inadequate resources, and varying school administration support were frequently cited by the teacher participants as hindrance in the full application of the training insight and model lesson plan.

Recommendations

Drawing from the findings, the following actions are recommended:

- 1. Secure CPD Accreditation for the Teachers' and Principals' Training Program*
Seek accreditation of the training program for Continuing Professional Development (CPD) units through the PRC to enhance its professional value and provide tangible career benefits for teachers and principals.
- 2. Provide Training Materials to the Participants*
Distribute visual aids, presentation slides, and demonstration tools used in the training sessions to support classroom implementation and ensure consistency in applying learned strategies.
- 3. Integrate Local Case Studies in Future Training Sessions*
Include Philippine-based success stories in future training sessions to strengthen contextual relevance and demonstrate achievable examples of effective, data-driven instruction.
- 4. Ensure Leadership Continuity for the Principal Trainings*
Select two participants per school (a principal and an apprentice) to sustain implementation of Transformative Action Plans (TAP) and institutionalize mentorship.
- 5. Increase Onsite Engagements and Mentoring Sessions*
Reintroduce more face-to-face sessions to promote collaboration, engagement, and deeper learning among participants.
- 6. Continue Classroom Provision*
Sustain and expand SBFI's *Build a School, Build a Nation* initiative to address the shortage of learning spaces that hinders the implementation of TAPs and Model Lesson Plans.

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V. *Background and Context*

The Security Bank Foundation, Inc. (SBFI) is committed to improving academic performance and holistic student development in the Philippines through targeted capacity-building initiatives for school leaders and teachers. A key component of this thrust is the Mentoring Future Leaders for Nation-Building Program, a three-year program designed to enhance the leadership skills of school principals and equip Grades 1-3 Math and English teachers with effective pedagogical strategies.¹ This program focuses on developing crucial competencies, including instructional leadership, contextual problem-solving, and stakeholder engagement for principals, and 21st-century instruction, lesson development, effective assessment, and stakeholder engagement for teachers.² Launched in 2023, this training program evolved from SBFI's broader "Build a School, Build a Nation" initiative, which supported schools through classroom construction, infrastructure improvements, and educator training across the country.³

Recognizing the crucial role played by school leaders and teachers in shaping student learning and development, this concept note outlines the evaluation plan for Security Bank Foundation's (SBFI) Mentoring Future Leaders for Nation-Building Program. The evaluation assessed the program's progress in terms of participants' understanding and application of concepts, their engagement and participation in the training, and their general feedback and suggestions geared towards its implementation.

VI. *Objectives*

This impact assessment assessed the Year 1 progress of the Security Bank Foundation, Inc.'s (SBFI) Mentoring Future Leaders for Nation-Building program. It specifically evaluated the impact of the training on key competency areas and self-development of school principals and the training program for Grades 1-3 Math and English teachers.

Specifically, this midterm evaluation attempted to accomplish the following objectives:

1. Assess the progress of principals and teachers in achieving Year 1 course learning outcomes.
2. Measure the effectiveness of training on self-development and action plan implementation.

¹ Mentoring Future Leaders, Security Bank, <https://www.securitybank.com/mentoring-future-leaders/>

² *ibid.*

³ Security Bank Launches Mentoring Future Leaders for Nation-Building Training Program for School Principals and Teachers, *Business Inquirer*, <https://business.inquirer.net/427466/security-bank-launches-mentoring-future-leaders-for-nation-building-training-program-for-school-principals-and-teachers>.

3. Solicit feedback and suggestions for the improvement of future iterations of the training program

VII. *Methodology*

This section outlines the methodology employed in conducting the impact assessment. It describes the research design, sampling procedure participants, inclusion and exclusion criteria, validation plan, and analytical techniques used to examine the outcomes of the training for principals and teachers.

A. Research Design and Data Collection Technique

The midterm impact evaluation was primarily quantitative and descriptive, using a mixed-methods approach. It consisted of two phases: online surveys (Phase 1) and semi-structured interviews (Phase 2). Phase 1 will involve a retrospective assessment covering demographic information, understanding and application of concepts according to their focus competencies, training engagement and participation, and general feedback and suggestions.

This was accomplished through an online survey questionnaire deployed to all eligible participants via Google Forms. The instrument for the retrospective assessment is attached to this proposal as **Annexes A and B**. The questionnaire for the retrospective assessment was pre-tested before deployment to the principal and teacher participants.

The second phase of the midterm evaluation involved an in-depth exploration of the individual experiences of teachers and school principals during the training. It examined how the principals and teachers applied their learning in their respective schools and classrooms, focusing on their respective Year 1 competencies.

The primary objective of this phase is to gain deeper insights into the effectiveness, relevance, and practical application of the training content, and to identify enablers and barriers to implementation.

The second phase consisted of a series of interviews with school principals and teachers. A total of five (5) principals and ten (10) teachers took part in the second phase. The proposed questions for the semi-structured interviews with principals and teachers are attached to this proposal as **Annexes C and D**.

Responses gathered during the interviews were analyzed through thematic analysis to identify patterns and categories from the responses. Findings and recommendations were collated to provide a general overview of the effects of leadership development program and teacher training program at the personal, professional, and community levels.

The preliminary instrument for the validation session is attached to this proposal as **Annex E**.

B. Target Participants and Sampling Procedures

The target population for this midterm evaluation consisted of principals and teachers who completed Year 1 of Security Bank Foundation's (*SBFI Mentoring Future Leaders for Nation-Building*) program. A total of 90 participants, comprising 30 school principals and 60 teachers (30 English and 30 Mathematics teachers) from Cohort 1 of Year 1, were invited to participate in the assessment. Participants who completed the online survey were subsequently invited to participate in semi-structured interviews. Those who confirmed their participation were assigned a unique identifier, and the interviewees were randomly selected using Microsoft Excel.

A total of 20 participants consisting of 10 school principals and 10 teachers (equally divided between Mathematics and English teachers) were invited for virtual interviews conducted via Zoom or Google Meet. However, only 5 principal-participants out of the 21 who completed the survey and 10 teachers out of the 55 who answered the survey agreed to participate in the interviews. The target number of principals for the interviews was not reached, possibly due to the timing of data collection which coincided with the weeks leading to the opening of classes.

C. Inclusion and Exclusion Criteria

The study participants were selected based on the following inclusion criteria: i) Teachers and Principals who attended and completed the Year 1 training sessions; ii) Teachers who taught Grades 1-3 Math or English during any of the three years the training program was active; iii) Principals who were in a leadership role (e.g., principal, head teacher) at a school during any of the three years the training program was active; and, iv) Individuals who are currently employed as a teacher or principal in any public or private educational institution.

Meanwhile, the exclusion criteria for the study were: i) Teachers who did not teach Grades 1-3 Math or English during the program's active years; ii) Participants who did not complete all the Year 1 training courses/sessions; iii) Participants who are not currently employed in a relevant educational role within the participating municipalities/cities; and iv) Participants who do not provide informed consent.

D. Data Analysis

The study employed both quantitative and qualitative approaches to analyze the data collected from the participants of the *Mentoring Future Leaders for Nation-Building* program.

For the survey data, pre-test and post-test results were summarized using mean averages to determine the overall performance and self-assessed competency levels of principals and teachers before and after the training. To identify areas of improvement, the differences between the post-test and pre-test mean scores were computed for each competency area or strand. This analysis provided a quantitative measure of the extent of change in participants' confidence and skills following the training intervention.

For the interview data, responses were subjected to thematic analysis using *ATLAS.ti* software. Thematic coding was conducted to identify recurring patterns, emerging insights, and key themes that reflect participants' experiences, perceived outcomes, and contextual challenges in implementing their respective Model Lesson Plans (MLP) and Transformative Action Plans (TAPs). The qualitative findings were then used to complement and enrich the quantitative results to better a deeper understanding of the program's impact to the participants.

E. Validation of Findings

Towards the end of the data collection, all participants attended an online validation session held via Zoom on September 29–30, 2025. This activity aimed to present the results of the retrospective assessment survey and semi-structured interviews, gather further insights, and solicit feedback to ensure the accuracy of the preliminary findings. The session was attended by a total of five (5) principals and seven (7) teachers who had previously participated in the June 2025 interviews.

RESULTS AND DISCUSSION

This chapter presents and discusses the findings of the Year 1 impact assessment of the *Mentoring Future Leaders for Nation-Building* program implemented by the Security Bank Foundation, Inc. (SBFI). The results are organized according to the key components of the study, namely the profile of respondents, survey results, and qualitative insights derived from the interviews.

Both quantitative and qualitative data are presented to provide an in-depth understanding of the program's outcomes and emerging themes vis-à-vis training competency areas for both principals and teachers.

VIII. Stakeholder Profile Analysis

This specific section presents the profile of teachers and principals who participated in the impact study. The scope of the profile data includes the demographics (i.e., age, gender, etc.), geographic representation, years of service, grade levels and subject areas taught (for teachers), and promotion status in the past three (3) years for both principals and teachers who participated in the impact study.

A. Sex Assigned at Birth

Figure 1 presents the sex distribution of principal-participants. The data indicates a near-equal distribution between the sexes, with a slight majority of the respondents being female (52% or 11 individuals). Conversely, male principals account for 48% (10 individuals). This reflects a relatively balanced representation of genders among the school administrators.

Figure 1. Sex Assigned at Birth (Principals)

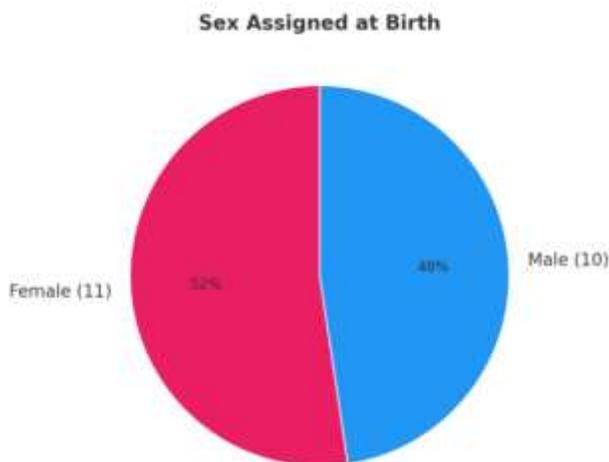
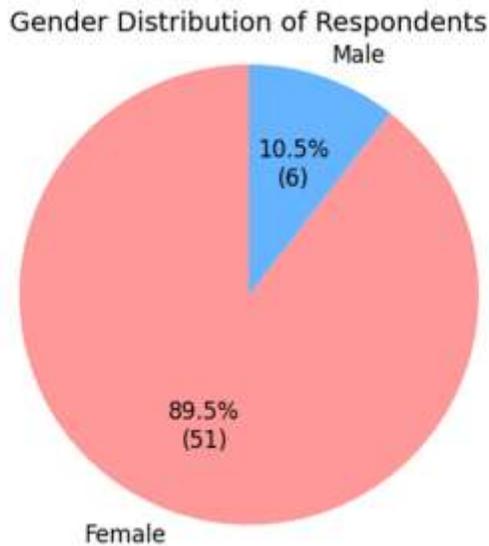


Figure 2 illustrates the sex distribution of teacher-participants. The data indicates a significant imbalance in terms of sexes, with the overwhelming majority of participants being female (89.5% or 51 individuals). Conversely, male teachers account for only 10.5% (6 individuals). This reflects the highly female-dominated nature of the teacher cohort in this program.

Figure 2. Sex Assigned at Birth (Teachers)



B. Geographic Distribution

Figure 3 presents the geographic locations of principal-participants. The map highlights that the principal-respondents are not geographically clustered but are widely dispersed across the three major island groups: Luzon, Visayas, and Mindanao. This wide distribution validates the generalizability of the findings. It also indicates that the training program reached a diverse range of geographical contexts nationwide.

Figure 3. Geographic Distribution of Participating Principals

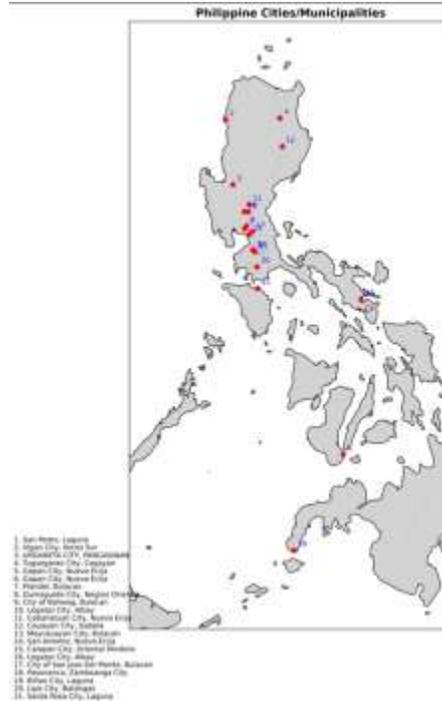


Figure 4 illustrates the geographic locations of teacher-participants. The map provides spatial information regarding the geographic diversity of teachers involved in the program. Unlike the principals where almost all of the participants hail from Luzon, the teacher-participants are predominantly situated in the Visayas and Mindanao regions, though they remain dispersed across various geographic locations. This concentrated yet diverse geographic distribution confirms that the study's findings reflect significant realities of classroom environments in the central and southern regions of the country.

Figure 4. Geographic Distribution of Teacher Participants

Max YOS	25
Mean YOS	9.7

Table 2 presents the length of service of the teacher-participants. The data shows a wide range of experience, from a minimum of 2.5 years to an extensive 34 years of teaching. However, the group is characterized by a very high average level of experience, with the mean length of service settling at 18.9 years. This finding implies that the training program primarily engaged a cohort of highly veteran and established educators with deep roots in the school system.

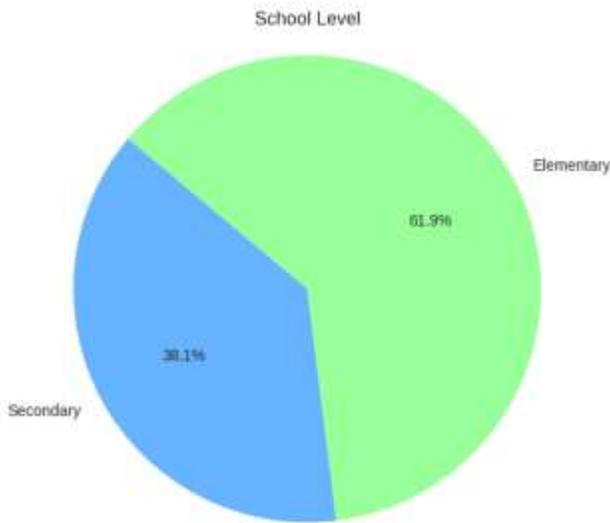
Table 2. Length of Service of Teacher Participants

<i>Statistic</i>	<i>Year of Service (YOS) (in years)</i>
Min YOS	2.5
Max YOS	34
Mean YOS	18.9

D. School Level (Principal)

Figure 5 illustrates the school level being administered by the principal-respondents. The data shows that the majority of principals (61.9%) administer schools at the elementary level. The remaining principals (38.1%) are responsible for schools at the secondary level. This indicates that the largest group of the principal participants for the Year 1 come from the primary school structure.

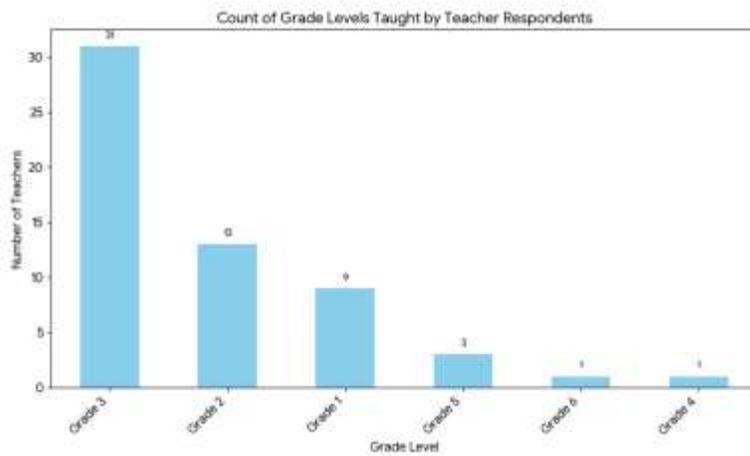
Figure 5. Distribution of School Levels Administered by Principal Participants



E. Grade Level (Teacher)

Figure 6 illustrates the Grade levels taught by the teacher respondents. The distribution shows a clear concentration in the primary grades, with Grade 3 being the most frequently taught level, reported by 31 teachers. This is followed by Grade 2 (13 teachers) and Grade 1 (9 teachers), while the representation drops significantly in the intermediate grades.

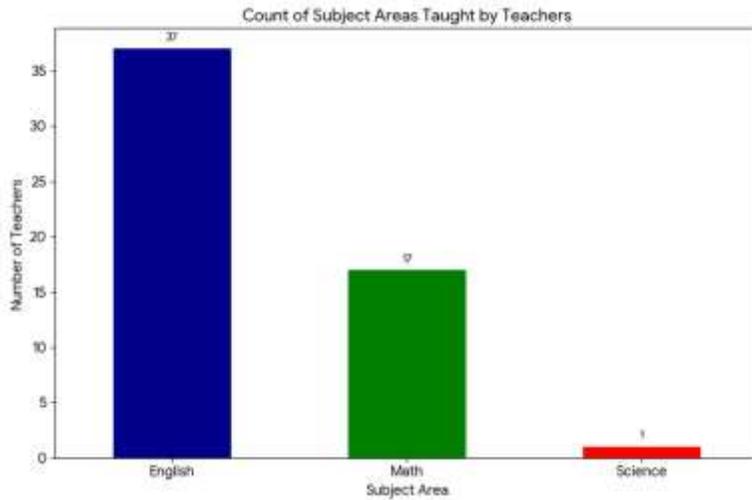
Figure 6. Grade Level Distribution of Teacher Participants



F. Subject Areas Taught by the Teacher-Participant

Figure 7 illustrates the subject areas taught by the teachers who participated in the survey. The result reveals that English is the overwhelmingly dominant subject area, with 37 teachers reporting it as a subject they teach. This is followed by Math which is being taught by 17 teachers, while Science is taught by only one teacher. This indicates a high concentration of language and numeracy instructors among the respondents.

Figure 7. Distribution of Subject Areas of Teacher Participants



G. Promotion in the Past Three (3) Years

Figure 8 summarizes the promotion status of the principal-respondents within the last three years. The data shows that the majority of principals (57% or 12 respondents) have received a promotion within a three (3) year period. These findings suggest a high rate of career progression among the Year 1 cohort of principal participants. However, 38% or eight (8) respondents reported no promotion within the same time period. Meanwhile, 1 respondent provided no response to the query.

Figure 8. Promotion Status of Principal Participants Over the Past Three Years

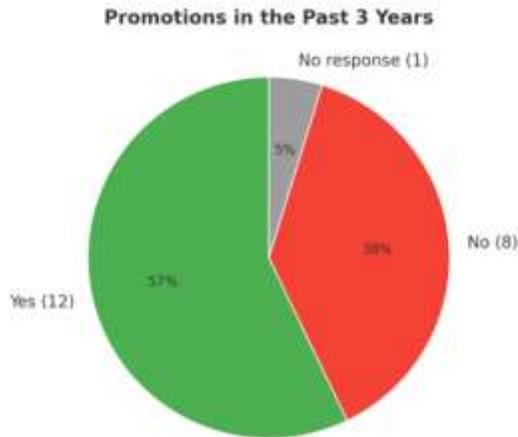
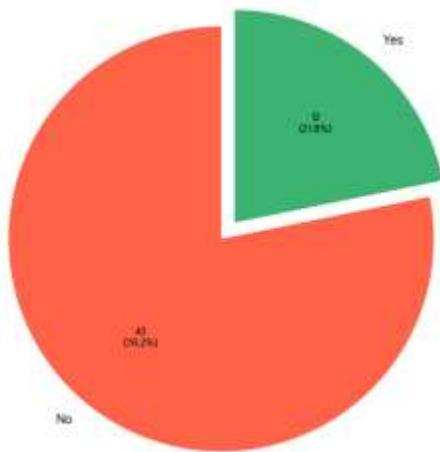


Figure 9 also presents the career advancement status of teacher-respondents within the past three (3) years. The data reveals that the overwhelming majority of teachers (78.2% or 43 respondents) reported not receiving a promotion in the specified period. This finding highlights the large number of teachers who have not experienced career progression, contrasting sharply with the minority of teachers who reported being promoted (21.8% or 12 respondents).

Figure 9. Promotion Status of Teacher Participants Over the Past Three Years



H. Level of Completion of Year 1 Training Sessions

Figure 10 illustrates the level of completion of Year 1 training sessions among principals who responded to the survey. The data indicates strong participation and commitment, with the vast majority of principals (85.7%) responding that they successfully completed all Year 1 training sessions. Conversely, 14.3% of the principal respondents reported incomplete participation. This suggests a high level of commitment among principals to complete the training program.

Figure 10. Completion Status of Year 1 Training Sessions Among Principals

Have you completed all Year 1 training session?

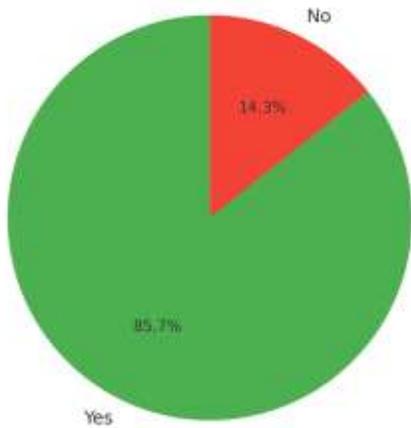
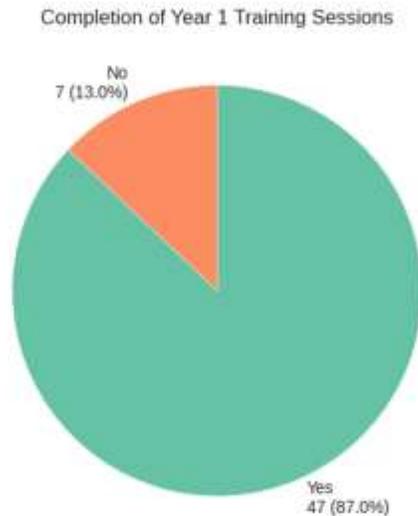


Figure 10 presents the Level of Completion of Year 1 Training Sessions Among Teachers. The results indicate a very high participation rate, with 47 teacher-respondents (87.0%) confirming they successfully completed all required training sessions for Year 1. On the other hand, this strong showing of compliance means only a small fraction of teachers (13.0% or 7 respondents) did not complete the Year 1 sessions.

Figure 10. Completion Status of Year 1 Training Sessions Among Teachers

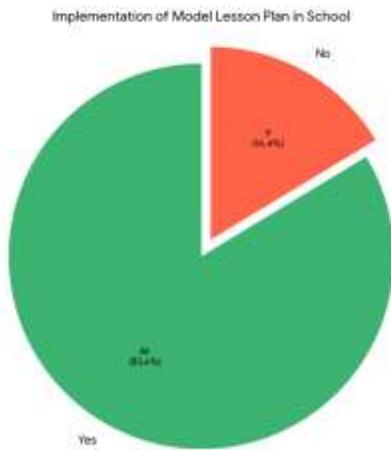


I. Rate of Implementation of Transformative Action Plan and Model Lesson Plan

The survey results show a high rate of successful execution of the Transformative Action Plan (TAP) among the principals, with all 21 principal-respondents (100%) confirming full implementation of the Year 1 Transformative Action Plan. This finding implies a high level of commitment, program buy-in, and preparedness among school leaders to adopt and execute the training's strategic components.

Figure 11 illustrates the extent of Model Lesson Plan (MLP) implementation in schools as reported by teacher-participants. The results show a high rate of successful adoption, with 46 respondents (83.6%) stating they have implemented the Year 1 Model Lesson Plan. Conversely, only nine teacher-participants (16.4%) indicated that they have not yet implemented the MLP, signaling a strong majority committed to integrating the training into practice.

Figure 11. Extent of Model Lesson Plan (MLP) Implementation Reported by Teacher Participants



IX. General Training Feedback of Principals and Teachers

This section presents survey responses from teachers and principals regarding general training application and program effectiveness. The gathered data details the specific challenges encountered, assesses which training components were most useful or need improvement, and identifies the key support required for future program success.

A. Challenges Encountered in the Implementation of Transformative Action Plan/Model Lesson Plan

Table 2 presents the primary challenges identified by principal-respondents that impacted the successful execution of the Transformative Action Plan (TAP) and application of the training

lessons. The reported difficulties center on systemic limitations, primarily Time Constraints & Scheduling Conflicts, and Resource Limitations. Additionally, the data highlights administrative hurdles related to ensuring Sustainability & Continuity and dealing with issues of Limited Engagement from staff.

Table 2. Challenges Identified by Principal-Respondents in the Retrospective Survey

<i>Theme</i>	<i>Description</i>	<i>Sample Responses</i>
Time Constraints & Scheduling Conflicts	Limited time or overlapping activities hinder TAP implementation	“Time constraints and conflict of schedule”, “Overlapping school activities”
Limited Engagement	Teachers, learners, and stakeholders not fully participative or supportive	“Varying Teacher Engagement”, “Support of parents”, “Luke warm attitude of stakeholders”
Resource Limitations	Lack of materials, financial support, or external partner assistance	“Availability of needed resources”, “Financial support & lack of time”
Sustainability & Continuity	Personnel changes or lack of institutionalization affect TAP	“Transferred to another school”, “Sustainability when school head transferred”
Administrative/Operational Challenges	Scheduling, absenteeism, and logistics affect implementation	“Availability of teachers in Lesson Study”, “Absences of 5 learners”

Table 3 presents the primary challenges identified by teacher-respondents that hindered the effective application of the training's lessons in the classroom. The reported difficulties are categorized into key themes, including systemic constraints (Time Constraints, Technology and Resource Gaps), instructional hurdles (Learner Diversity, Student Engagement and Behavior), and professional workload management (Workload and Role Demands). This data is essential for understanding barriers and prioritizing support.

Table 3. Challenges Identified by Teacher-Respondents in the Retrospective Survey

<i>Theme</i>	<i>Description</i>	<i>Sample Responses</i>
Time Constraints	Difficulty fitting lessons into allotted time, preparing materials, or managing schedules.	“Time constraint ... parents cooperation”, “Fiiting [sic] the lesson plan into allocated time”, “Time and schedule”, “Time constraints, a lot of activities for the month”
Learner Diversity	Challenges adapting lessons to varied learning styles, abilities, and comprehension levels.	“Varied Learning Abilities, Limited Time and Resources, Assessment Limitations”, “Different reading levels of my Grade 3 students”, “Group of learners, time, resources”
Technology and Resource Gaps	Lack of gadgets, internet, instructional materials, and budget for innovative tools.	“We do not have television and internet”, “Low internet connectivity, lack of budget for innovative IMs”, “Stable internet connection during the interactive game”
Teacher Collaboration Issues	Resistance or hesitation from co-teachers to adopt or support the model lesson plan.	“Refusal to change”, “Acceptance of fellow teachers”, “Some teachers were also lesson plan writers... I introduced my lesson plan to them”
Student Engagement and Behavior	Difficulty maintaining attention, motivation, and participation during lessons.	“Student Engagement and Motivation... limited attention spans”, “Managing classroom behavior, encouraging participation...”, “Learners adjustment to the engaging activities”

Workload and Role Demands	Overlapping responsibilities, especially for master teachers, affecting implementation.	“TIME IN PREPARING SINCE THERE ARE A LOT OF TASKS ASSIGNED TO A MASTER TEACHER”, “The overlapping activities and workload hinders me...”
Curriculum Fit and Adaptability	Lesson plans not always aligning with classroom realities or needing adjustments.	“Lesson plan may not always align perfectly with the actual classroom context”, “Not all activities... can be met by the different set of learners”
Minimal or No Challenges	Some respondents reported no significant issues or found the process rewarding.	“None”, “Its difficult at the start but as I frequently using it, its rewarding in my part”, “At first I find it challenging, later tried my best...”

B. Training Aspects Most Useful to the Participants

Table 4 presents the most valuable and successful components of the training program, as retrospectively identified by principal-respondents. The themes indicate high utility in areas relevant to their strategic and administrative roles, primarily the Transformative Action Plan (TAP), development of leadership skills, and supporting their function as instructional leaders through Research and Instructional Improvement.

Table 4. Most Useful Aspects of the Training Identified by Principal-Respondents in the Retrospective Survey

<i>Theme</i>	<i>Description</i>	<i>Sample Responses</i>
Transformative Action Plan (TAP)	Practical tool for school improvement and structured action planning	“The 1st year of Training on TAP”, “Systematic identification of the problem and tailoring of TAP”

Leadership Skills & Personal Development	Enhancing leadership qualities and confidence	“Leadership Skills”, “Impact on my leadership style”
Workshops & Collaboration	Peer learning, group activities, Critical Friends, CoP	“Workshop and collaborations among groupmates”, “Critical Friends, Industry Visit and Community of Practice”
Research, Problem-Solving, & Instructional Improvement	Modules, reflective practice, evidence-based improvements	“Modules on Research and discussions on leading instructional improvements”, “Opportunities for reflection”
Structure, Phases, & In-Person Delivery	Organized, phased training and in-person engagement	“Three phases of training were very useful”, “Structure of in-person training was excellent”
Holistic/All-Rounded Usefulness	All aspects were found useful by participants	“All aspects”, “All activities/topics very useful especially to novice leaders”

Table 5 outlines the most beneficial and successful components of the training, as retrospectively identified by the teacher-respondents. The themes demonstrate high utility in areas directly related to classroom practice, particularly the enhancement of pedagogy through Teaching Strategies & Techniques, Hands-On Activities & Real-World Application, and the development of Assessment & Learner-Centered Approaches. The results highlight the value of both technical skills (Use of Technology in Teaching) and collaborative support (Mentoring & Expert Facilitation and Collaboration & Peer Sharing).

Table 5. Most Useful Aspects of the Training Identified by Teacher-Respondents in the Retrospective Survey

<i>Theme</i>	<i>Description</i>	<i>Sample Responses</i>
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Teaching Strategies & Techniques	Practical methods for improving instruction, including differentiated teaching, literacy, math, and classroom management.	“Different teaching strategies”, “The strategy and methods”, “Effective strategies for teaching reading comprehension...”, “Strategies introduced were very useful...”
Hands-On Activities & Real-World Application	Interactive sessions, manipulatives, and contextualized examples that can be directly applied in class.	“Hands-on activities and real-world scenarios...”, “Hands-On Learning with Manipulatives...”, “Interactive classroom activities... engaging and meaningful to students”
Mentoring & Facilitation	Expert Guidance from resource persons, mentors, and facilitators who shared insights and supported participants.	“Mentoring and workshops”, “Expert facilitators and mentors”, “Wisdom and encouragement... made impact in our hearts...”
Collaboration & Peer Sharing	Opportunities to collaborate with peers, share strategies, and engage in group discussions.	“Collaboration, games, drills...”, “Sharing of strategies”, “Learning Action Cell (LAC)... evident during classroom observations”
Use of Technology in Teaching	Integration of digital tools and tech-based instruction to enhance learning.	“The integration of technologies in the lesson”, “How to cope with the new technologies...”, “Technology-based instruction”
Critical Thinking & Higher-Order Skills	Promoting analytical thinking and problem-solving in lesson planning and delivery.	“Use of Critical thinking skills”, “Promote critical thinking skills”, “Essence of critical thinking in the learning process”

Subject-Specific Content	Deepened understanding of specific subjects like Math and English.	“Teaching reading and literacy”, “Applying Math to real-world problems...”, “Strategies in teaching Mathematics...”
Assessment & Learner-Centered Approaches	Tools and strategies for evaluating student progress and adapting to learning styles.	“Students assessment”, “Knowing about the different learning styles...”, “Sample lesson plans, activity sheets, and teaching aids...”
General Appreciation & Holistic Impact	Broad appreciation of all training aspects and their contribution to professional growth.	“All aspects of the training were useful to me”, “Everything about this training is very useful...”, “Majority of the topics”, “Very engaging training...”

C. Training Areas Requiring Improvement

Table 6 presents the principals' responses identifying specific aspects of the training program that require improvement. This data reveals key gaps and deficiencies in the scheduling, logistics, content, methods, and conduct that need refinement to enhance the overall quality and effectiveness of future sessions.

Table 6. Training Aspects That Need Improvement as Identified by Principal Respondents in the Retrospective Survey

Theme	Description	Sample Responses
Time Management / Extended Time	More time for discussions, presentations, and reflection	“Time Management”, “Perhaps more time to present and discuss our TAPs”

Teacher Engagement	Greater involvement of teachers in activities	“Teacher Engagement”
Sustainability / Continuity	Challenges due to leadership changes or sustaining initiatives	“Challenges in sustaining the project due to reshuffling of school heads”
Benchmarking / Exposure	Opportunities to learn from other schools or contexts	“Benchmarking”
Speaker Diversity / Content Enrichment	More speakers to provide diverse perspectives	“Inviting two speakers per session could enhance sharing of experiences”
Innovative Strategies	Include creative or novel strategies for school improvement	“Innovative strategies to improve the school performance”
Positive / No Improvement Needed	No other changes suggested	“None”, “All went well”, “Honestly, the training was one-of-a-kind”

Table 7 summarizes the teachers' feedback, pinpointing specific areas of the training program needing improvement. This data highlights key gaps and deficiencies in the schedule, logistics, resources needed, and overall conduct that must be refined to enhance the quality and effectiveness of future sessions.

Table 7. Training Aspects That Need Improvement as Identified by Teacher- Respondents in the Retrospective Survey

Theme	Description	Sample Responses
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Time Management Scheduling	&	Need for better time allotment, scheduling of sessions, and balancing training with other responsibilities.	“Time allotment”, “Time management”, “In my part is the time and schedule”, “The schedules of the webinars. It is better to have them during weekends.”
Technology Access Integration	&	Limited access to devices, internet, and digital tools; need for more tech-based instruction.	“Children's active hands-on access in internet and digital technology”, “Technology and equipment”, “My engagement in using technology... I am not good at computer works.”
Differentiated Instruction Learner Support	&	Need for strategies to support diverse learners, especially struggling students.	“Difficulty in having differentiated instruction...”, “Learner’s comprehension”, “More strategies on vocabulary development and comprehension”
Practical Application Contextualization	&	Desire for more localized examples, hands-on activities, and real classroom relevance.	“Providing localized or contextualized examples...”, “More practical examples and hands-on activities...”, “Sample lesson activities... to refresh and reinforce...”
Post-Training Support Materials Access	&	Need for follow-up mentoring, coaching, and timely access to training materials.	“Post-training support such as mentoring, coaching...”, “Slides from both online and face-to-face...”, “Guides or sample lesson activities...”
Instructional Materials Resources	&	Lack of teaching aids and materials for full implementation.	“Instructional Materials production”, “Lack of resource materials”

School-Level Implementation Support	Need for stronger support from school heads and community partnerships.	“Full support of the assigned school head/s...”, “Relationship or partnership between the school and the community...”
None / Fully Satisfied	Many respondents expressed complete satisfaction with no areas needing improvement.	“None”, “None so far”, “Everything was superb”, “Being in this training is a great opportunity and a blessing.”

D. Additional Support Needed Post-Training

Table 8 details the critical support and resources that principal respondents require to successfully translate their training into sustained, practical application within their respective schools. This overview categorizes the reported needs, offering clear direction for stakeholders regarding resource allocation, follow-up coaching, and the institutional support necessary to achieve programmatic longevity.

The major needs identified fall into broad thematic areas, including the provision of concrete teaching tools (Teaching Materials, Equipment, Funding), ongoing professional capacity building (Follow-up / Advanced Training), and institutionalized support systems (Personalized Coaching / Mentoring and Implementation Guidelines & Examples).

Table 8. Support or Resources Identified by the Principals for Enhancing Training Application

Theme	Description	Sample Responses
Teaching Materials, Equipment, Funding	Access to resources and financial support	“Access to teaching materials, equipment, and funding”
Follow-up / Advanced Training	Additional workshops, refresher, or advanced sessions	“Follow-up workshops, refresher sessions, or advanced training”

Technology Support	Access to online platforms and tech tools	“Technology support and access to online platforms/resources”
Implementation Guidelines & Examples	Step-by-step instructions and real-world applications	“Clear implementation guidelines”, “Sample lesson plans, activities, examples”
Personalized Coaching / Mentoring	One-on-one guidance and expert consultation	“Personalized coaching, mentoring, or expert consultations”
Peer Observation & Collaboration	Opportunities to learn and receive feedback from colleagues	“Opportunities for peer observation, collaboration, and feedback”
Hands-on Practice / Classroom Observation	Practical application and observation time	“Hands-on practice sessions and classroom observation time”
Support for Behavior, Stress, Workload	Guidance in managing students and personal/work challenges	“Support in managing student behavior, stress, or workload”
Reflection & Self-Assessment	Encouragement, reflection tools, and self-evaluation opportunities	“Encouragement, reflection tools, and self-assessment opportunities”

Table 9 summarizes the comprehensive categories of support and resources that teacher respondents identified as critical for the effective and sustained application of the training in their classrooms. The identified needs span across instructional capacity (including Instructional Materials & Resources and Technology Access & Integration), systemic environment (School Leadership & Administrative Support), and professional development (Time & Workload Management and Collaboration & Peer Support).

Table 9. Support or Resources Identified by the Teachers to Enhance Training Application

<i>Theme</i>		<i>Description</i>	<i>Sample Responses</i>
Instructional Resources	Materials &	Teachers need access to teaching aids, modules, visual tools, and contextualized materials.	“Provision of instructional materials”, “Localized and contextualized lesson exemplars”, “Visual aids and manipulatives for math and reading”
Technology Integration	Access &	Support in using digital tools, improving connectivity, and integrating tech into lessons.	“Internet connection and gadgets”, “Training on using technology in teaching”, “Digital resources and tools for interactive learning”
Training & Development	Professional	Continued learning through workshops, coaching, and mentoring to enhance teaching strategies.	“Follow-up training and mentoring”, “Seminars on differentiated instruction and classroom management”, “Coaching sessions for struggling teachers”
Time & Management	Workload	Help in balancing teaching responsibilities, planning time, and reducing non-teaching tasks.	“Time management support”, “Less paperwork so we can focus on teaching”, “Assistance in managing multiple roles”
Curriculum Planning	& Lesson	Guidance in developing effective lesson plans and aligning them with learning competencies.	“Support in crafting lesson plans”, “Help in aligning activities with MELCs”, “Lesson planning templates and exemplars”
Assessment Support	& Learner	Tools and strategies for evaluating student progress and addressing diverse learning needs.	“Assessment tools for varied learners”, “Strategies for remediation and enrichment”, “Support for learners with delays or special needs”

Collaboration & Peer Support	Opportunities to share practices, co-plan lessons, and learn from fellow educators.	“Learning Action Cell (LAC) sessions”, “Peer mentoring and sharing best practices”, “Collaborative planning with co-teachers”
School Leadership & Administrative Support	Need for encouragement, clear guidance, and logistical support from school heads.	“Support from school heads in implementing new strategies”, “Recognition and motivation from administrators”, “Clear communication of school priorities”

X. Findings for the Year 1 Training of Principals

This section presents the key findings for the Year 1 training of principals. It is organized into two main parts: (1) quantitative analysis of changes in self-assessed competencies based on pre- and post-test data, and (2) qualitative analysis of participants’ perceptions regarding the training’s relevance, usefulness, and the enablers and barriers affecting its application in school contexts.

A. Quantitative Results: Impact on Training Competency (Survey/Pre-Post Test)

This section of the impact assessment presents the results of the Retrospective Assessment Survey Questionnaire. This survey assesses the effectiveness, relevance, and practical application of the training content based on the training competency, and to identify enablers and barriers to implementation of their respective model lesson plan and transformative action plan.

Table 10 provides a summary of descriptive statistics for the following training dimensions, consisting of the pre-test average, post-test average, and the rate of change from pre- to post-test ratings of principals.

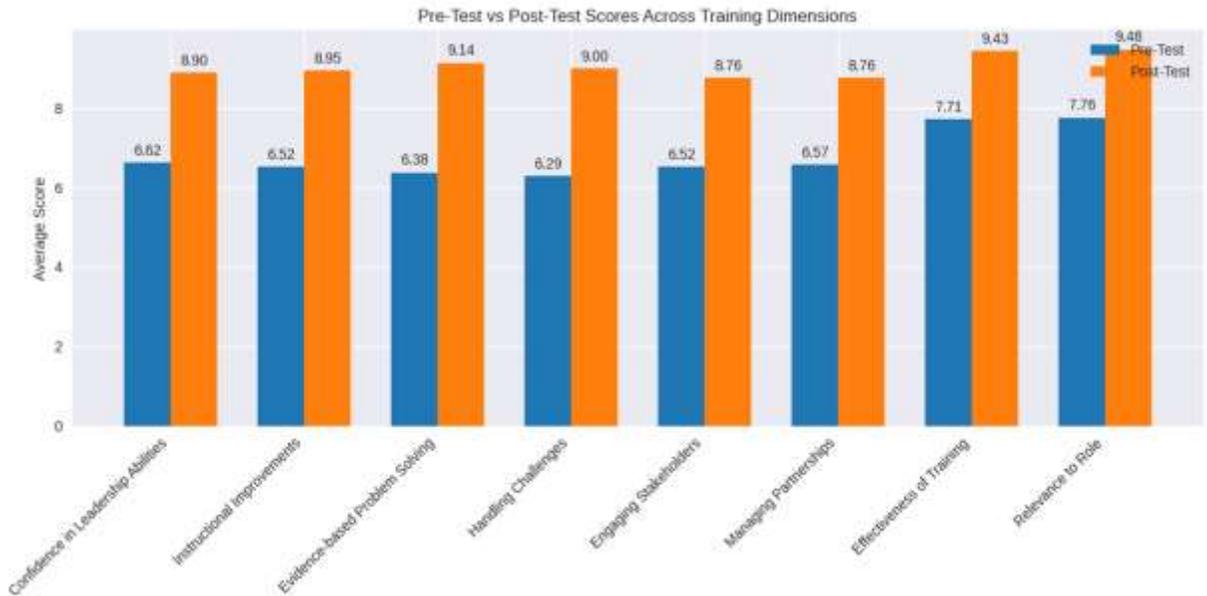
Table 10. Descriptive Statistics of Principals' Pre-test, Post-test, and Net Change in Training Dimensions

Training Dimension	Pre-Test Avg	Post-Test Avg	Net Change
Evidence-based Problem Solving	6.38	9.14	+2.76
Handling Challenges	6.29	9.00	+2.71

in School Management			
Instructional Improvements for Student Learning Outcomes	6.52	8.95	+2.43
Confidence in Leadership Abilities	6.62	8.90	+2.29
Engaging Stakeholders	6.52	8.76	+2.24
Managing Partnerships	6.57	8.76	+2.19
Effectiveness of the Training	7.71	9.43	+1.72
Relevance of Training Content to Role	7.76	9.48	+1.72

Figure 12 below further visualizes the mean score difference for pre-training and post-training for principals' responses across eight training competency areas. The scores are presented as pre-training mean scores (blue) and post-training mean scores (orange) for each training competency. Across all eight competency areas, it can be observed that all training dimensions showed meaningful improvement, with post-test scores improvement ranging from +1.71 to +2.76. This strongly suggests that the Year 1 training was highly effective in boosting the principals' self-assessed abilities and confidence.

Figure 12. Pre-test vs Post-test Scores Across Eight (8) Training Competency Areas of Principals



Across eight training competency areas, *Evidence-based Problem Solving* demonstrated the highest improvement, with a pre-to-post score increase of +2.76. Most principal participants felt that the training had a strong impact on their ability to diagnose and solve problems in the school using data and evidence. *Handling Challenges in School Management* also showed strong improvement, with a pre-to-post score increase of +2.71. Most principals felt significantly more proactive in seeking feedback from parents and students to improve teaching after completing the training.

While Effectiveness and Relevance started with higher pre-test scores, their gains were more modest (+1.71). This suggests that expectations were already high or that content alignment could be improved. Survey responses would also indicate that the training had a strong positive impact across all leadership and instructional areas among principal-participants.

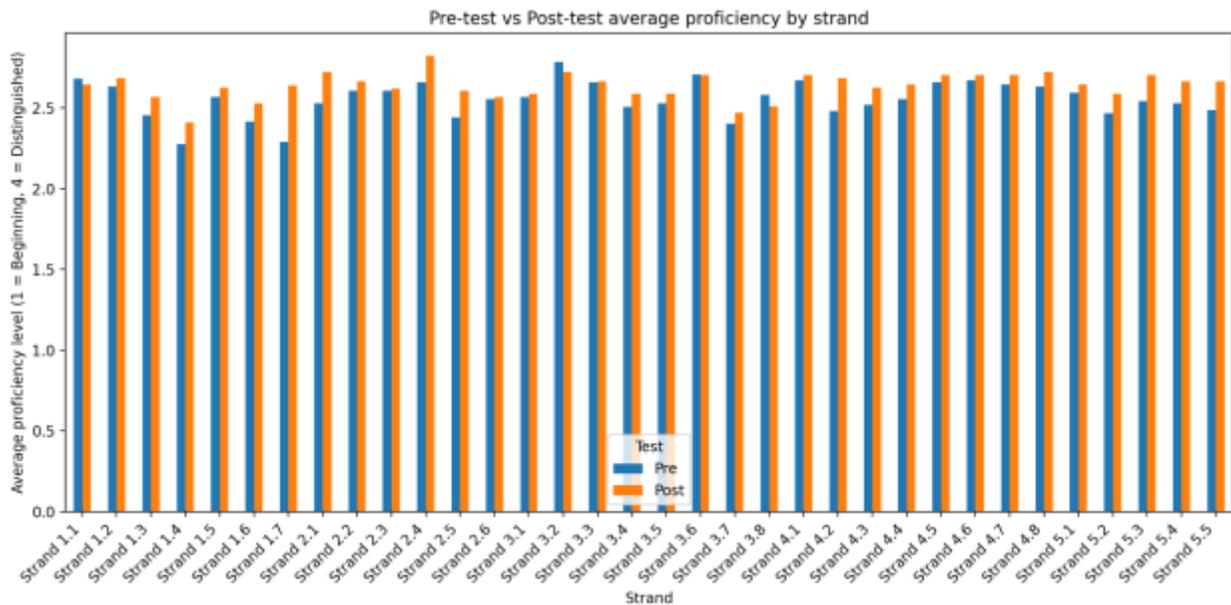
Analysis of Pre-Post Test Survey Evaluation for Principals Provided by SBFI

This section presents a quantitative analysis of principal leadership practice using pre-test and post-test data administered as part of the SBFI Mentoring Future Leaders for Nation-Building Program. The survey data were provided by SBFI from a separate evaluation conducted with the principal participants.

This analysis evaluates the impact of the Year 1 leadership training across the thirty-four (34) competency strands identified by SBFI. Figure 13 depicts the pre-test and post-test performance

of participating principals across the leadership domains, providing a visual summary of shifts in proficiency following the training intervention. To measure the extent of improvement, principals' self-ratings across four proficiency levels (Beginning, Proficient, Highly Proficient, and Distinguished) were aggregated and converted into a weighted mean performance score ranging from 1.0 to 4.0. This transformation enabled a standardized comparison of pre- and post-training proficiency levels and facilitated the identification of measurable gains across strands.

Figure 13. Pre-test vs Post-test Scores Across 34 Competency Strands for Principals Identified by SBFI



The bar chart shows a consistent improvement in proficiency levels across most leadership strands following the Year 1 training for principals. While the magnitude of improvement varies across strands, the majority of the strand shows a higher post-test average. Strands that began with lower pre-test values show more noticeable gains. Strands that began with lower pre-test values show more pronounced gains. This indicates that the training effectively supported areas where principals had greater developmental needs at the outset. Strands with higher initial averages also show incremental progress which suggests that the program strengthened both emerging competencies and existing leadership practices.

It is interesting to note that a few strands such as Strand 1.1 on Vision Mission and Core Values and Strand 3.2 on Teaching Standards and Pedagogies recorded slightly lower post-test mean scores compared to their pre-test results. These exceptions point to areas that may require closer examination or additional support in future training cycles.

Overall the broad pattern of upward movement highlights the comprehensive reach of the SBFI training and its capacity to build leadership capability across multiple domains. Each strand represents an aspect of school leadership such as curriculum and instruction resource management stakeholder engagement or school operations. The chart shows parallel improvement across these diverse areas. This suggests that principals benefited from the Year 1 training in a holistic manner rather than in only one or two isolated strands. The gains may reflect actual development of leadership skills or increased familiarity with the standards used in the assessment or both.

Taken together the results provide strong quantitative evidence of the effectiveness of the SBFI Year 1 leadership training. The relatively general increase in average proficiency across all strands supports continued implementation of the program. Strands that show smaller increases or still lower post-test averages may require more targeted development activities in future training cycles. Strands that show stronger improvement can serve as entry points for more advanced leadership application and coaching. These findings contribute to ongoing monitoring and can support evidence-informed decision-making for the next stages of the program.

B. Qualitative Results: Training Utility, Enablers, and Barriers (Interviews)

The following section presents the results of the qualitative phase of the impact study. Thematic and content analysis were utilized to identify the emergent codes and themes derived from the interview transcripts with principals and teachers.

Table 11 presents the interview results detailing principal participants' perceived utility of the most beneficial aspects of the training.

Table 11.

Interview Results on the Most Useful Aspects of the Training for School Principals

Q1: What aspects of the training were useful for you as a school principal?

Themes	Description
Transformational Leadership	The principals emphasized the importance of personal transformation as a leader. They noted that the training encouraged introspection and self-awareness, which are

	crucial for effective leadership in schools.
Innovative Training Design	The unique and innovative design of the training sessions was frequently mentioned by the principals. The principals appreciated the engaging and flexible format compared to traditional training methods.
Practical Strategies and Insights	Participants commented on the practical strategies and methodologies they learned, which they could directly apply to their roles as school leaders. They noted that the training provided them with actionable strategies and insights that were immediately applicable to their leadership roles, enhancing their effectiveness in managing their schools.
Collaborative Learning Environment	The collaborative nature of the training, where principals learned from each other and the facilitators, was highlighted as a valuable aspect. The participants stated that the collaborative learning environment fostered by the training allowed for the sharing of diverse perspectives and experiences, enriching their learning experience.

The training provided substantial benefits to the principals by fostering significant leadership transformation, beginning with a foundational focus on self-awareness and personal growth. The participants attributed the program’s success to its dynamic design by Ateneo. They noted that it was more engaging than previous training sessions they attended. This effective delivery equipped them with actionable strategies that were immediately applicable to school management and the implementation of their respective TAPs. The usefulness of the training extended beyond individual skill development to the enhancement of professional collaboration. The principals reported that the collaborative learning environment was invaluable, as it enriched their understanding through the exchange of diverse perspectives and expertise among peers. Ultimately, for the principals, the training successfully equipped them with necessary skills and knowledge needed to become effective school administrators.

Table 12 presents interview results detailing how the training enhanced the instructional leadership skills of the principal participants.

Table 12.

Principal Perceptions on the Training's Impact on Instructional Leadership

Q3: In what ways has the training helped you enhance your instructional leadership skills?

Themes	Description
Evidence-Based Instructional Leadership	The training successfully shifted the instructional leadership paradigm toward one reliant on empirical evidence and rigorous research. This comparative approach motivated participants to move beyond anecdotal opinions and internal consensus, instilling an eagerness to apply evidence-based educational models in their own schools.
Adopting International Models	A specific and highly impactful component of the training involved the introduction and exploration of the Singapore Education framework. Participants identified this module as a key motivator and a challenge to emulate the dedication and successful teaching strategies demonstrated by Singapore. This exposure provided school leaders with new ideas and a clear framework for improving instructional delivery and the quality of teaching.
Personal and Professional transformation	The training acted as a catalyst for personal and professional transformation, fundamentally altering the participants' outlook on leadership. Some principals noted a change in their rationale for instruction and leadership which moved them from a closed perspective to an open, eager, and newly inspired persona.

The principal participants reported that the training transformed their instructional leadership approach by promoting a stronger reliance on empirical evidence and research-based practice. They described a clear shift from decision-making based on opinions to one guided by data and comparative analysis. The introduction of the Singapore Education framework emerged as a highly impactful component that inspired and challenged them to improve instructional quality in their schools. This exposure encouraged the adoption of global best practices and motivated principals to emulate Singapore's disciplined and effective teaching culture. Overall, the training served as a catalyst for personal and professional growth and fostered a more open and proactive mindset toward educational leadership.

Table 13 summarizes principal perceptions on the most effective aspects of the training that empowered them to execute 21st-century instructional leadership in their respective school settings.

Table 13.

Mechanisms of Principal Support for 21st-Century Pedagogical Shifts

Q6: How have you supported your teachers in implementing 21st-century instruction and student assessments? What challenges did you face in supporting teachers?

Themes	Description
Professional Development and Training	Principals emphasized the importance of ongoing professional development for teachers. They noted that training sessions are tailored based on teachers' needs, focusing on critical skills such as higher-order thinking and effective assessment strategies. It was highlighted that these sessions are crucial for equipping teachers with the necessary tools to implement modern instructional practices effectively.
Collaboration and Support Systems	The participants commented that collaboration among school leaders and master teachers is vital for successful implementation. They mentioned organizing learning action cells and inviting resource persons to provide specialized training. It was stressed that such collaborative efforts create a supportive environment where teachers can thrive and share best practices.
Focus on Student-Centered Learning	Principals noted the significance of adopting student-centered instructional strategies. They highlighted the need to develop critical thinking and problem-solving skills among students, ensuring that assessments are aligned with these goals. The participants stated that sensitivity to the diverse needs of students, including those with disabilities, is an integral part of their advocacy.
Challenges and Barriers	The participants acknowledged various challenges in supporting teachers, including resource limitations and

the need for continuous adaptation to new instructional methods. It was noted that while teachers are generally receptive to new approaches, the transition requires careful management and ongoing support from school leadership.

Assessment Strategies

Principals highlighted the importance of developing assessments that go beyond rote memorization. They commented on the need for assessments that encourage application and analysis, aligning with higher-order thinking skills. It was stressed that training on creating effective assessments is a priority to ensure that evaluations reflect students' true capabilities.

Overall, most principals reported that they supported teachers in implementing 21st-century instruction and student assessment through a clear focus on targeted professional development and curriculum innovation within their respective schools. They emphasized the provision of specific training aligned with teachers' needs, with a strong focus on integrating higher-order thinking skills into lesson plans and adopting innovative assessment practices that prioritize critical thinking and problem-solving. This development was often facilitated through collaborative learning sessions with master teachers, promoting knowledge transfer and peer support. Despite these concerted efforts, the principals acknowledged the challenges inherent in adopting new instructional strategies but expressed strong confidence in the capacity of their teachers to successfully adapt to and sustain these modern pedagogical approaches.

Table 14 summarizes principal participants' feedback concerning how the training enhanced their capacity for organizational diagnosis and solution-finding.

Table 14.
Perceived Impact of Training on Principal Problem-Solving and School Diagnosis

Q7: How has the training influenced your ability to diagnose and address school challenges?

Themes	Description
Data-Driven Decision Making	The principals highlighted that data-driven approaches are crucial for effective problem-solving. They stressed the need to analyze data to effectively identify issues accurately and to formulate appropriate interventions

thereto.

Stakeholder Engagement

Participants noted that authentic feedback from stakeholders such as parents is essential for understanding the root causes of problems in the school. They pointed out that involving stakeholders in planning and feedback processes leads to more effective solutions to school problems. They commented that authentic reports from teachers and parents help address the grassroots issues within the school.

Collaborative Problem Solving

One principal discussed the significance of collaboration among staff members to address school challenges. It was noted by the participants that collaboration fosters a supportive environment where teachers can share their observations and strategies. This collective effort is seen as vital for implementing effective solutions in school problems.

Continuous Monitoring and Evaluation

Continuous assessment of strategies and interventions was emphasized as a critical component of effective school management. Participants mentioned the need for ongoing evaluation to ensure that solutions are working.

Professional Development and Skill Application

The participants noted that the skills acquired during training have significantly improved their ability to diagnose issues and implement solutions effectively. They expressed pride in their achievements and the progress made in their schools.

Principal participants collectively emphasized the transformative impact of training on their ability to diagnose and address school challenges. They underscored the importance of data-driven decision-making, stakeholder engagement, and collaborative problem-solving. Continuous monitoring and evaluation were highlighted as essential practices for ensuring the effectiveness of implemented strategies. Furthermore, the application of newly acquired skills from training has led to significant improvements in their schools, showcasing the value of professional development in educational leadership. This thematic analysis provides a comprehensive understanding of how training has influenced the principals' approaches to school challenges, reflecting their commitment to continuous improvement and effective leadership.

Table 15 summarizes principal participants' qualitative feedback concerning how the training enhanced their ability to effectively engage with teachers, parents, and the community.

Table 15.
Training's Impact on Principal Engagement with Stakeholders

Q11: How has the training affected your ability to engage with stakeholders (i.e., teachers, students, parents, and the community)?

Themes	Description
Engagement Strategies	Principals emphasized the importance of changing traditional meeting formats to encourage higher participation. For instance, one principal noted that by providing refreshments and ensuring adequate seating, they significantly increased attendance at parent-teacher conferences.
Consultative Decision-Making Process	It was highlighted that engaging stakeholders in decision-making fosters a sense of ownership and support. One principal stated that they facilitate discussions and listen to ideas from parents and teachers, which strengthens community ties.
Communication with Empathy	The participants noted that understanding the backgrounds and challenges faced by parents and students is crucial. One principal shared how they tried to connect with parents on a personal level, which helped in building trust and openness.
Awareness and Education	Participants commented that through orientations and newsletters, they were able to inform parents about academic programs and the significance of their involvement. This approach led to increased awareness among parents about their children's educational needs.
Overcoming Resistance to Change	It was stressed that some parents initially resisted changes in school policies. However, through persistent communication and demonstrating the benefits of these changes, principals were able to gradually gain support from the community.

The principals shared that they enhanced stakeholder engagement by employing a balanced approach grounded in practical hospitality, consultative decision-making, and empathetic communication with key stakeholders such as parents, community members, and local officials. Principals shared that introducing simple yet effective measures, such as providing refreshments and creating a welcoming environment during meetings which encouraged active parent participation. More importantly, they adopted consultative decision-making practices that involved stakeholders in key discussions, thereby fostering a more inclusive and supportive school community. This approach was further strengthened by empathetic communication where they sought to understand the personal circumstances of parents to promote genuine collaboration. Although some principals encountered resistance to change, they were able to address these challenges through open forums and the sharing of personal stories which effectively helped build trust and acceptance among parents and community members.

Table 16 summarizes principal participants' responses regarding the status of the implementation of their respective Transformative Action Plans (TAP).

Table 16.

Status of the Year 1 Transformative Action Plan of Principal-Participants

Q15: What is the status of your Transformative Action Plan? What aspects of your action plan have been successfully executed?

Themes	Description
Positive Outcomes of TAP	One principal emphasized the successful implementation of a school-based program which tackles school bullying. In that program, the said principal shared that they identified 27 learners who had previously dropped out but were now beneficiaries of the TAP program. The principal noted that this led to a significant reduction in dropout rates from 35 to 18 percent.
Barriers to Effective Implementation of TAP	The principal highlighted the challenges of applying the TAP in a new school environment, particularly due to inadequate facilities, which hindered the full execution of the program.
Adapting to Contexts of the Learners	The participants noted that they had to modify their TAP based on the specific needs of their learners and the resources available to make it effective.
Concerns on the Sustainability of	It was pointed out by some of the participants that

TAP Initiatives	maintaining the momentum of the programs introduced through TAP such as the monthly awards for students proved to be challenging.
Inclusive Education Practices	The participants commented that the TAP aimed to address the diverse needs of learners. One participant advocated for grouping students based on their learning abilities to enhance focus and effectiveness in teaching.

All principal-participants reported successfully implementing their Transformative Action Plan (TAP) in their schools. They cited specific successes like reducing dropout rates through targeted programs and effectively grouping learners by style to boost engagement as positive outcomes. However, some of the key challenges they have confronted while implementing their TAP include sustaining initial enthusiasm over time, which necessitated adaptive shifts to strategies like classroom-based awards, and overcoming persistent infrastructure barriers. Despite these difficulties, principals affirmed that the core strategies remain beneficial to their target audiences.

Table 17 presents the interview results on the participants' responses regarding the visible outcomes and changes they have observed after implementing their Year 1 TAP.

Table 17.

Interview Results on the Visible Changes/Outcomes Observed by the Principals After Implementing Year 1 TAP.

Q17: What visible changes did you observe after implementing your Transformative Action Plan (TAP)?

Themes	Description
Improved Stakeholder Engagement	Participants noted a significant enhancement in the overall atmosphere of the school as a result of their implementation of TAP in their schools. For instance, one principal shared that stakeholders (i.e., parents) have become more collaborative and supportive in the initiatives of the school
Improved Student Performance	Another principal-participant also shared how the implementation of his/her TAP has positively influenced their school. For instance, one principal shared that the implementation of his TAP has effectively reduced

	student dropouts. He further noted that students are now more engaged in their learning, as evidenced by their participation in contests and improved general weighted averages.
Increased Parental Involvement	The participants commented that parents have become more engaged in school activities as evidenced in increased attendance in meetings and showing a willingness to improve their own understanding of the educational needs of their children. They noted that this change has fostered a sense of community and responsibility among the parents.
Reduction in Behavioral Issues	One principal observed that there was a notable decrease in behavioral problems, such as bullying, as a result of targeted interventions. They highlighted that incidents of bullying have decreased as a result of interventions they have implemented such as close monitoring and profiling of bullies to monitor as well as reward and punishment to bullies.
Empowerment of Parents	Participants noted that parents have gained new skills, such as reading, which they can now pass on to their children. This empowerment has created a ripple effect, improving the educational outcomes for both parents and students.

An analysis of the interview responses reveals that the implementation of the Transformative Action Plan (TAP) has led to several visible changes within the school community. Some of the changes observed by the principal participants include improvement in the school environment as characterized by increased collaboration among stakeholders, increased student engagement and performance, heightened parental involvement, reduction in behavioral issues, and the empowerment of parents through educational initiatives.

Table 18 presents the principals' thematic responses on their overall assessment of the Year 1 training.

Table 18.

Thematic Responses of the Principals on their General Assessment of the Year 1 Training

Q19: What is your general assessment of the training program that you participated in?

Themes	Description
Desire for Personal and Professional Improvement	Participants acknowledged the need for ongoing learning and improvement. They expressed a commitment to continuous self-improvement for the benefit of their schools and students.
Supportive Environment	Principals highlighted the importance of the camaraderie developed among peers during the training. They appreciated the ongoing support, feedback, and follow-up from trainers and speakers.
Applicability of Training Lessons	The participants stated that the concepts and strategies learned during the training were not only useful on a professional level but also beneficial personally. They felt equipped to implement these learnings in their schools.
Engaging Training Design	Most participants commented that the first year of training was particularly engaging. They appreciated the dynamic approach of the resource persons and speakers. They expressed a desire for similar design in future training sessions.
Transformative Experience	Principals noted that the training significantly impacted their development as leaders, specifically through the enhancement of their confidence and capabilities.

Principal participants provided a generally positive assessment of the Year 1 training program. Most of them characterize the process they have undertaken during the Year 1 training as a transformative journey that successfully benefited them both at the personal and professional levels. More specifically, they emphasized the training's success in facilitating realization of their potential and the enhancement of their leadership skills, emotional intelligence, and empathy. The training was acknowledged by most participants for its depth, the respect shown by trainers, and the engaging nature of the first year's content. While participants expressed gratitude for the development received, some noted the importance of ensuring the content's continued relevance to local contexts, citing challenges with the focus of the Year 2 training materials.

XI. Findings for the Year 1 Training of Teachers

This section presents the key findings of the Year 1 training for teachers. The discussion is divided into two main parts: (1) the quantitative results, which assess improvements in instructional competencies through pre- and post-test survey data, and (2) the qualitative findings, which provide insights into the perceived relevance and effectiveness of the training, along with the contextual enablers and barriers to its practical application.

A. Quantitative Results: Impact on Training Competency (Survey/Pre-Post Test)

Table 19 provides a summary of descriptive statistics for the following training dimensions, consisting of the pre-test average, post-test average, and the rate of change from pre- to post-test ratings of teachers.

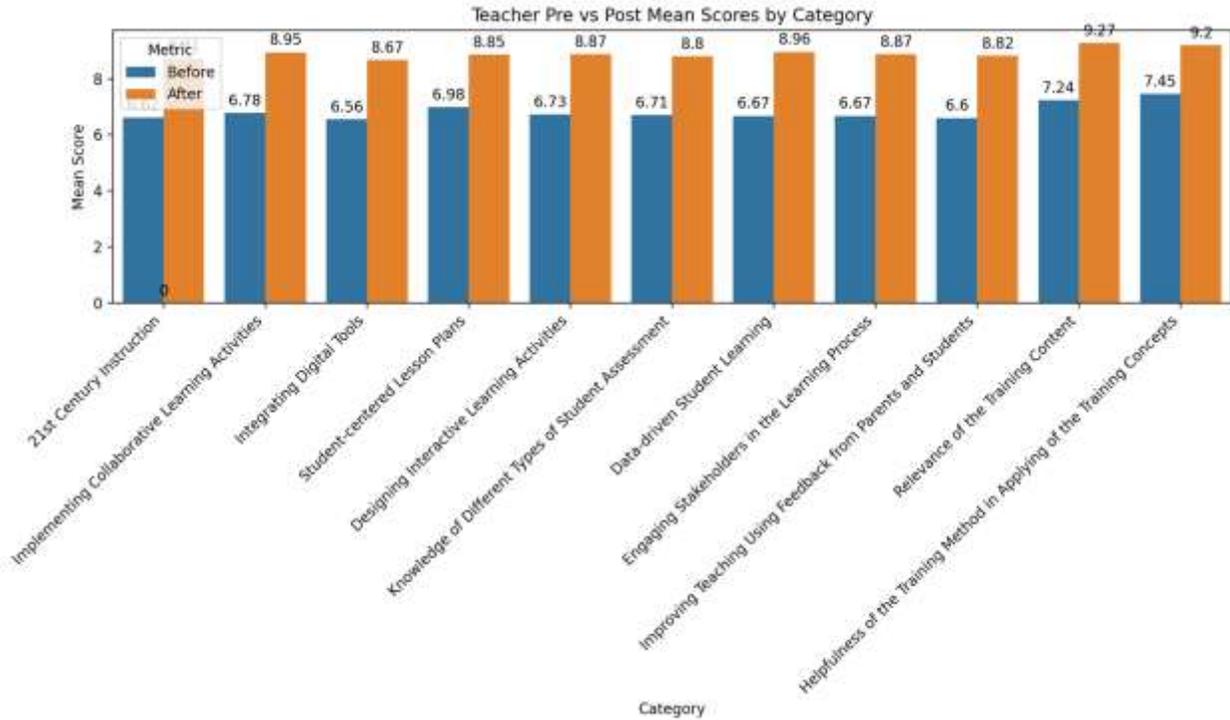
Table 19. Descriptive Statistics of Teachers' Pre-test, Post-test, and Net Change in Training Dimensions

Training Dimension	Pre-Test Avg	Post-Test Avg	Net Change
Applying 21 st Century Instruction	6.62	8.71	+2.09
Implementing Collaborative Learning Activities	6.78	8.94	+2.16
Integrating Digital Tools	6.56	8.67	+2.11
Student-centered Lesson Plans	6.98	8.85	+1.87
Designing Interactive Learning Activities	6.72	8.87	+2.15

Knowledge of Different Types of Student Assessment	6.71	8.8	+2.09
Data-driven Student Learning	6.67	8.96	+2.29
Engaging Stakeholders in the Learning Process	6.67	8.87	+ 2.2
Improving Teaching Using Feedback from Parents and Students	6.6	8.81	+2.21
Relevance of the Training Content	7.23	9.27	+2.04
Helpfulness of the Training Method in Applying of the Training Concepts	7.45	9.2	+1.75

Figure 14 below illustrates the mean score difference for pre-training and post-training for teacher responses across ten competency areas. The scores are presented as pre-training mean scores (represented in blue bars) and post-training mean scores (represented in orange bars) for each training competency. Across all ten competency areas, it can be observed that the post-training mean score is consistently higher than the pre-training mean score. This would indicate a generally positive perceived improvement or increase in confidence/knowledge following the Year 1 training program among all the teachers.

Figure 14. Pre-test vs Post-test Scores Across Eleven (11) Training Competency Areas of Teachers



All training dimensions showed meaningful improvement, with post-test scores improvement ranging from +1.75 to +2.29. Among all the dimensions, *Data Driven Student Learning* demonstrated the highest reported improvement, with a before-to-after score increase of +2.29. Most teacher participants felt that the training had a strong impact on their ability to use assessment data to improve student learning. *Improving Teaching Using Feedback from Parents and Students* also showed strong improvement, with a pre-to-post score increase of +2.21. Most teachers felt significantly more equipped to manage unexpected issues after completing the training.

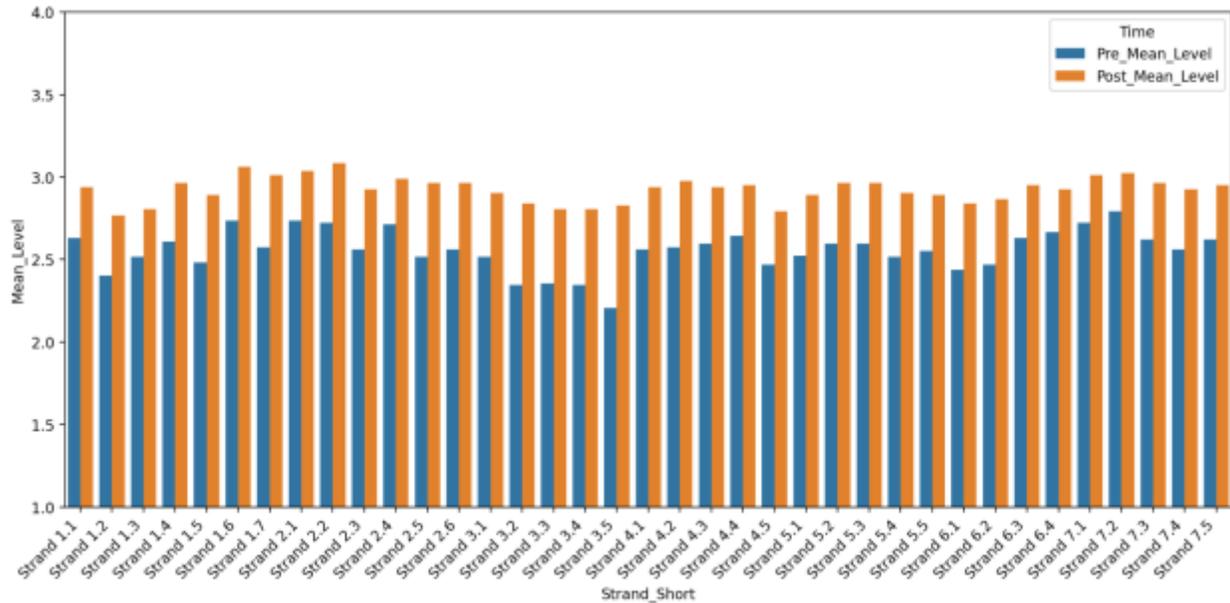
While the training dimension on *Helpfulness of the Training Method in Applying of the Training Concepts* started with higher pre-test scores, it had the lowest gains among the categories with (+1.75). This suggests that expectations were already high or that the participants are still in the process of applying the training concepts in their schools. Survey responses indicate that the training had a strong positive impact across all instructional areas among teacher-participants.

Analysis of Pre-Post Test Survey Evaluation for Teachers Provided by SBFi

This section presents a quantitative analysis of teacher professional practice using survey data initially provided by SBFi for a separate evaluation initiative. Leveraging this pre-test and post-test design, the analysis assesses the impact of the Year 1 training across 37 professional practice

strands. Figure 15 illustrates the pre-test and post-test performance of participants across the thirty-seven (37) SBF-identified competency strands. The graph provides a visual summary of changes in proficiency after the training.

Figure 15. Pre-test vs Post-test Scores Across Thirty-Seven (37) Competency Strands for Teachers Identified by SBF



To measure impact, proficiency responses (Beginning, Proficient, Highly Proficient, Distinguished) were aggregated and then converted into a numerical mean performance score (1.0 to 4.0). This calculation enabled for the assessment of measurable gains in self-assessed competency following the training.

The analysis of the teachers’ pre- and post-test ratings shows a clear and consistent improvement across all strands assessed in the Year 1 training program. The pre-test results indicate that teachers began the program with generally moderate levels of proficiency, with most strands falling slightly above the Proficient level. This suggests that the cohort entered the training with a reasonable foundation of professional competence, rather than at a beginner or low-capability baseline.

Despite this already moderate starting point, the post-test results demonstrate meaningful and measurable growth. In every strand, the mean post-test score exceeded the pre-test mean, with typical gains ranging from approximately 0.29 to 0.37 points on the four-level scale. These increases reflect a shift toward the Highly Proficient level across many domains, including application of content knowledge, use of research-based teaching principles, effective integration of ICT, implementation of literacy and numeracy strategies, and use of higher-order thinking skills. On a scale with only four performance levels, a gain of roughly one-third of a level represents a substantial improvement in teaching practice.

The grouped bar chart further reinforces this pattern of improvement. For every strand, the post-test bar is visibly higher than the corresponding pre-test bar. This underscores a consistent upward trend rather than isolated gains in only a few competency areas. This uniformity across strands suggests that the training effectively strengthened foundational skills that cut across different aspects of instruction, such as reflective practice, instructional planning, and evidence-based decision-making. No strand shows stagnation or decline, which reinforces the overall positive impact of the intervention.

Generally, the results strongly suggest that the Year 1 training contributed to significant professional growth among participating teachers. The improvements observed are not only consistent but also broad in scope, indicating that the training successfully translated into enhanced pedagogical knowledge and classroom practices. Moving forward, strands that demonstrated the greatest gains may represent areas where teachers are ready for more advanced support, while strands showing relatively smaller (but still positive) gains can help identify priorities for targeted follow-up training in the next phase of the program.

B. Qualitative Results: Training Utility, Enablers, and Barriers

This subsection outlines the qualitative results from the teacher interviews, which provide a deeper understanding of how the training was perceived and applied in practice. The discussion is structured around key themes that describe the training’s usefulness, as well as the enabling and constraining factors that shaped teachers’ capacity to implement what they learned.

Table 20 presents the thematic results of the teacher's responses on the most useful aspects of the Year 1 training.

Table 20.

Interview Results on the Most Useful Aspects of the Training for Teachers

Q1: What aspects of the training were useful for you as a teacher?

Themes	Description
Practical Applications of Training Concepts	The teachers highlighted the usefulness of the materials provided during the training. They noted that they could apply these resources directly in their classrooms. One participant remarked on the usefulness of “manipulatives” in teaching Math lessons to her students.
Collaborative Learning Experience	The participants stated that the training fostered a collaborative environment where they could share lesson

	plans and teaching strategies with colleagues. One teacher mentioned that they were able to mentor other teachers in creating lesson exemplars which enhanced the overall teaching quality within their school.
Particular Focus on Literacy and Learning Gaps	Some teachers stressed that the training provided a strong focus on literacy which allowed them to diagnose learning gaps effectively. One teacher highlighted that they could now choose appropriate strategies for non-readers and slow readers which was a significant improvement in their teaching practice.
Boosted Self-Esteem and Confidence	Several teachers commented on how the training boosted their confidence in teaching, particularly in subjects like mathematics. One participant stated that the training made them feel like scholars, which positively impacted their teaching approach.
Innovative Teaching Strategies	The participants noted that the training provided them with innovative teaching strategies that enhanced their instructional methods. For instance, one teacher emphasized the importance of integrating game applications into lessons, which significantly engaged students and made learning more enjoyable.

Generally, the Year 1 training was found to be highly useful by the teachers, as it directly enhanced their pedagogy, confidence, and capacity for collaboration. Teachers reported acquiring innovative teaching strategies, including the use of game-based applications (particularly among Mathematics teachers), which proved effective in promoting student engagement even with limited access to technology. The majority of teachers agreed that the Year 1 training improved their confidence in teaching challenging subjects such as Mathematics. They also applied their new literacy knowledge to more effectively identify and address student learning gaps. Furthermore, the provision of practical, easy-to-implement materials, along with the emphasis on collaborative learning and peer sharing, made the training both transformative and immediately applicable in classroom practice.

Table 21 outlines the thematic analysis of teacher feedback regarding the redefinition of 21st-century instructional practices post-intervention.

Table 21.
Conceptual Shifts in the Definition of 21st-Century Pedagogy Among Teachers

Q3: What did the term "21st-century instruction" mean to you before the training? How has your understanding evolved?

Themes	Description
Initial Understanding of 21st-Century Instruction	Some teachers shared that much of their understanding of 21st-century instruction was largely limited to the integration of technology in instruction and learning. For instance, one teacher emphasized that their initial perception was simply about using gadgets and technology in lessons, without recognizing the broader pedagogical implications.
Shift to a More Learner-Centered Approaches	It was shared that after the training, many teachers began to see the role of the educator as a facilitator rather than a traditional instructor. One participant stated that the training helped them understand that teaching should focus on student engagement and collaboration, moving away from a teacher-dominated classroom.
Particular Emphasis on Critical Thinking and Collaboration	The teachers commented that the training emphasized the "4 Cs": creativity, collaboration, communication, and critical thinking. They noted that these skills are essential for preparing students for the complexities of the modern world. One teacher remarked on the importance of encouraging students to ask questions and engage in discussions, which promotes deeper learning.
Hands-On Learning and Authentic Tasks	Participants noted the value of hands-on learning experiences and authentic performance tasks as key components of 21st century pedagogy. One teacher noted that simulations and practical applications were crucial for effective learning.
Challenges in Piloting 21st Century Instruction	Participants identified challenges related to technology access and implementation in diverse classroom settings. The participants stated that while they were excited about the new methods, they faced challenges such as unequal access to technology among students. This highlighted the need for equitable resources to ensure all students can benefit from 21st-century instruction.

Before the training, teachers primarily defined 21st-century instruction in narrow terms, often equating it with the use of technology and gadgets in the classroom. Their understanding evolved considerably after completing the Year 1 training. Teachers began to define 21st-century instruction through learner-centered approaches, recognizing that the teacher’s role has shifted from being a source of information to serving as a facilitator who promotes engaging and collaborative learning environments. As a result of the training, teachers’ understanding expanded to emphasize critical thinking, collaboration, and active questioning. They also valued the program’s focus on hands-on learning and authentic tasks, which they found effective in promoting the practical application of knowledge. Despite this conceptual growth, teachers acknowledged ongoing challenges in implementation, particularly with regard to equitable technology access and resource constraints within their schools.

Table 22 organizes the thematic feedback on how the Year 1 training informed and changed the way teachers structure their lesson plans.

Table 22.

Thematic Responses on the Impact of Year 1 Training on Lesson Plan Design

Q7: How did the training influence the way you design lesson plans?

Themes	Description
Adapting Teaching Strategies	Participants shared that they incorporated new strategies learned during training into their lesson planning. These new strategies include using visual aids and adapting concepts to be more accessible to students.
Improved Lesson Planning	Some teachers expressed that the model lesson plans shared during training were more detailed and easier to implement than previous templates. It was argued that the new model lesson plans are more structured and easier for them to implement.
Emphasis on Student-Centered Learning	Some participants shared that the training encouraged them to consider the students' needs and abilities when planning lessons.
Use of Technology and Resources	It was highlighted in the interviews the importance of integrating technology and other resources into lesson planning to improve learning among the students. For instance, one Math teacher noted that the incorporation of digital tools and online resources, such as <i>Kahoot!</i>

enhance learning experiences and increase enthusiasm among the students.

Collaboration and Sharing Best Practices

Teachers shared that the training fostered a collaborative environment where other teachers could share strategies and support each other. The participants commented that after the Year 1 training, they were able to share their new strategies with colleagues, enhancing the overall teaching approach within their department.

Overall, the Year 1 training influenced the teachers' lesson plan design by fostering a shift toward more student-centered, adaptive, and collaborative practices. Several teachers reported adopting a new lesson planning model that enabled them to create more detailed and engaging learning activities, which they observed to have resulted in improved student performance. In addition, some teachers shared that they enhanced their lesson plans by simplifying complex concepts and using visual aids to accommodate diverse learning styles. The training also promoted greater flexibility in lesson planning, allowing teachers to adjust instruction based on students' immediate needs and to integrate technology to increase engagement. Collectively, the process of lesson design became more collaborative, as teachers regularly exchanged strategies to strengthen their overall teaching effectiveness.

Table 23 presents the thematic responses outlining fundamental shifts in the approach and methods used for student evaluation of the teachers following the Year 1 training.

Table 23.

Thematic Responses on the Changes in Student Assessment Approach Post-Training

Q11: In what ways has your approach to student assessment changed since completing the training?

Themes	Description
Incorporating Formative Assessments	Some teacher-participants shared that one change that they implemented after the Year 1 training was the introduction of formative assessments to gauge student understanding in real-time.
Data-Driven Decision Making	There was growing reliance on data among the teachers to inform assessment practices and interventions. One teacher shared that the use of data from student feedback enabled them to design targeted interventions for

	students.
Learner-Centered Approach	Another important change implemented by the teachers after the Year 1 training was the shift into a more learner-centered approach in their assessment design. The teacher highlighted the necessity of being at the students' level, facilitating their learning rather than merely delivering content.
Incorporation of Multimedia and Diverse Strategies	Teachers mentioned the use of multimedia and various strategies to engage students and assess their learning effectively. They noted the integration of multimedia tools to capture students' interest and the shift towards performance-based assessments.
Critical Thinking and Higher-Order Skills	Following the Year 1 training, teachers revamped their student assessment design philosophy to one that clearly prioritizes the development of higher-order thinking skills (HOTS) through critical thinking assessments.
Reflection and Continuous Improvement	The participants commented that reflection on their assessment strategies is crucial for personal and professional growth.

Since completing the training, many teachers reported that their approach to student assessment had shifted toward a more strategic, student-centered, and skills-focused model. They indicated that greater emphasis is now placed on formative assessments to inform and guide immediate instruction, while summative tests are reserved for periodic evaluation. This shift was characterized by the integration of complex and critical assessments that intentionally engage higher-order thinking skills and move beyond simple recall. To ensure the effectiveness of these assessments, teachers emphasized the importance of differentiated strategies tailored to the individual needs of students, such as the use of performance-based tasks and multimedia tools. Moreover, this transformation in assessment practices has been reinforced by data-informed decision-making, wherein authentic feedback and targeted interventions play a central role in improving student learning outcomes.

Table 24 presents the thematic feedback on how the Year 1 training helped teachers collaborate more effectively across the essential stakeholder groups.

Table 24.

Thematic Responses on the Year 1 Training's Impact on Stakeholder Collaboration

Q15: How has the training helped you collaborate more effectively with students, parents, and colleagues?

Themes	Description
Enhanced Communication	The teachers noted that the training has significantly improved their communication skills. This allowed them to engage more effectively with parents through various channels, such as group chats and parent-teacher conferences. They highlighted that this has led to increased parental involvement in classroom activities.
Improved Collaboration with Colleagues	The participants commented that they now invite colleagues to participate in assessing student performance, which not only enhances the evaluation process but also promotes a culture of collaboration within the school. This approach has influenced their colleagues to adopt similar practices in their classrooms.
Increased Parental Involvement	Teachers shared that parents are now more involved and engaged in their children's learning processes. One teacher noted this was achieved by involving parents in performance tasks and classroom activities. The teachers observed that parents feel excited and supportive when seeing their children participate in school events.
Various Strategies in Engaging Stakeholders	The teachers stated that they have learned effective strategies for engaging stakeholders, which has led to stronger relationships and support for school initiatives. They noted that being generous and open with stakeholders has encouraged them to participate in school activities.
Support for Struggling Learners	The participants highlighted that they are now more capable of identifying students in need of additional help and have implemented strategies to involve parents in remediation efforts. This collaborative approach has been beneficial in addressing the needs of struggling learners.

Responses from the teacher participants showed that the training significantly improved their collaboration and relationship across all key stakeholders namely students, parents, and colleagues. Notably, their engagement with parents was characterized by a substantial increase in participation through active inclusion in classroom activities and performance tasks. Furthermore, specific initiatives were implemented to train parents on how to assist their children at home, intentionally strengthening the home-school connection. This improvement in the relationship between teachers and parents was supported by greater transparency often achieved through visual aids that made children's learning progress more apparent to parents. On a professional level, some teacher participants shared that the training fostered stronger collaboration with colleagues creating a supportive teaching environment.

Table 25 presents the experiences and key feedback from teachers who have implemented their Year 1 model lesson plan. The responses highlight both successes and challenges encountered during its application.

Table 25.

Teacher Experiences Implementing the Year 1 Model Lesson Plan

Q19: Have you fully implemented your model lesson plan? If yes, how did it go?

Themes	Description
Mixed Experiences in Implementation	The teachers expressed varied experiences in implementing their lesson plans. Some found the process straightforward. Other participants shared that they faced challenges due to confusion or the complexity of the plans.
Adaptation and Flexibility	Interview responses indicated that some teachers frequently adapted their lesson plans to align with their current teaching context, specifically to meet immediate classroom needs and required learning competencies.
Collaboration and Sharing	Participants highlighted the critical role of inter-colleague lesson plan sharing. They noted that this practice cultivated a cooperative educational framework and aided in the dissemination and application of new teaching strategies.
Institutional Support and Guidance	The teachers also emphasized the importance of support from mentors and school leaders. They argued that this was crucial in navigating the challenges of implementing

new lesson plans.

Confidence and Mastery

Several teachers stressed that repeated practice and sharing experiences helped them build confidence in using the model lesson plans effectively.

An analysis of the interview responses revealed a complex range of experiences among teachers in implementing the model lesson plans. While some participants reported success and highlighted the benefits of collaboration, others encountered challenges that underscored the need for greater adaptability and institutional support. The findings suggest that fostering a collaborative environment and ensuring adequate resources and guidance can significantly enhance the implementation of innovative teaching strategies.

Table 26 presents the overall teacher assessment of the Year 1 Training Program in terms of methods, content, and training impact.

Table 26.

Overall Teacher Assessment of the Year 1 Training Program

Q23: What is your Overall Assessment of the Year 1 Training Program?

Themes	Description
Importance of Support and Resources in the Training Completion	The teachers emphasized the significant impact of the resources and support they received in fulfilling the Year 1 training. They noted that the support has been instrumental in enhancing their teaching capabilities.
Impact of the Training on Personal Growth	It was stressed that the training helped teachers become more open and expressive in their teaching methods. One participant shared how the training enabled them to overcome their fears of speaking up and expressing their thoughts.
Impact of the Training on Professional Development	The participants commented that the training provided them with new strategies and knowledge that they could share with their colleagues. They noted that this professional development not only benefited them but also had a positive ripple effect on their peers and students.

Impact of the Training on the Stakeholders and Community	The participants stated their commitment to applying what they learned in the training to improve educational outcomes in their communities, especially for students living in hinterland areas. One teacher specifically mentioned wanting to reach out to learners who lack basic resources.
<hr/>	
Overall Participant Satisfaction with the Training Program	The teachers noted that the training was "meaty" and filled with valuable insights that shifted their perspectives on teaching. They expressed satisfaction with the content and delivery of the training.

The teachers provided a generally positive assessment of the training program and expressed high levels of satisfaction with its content and delivery. They consistently reported that the program was relevant to their current professional practice and effective in enhancing their knowledge and instructional approaches. Many teachers described experiencing personal transformation which is characterized by increased confidence and a shift from a fixed mindset to a more open and collaborative outlook. They also expressed a strong commitment to applying the concepts and strategies learned in their classrooms and communities. The teachers view the program as a valuable and transformative component of their professional development.

XII. Conclusion and Recommendations

This assessment examines the impact effectiveness, relevance, and practical application of the training content based on the leadership and instructional competencies of principals and teachers. It also documents the enablers and barriers that shaped the implementation of the Model Lesson Plan and Transformative Action Plan.

The combined survey and interview findings affirm that Year 1 of the Mentoring Future Leaders for Nation-Building Program of the Security Bank Foundation Inc has made a substantial contribution to strengthening the leadership practice of principals and the pedagogical competence of teachers. Across participating municipalities both principals and teachers reported notable gains in confidence, instructional effectiveness and leadership behavior following their participation in the training.

The program’s three-phase design namely: i) Transforming the Self; ii) Transforming the School; and, iii) Transforming the Community proved effective in nurturing reflective and empowered educators who are capable of implementing context-sensitive reforms within their schools. The self-rated confidence gains and successful execution of Transformative Action Plans (TAPs) and Model Lesson Plans (MLP) provide strong evidence that participants are translating learned skills into concrete school improvements and community engagement initiatives.

The quantitative analysis of pre-test and post-test data further reinforces these findings. Principals and teachers consistently recorded higher proficiency levels after the training across a wide range of competency strands. This pattern reflects the broad and sustained influence of the Year 1 program on instructional quality and school leadership. Although most strands show clear improvement, two strands Vision Mission and Core Values and Teaching Standards and Pedagogies recorded slightly lower post-test scores. These exceptions point to areas that will benefit from closer examination and more targeted support in the succeeding phases of the program.

Overall the positive movement across the majority of strands indicates that the training is contributing to holistic growth across technical and behavioral leadership domains. Interviews also reveal that the training fostered stronger collaboration among school leaders, teachers and community stakeholders. Participants described improvements in communication, joint planning and collective problem solving. These dynamics contribute to a more responsive, inclusive and engaged learning environment. While some challenges remain such as workload pressures, resource limitations and contextual constraints the trajectory of change continues to move toward a stronger culture of shared leadership and continuous improvement. Overall the Year 1 training has enhanced the professional and leadership capacities of principals and teachers and has contributed to the broader goal of improving teaching and learning across participating schools. Continued mentoring monitoring and support will be essential to ensure that these gains are sustained and scaled and to guarantee that future phases of the program respond effectively to the emerging needs of partner schools and communities.

Recommendations

Based on the results and findings of the impact study, the following recommendations can be made:

1. Consider accrediting the training program as Continuing Professional Development (CPD) units required by the PRC for teachers

To enhance the program's perceived value and commitment to sustained professional growth, it is recommended that accreditation of the teacher training curriculum for Continuing Professional Development (CPD) units be pursued through the PRC. This step directly addresses the expressed needs of both teachers and principals by providing a tangible, career-advancing incentive while easing the burden of sourcing separate external CPD units. This allows participants to remain focused on the core responsibilities of teaching and school administration.

2. Distribute Training-Specific Instructional Resources Used During the Training

To ensure that the concepts introduced during the training are effectively translated into daily classroom instruction, it is recommended that the visual aids, props, and presentation slides used by trainers be distributed and shared with the participants. Providing the participants (specifically

the teachers) with access to or copies of these materials saves them time and resources that would otherwise be spent recreating demonstration tools. Additionally, this also allows for immediate and accurate application of the learned pedagogical methods in the classroom.

3. Integrating Local Success Stories for Enhanced Relevance in Future Training

To bridge the gap between aspirational global theory and practical application, it is recommended that training content be augmented with localized Philippine case studies to showcase effective, data-driven instructional change. While models like Singapore Education are useful in showcasing models that can be replicated, presenting participants with relatable success stories from Filipino schools or similar contexts on the other hand will show that meaningful, data-informed transformation is not only possible but has already been achieved locally. This integration enhances the training's relevance, increases participant confidence, and makes the implementation of new strategies feel more attainable.

4. Consider selecting two participants (i.e., 1 principal and apprentice) in order to ensure sustainability and continuity of plans in the Transformative Action Plans

Selecting one principal and one apprentice from the same school is recommended to ensure the sustainability and continuity of the Transformative Action Plans (TAPs). This approach facilitates immediate, on-site collaboration in applying the training which ensures that the new methodologies and leadership vision are not solely dependent on a single individual. By having two trained participants (i.e., one in a leadership role and one supporting that leadership), the school gains an internal mentorship structure that drives consistent plan implementation and safeguards against knowledge loss due to staff turnover or promotion.

5. More Onsite Training Engagements

To enhance training effectiveness and participant engagement, future program design should reintroduce a greater proportion of onsite training sessions. Principals and teachers indicated a strong preference for in-person delivery as they argued that face-to-face interaction is more effective for learning and crucial for maintaining high levels of sustained engagement. While online sessions offer flexibility, incorporating dedicated physical sessions is necessary to capitalize on the collaborative energy and active participation desired by the training participants.

6. Continue Classroom Provision

To address one of the most commonly cited barriers to the successful implementation of the Model Lesson Plans (MLP) and Transformative Action Plans (TAP), it is recommended that the provision and construction of new school classrooms under the “Build a School, Build a Nation” program be accelerated and sustained. The current severe limitation posed by the lack of adequate physical classroom space compels many schools to resort to shifting classes. This shifting schedule directly

undermines the time needed for the detailed, engaging activities and focused instructional delivery envisioned by the TAPs and MLPs, thus hindering the full realization of the training's goals in the classroom.

XIII. Appendices

Annex A. Retrospective Assessment Survey Questionnaire for Principals

I. Demographic Information

- A. Name (Optional)
- B. Sex at Birth (Male / Female)
- C. Age
- D. Municipality
- E. School
- F. School Level (i.e., Elementary, Secondary, etc.)
- G. Number of Years as Principal
- H. Position: _____
- I. Have you been promoted in the past three (3) years?(Yes/No)
- J. Has your Transformative Action Plan (TAP) been implemented in your school? (Yes/No)

II. Retrospective Assessment of Level of Understanding and Application of the Concepts

For each of the following statements, please rate your response on a scale of 1 to 10, where 1 represents the lowest level (e.g., Not confident at all, Not effective at all, Not satisfied at all) and 10 represents the highest level (e.g., Extremely confident, Highly effective, Extremely satisfied).

Competency / Area	Question
Instructional Leadership	<ol style="list-style-type: none"> 1. Before the training, how confident were you in your leadership abilities? (1 = Not confident at all, 10=Extremely confident) 2. After completing the Year 1 training, how confident are you in your leadership abilities? (1=Not confident at all, 10=Extremely confident) 3. Before the Year 1 training, how capable did you feel in leading instructional improvements in your school? (1 = Not capable at all, 10 = Extremely capable) 4. After the Year 1 training, how capable do you feel in leading instructional improvements in your school?(1 = Not capable at all, 10 = Extremely capable)

<p>Contextual Problem Solving</p>	<p>5. Before the training, how confident were you in analyzing and addressing school challenges based on data and evidence? (1 = Not confident at all, 10=Extremely confident)</p> <p>6. After the training, how confident are you in analyzing and addressing school challenges based on data and evidence? (1 = Not confident at all, 10 = Extremely confident)</p> <p>7. Before the training, how equipped were you to handle unexpected challenges in school management? (1 = Not equipped at all, 10 = Fully equipped)</p> <p>8. After the training, how equipped are you to handle unexpected challenges in school management? (1 = Not equipped at all, 10 = Fully equipped)</p>
<p>Stakeholder Engagement</p>	<p>9. Before the training, how confident were you in engaging with stakeholders (i.e., parents, teachers, non-teaching staff, community, etc.) to support school initiatives?</p> <p>10. After the training, how confident are you in engaging with stakeholders to support school improvement?</p> <p>11. Before the training, how well did you manage partnerships with external organizations to benefit your school? (1 = Not well at all, 10 = Exceptionally well managed)</p> <p>12. After the training, how effectively do you manage partnerships with external organizations to benefit your school? (1 = Not effective at all, 10 = Extremely effective)</p>
<p>Extent of Implementation of Transformative Action Plan (TAP)</p>	<p>13. To what extent have you been able to successfully execute the steps outlined in your Transformative Action Plan (TAP)? (1 = Not at all successful, 5= Partially implemented, 10 = Fully implemented)</p> <p>14. What challenges, if any, did you encounter while implementing your TAP? (Short answer)</p> <p>15. How confident do you feel in sustaining the improvements introduced through your TAP? (1=Not confident at all, 10=Extremely confident)</p>
<p>Training Effectiveness</p>	<p>16. Before the training, how relevant did you expect the training content to be for your work? (1 = Not relevant at all, 10 = Extremely relevant)</p>

	<p>17. Now that you have completed Year 1, how applicable do you find the training content to your role as principal? (1 = Not applicable at all, 10 = Completely applicable)</p> <p>18. Before the training, how effective did you think the training methods would be? (1 = Not effective at all, 10=Extremely effective)</p> <p>19. After the training, how well did the training methods help you understand and apply the concepts? (1 = Not helpful at all, 10 = Extremely helpful)</p> <p>20. How satisfied are you with the mentoring and support provided during the training? (1 = Not satisfied at all, 10 = Extremely satisfied)</p>
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III. Level of Engagement and Participation

A. Have you completed all Year 1 training sessions? Yes No

B. If no, what were the main reasons? (Check all that apply)

1. Conflicting work schedules
2. Personal emergencies
3. Training schedule conflicts with other commitments
4. Technical difficulties with online sessions
5. Lack of motivation
6. Lack of interest in the training topic
7. Feeling overwhelmed with work responsibilities
8. Health issues
9. Family responsibilities
10. Did not see the value of the training
11. I did not feel supported by my school/district
12. Unforeseen circumstances
13. Other (Please specify)

C. What difficulties have you encountered in applying the skills learned? (Check all that apply)

1. Lack of time to implement new skills
2. Lack of access to necessary materials or equipment
3. Lack of support from school administration/leadership
4. Lack of support from colleagues
5. Lack of funding for implementation
6. Insufficient ongoing coaching or mentoring
7. Lack of access to technology or internet
8. Difficulty adapting skills to my specific context/subject area

9. Difficulty integrating skills into existing curriculum/practices
10. Difficulty managing student behavior while implementing new skills
11. Difficulty assessing student learning with new skills
12. Difficulty overcoming resistance to change from students/parents/colleagues
13. Difficulty with the complexity of the skills learned
14. Difficulty translating theory into practice
15. Lack of confidence in applying new skills
16. Feeling overwhelmed by the volume of new information
17. Difficulty remembering or recalling specific skills
18. Difficulty maintaining motivation for implementation
19. Feeling unprepared for the challenges of implementation
20. Not enough opportunities to practice the skills
21. Unforeseen circumstances
22. Other (Please specify)

D. What support do you need to improve your application of the training?

1. Access to specific teaching materials or equipment
2. More examples of how to apply the skills in real-world scenarios
3. Templates or checklists for implementation
4. Access to online resources or platforms
5. Funding for materials or activities
6. Technology support for implementation
7. Sample lesson plans or activities that incorporate the training
8. Follow-up workshops or refresher courses
9. Advanced training on specific skills
10. Opportunities for peer observation and feedback
11. Access to expert consultations
12. Personalized coaching or mentoring
13. Opportunities to observe experienced teachers/principals
14. More hands-on practice session
15. Opportunities for collaboration with colleagues
16. Release time to observe other classrooms/schools
17. Support in managing student behavior
18. Clear expectations and guidelines for implementation
19. Collaboration with other schools/districts
20. Encouragement and positive feedback
21. Opportunities for reflection and self-assessment
22. Strategies for managing stress or workload

23. Other (Please specify)

IV. General Feedback & Suggestions

- a. What aspects of the training were most useful to you? [Open-ended question]
- b. What areas need improvement?
- c. Do you have any ideas on how we can improve the training program? [Open-ended question]

V. Concluding Question

- A. Would you be willing to participate in an interview to share further your experiences from the Year 1 training? (Yes/No)
- B. If yes, please provide your contact details (optional): (Short answer)

Annex B. Retrospective Assessment Survey Questionnaire for Teachers

I. Demographic Information

- C. Name (Optional)
- D. Sex at Birth (Male / Female)
- E. Age
- F. Municipality
- G. School
- H. Grade Level
- I. Subjects Taught: [] English [] Math
- J. Number of Years as Teacher

II. Retrospective Assessment of Level of Understanding and Application of the Concepts

For each of the following statements, please rate your response on a scale of 1 to 10, where 1 represents the lowest level (e.g., Not confident at all, Not effective at all, Not satisfied at all) and 10 represents the highest level (e.g., Extremely confident, Highly effective, Extremely satisfied).

<u>Competency/ Area</u>	<u>Question</u>
21st Century Instruction	<ol style="list-style-type: none"> 1. Before the training, how confident were you in designing lessons that promote students' critical thinking and problem-solving skills? (1=Not confident at all, 10 = Extremely confident) 2. After the Year 1 training, how confident are you in designing lessons that promote students' critical thinking and problem-solving skills? (1 = Not confident at all, 10 = Extremely confident)

	<p>3. Before the training, how confident were you in implementing collaborative learning activities? (1=Not confident at all, 10 = Extremely confident)</p> <p>4. After the training, how confident are you in implementing collaborative learning activities? (1 = Not confident at all, 10 = Extremely confident)</p> <p>5. Before the training, how confident were you in integrating digital tools to enhance student creativity? (1 = Not confident at all, 10 = Extremely confident)</p> <p>6. After the training, how confident are you in integrating digital tools to enhance student creativity? (1 = Not confident at all, 10 = Extremely confident)</p>
Lesson Development Planning	<p>7. Before the training, how confident were you in designing lesson plans that align with student learning needs? (1 = Not confident at all, 10 = Extremely confident)</p> <p>8. After the training, how confident are you in designing lesson plans that effectively incorporate varied instructional strategies to promote 21st-century skills? (1 = Not confident at all, 10 = Extremely confident)</p> <p>9. Before the training, how comfortable were you in designing engaging and interactive learning activities? (1 = Not comfortable at all, 10 = Extremely comfortable)</p> <p>10. After the training, how comfortable are you in designing engaging and interactive learning activities? (1 = Not comfortable at all, 10 = Extremely comfortable)</p>
Effective Assessment	<p>11. Before the training, how knowledgeable were you about different types of student assessments? (1 = Not knowledgeable at all, 10 = Extremely knowledgeable)</p> <p>12. After the training, how knowledgeable are you about different types of student assessments? (1 = Not knowledgeable at all, 10 = Extremely knowledgeable)</p> <p>13. Before the training, how confident were you in using assessment data to improve student learning? (1=Not confident at all, 10 = Extremely confident)</p> <p>14. After the training, how confident are you in using assessment data to improve student learning? (1 = Not confident at all, 10 = Extremely confident)</p>
Stakeholder	<p>15. Before the training, how comfortable were you in engaging parents and</p>

Engagement	<p>the community in the learning process? (1 = Not comfortable at all, 10 = Extremely comfortable)</p> <p>16. After the training, how comfortable are you in engaging parents and the community in the learning process? (1 = Not comfortable at all, 10 = Extremely comfortable)</p> <p>17. Before the training, how actively did you seek feedback from students and parents to improve your teaching? (1 = Not active at all, 10 = Extremely active)</p> <p>18. After the training, how actively do you seek feedback from students and parents to improve your teaching? (1 = Not active at all, 10 = Extremely active)</p>
Implementation of Model Lesson Plan	<p>19. To what extent have you been able to successfully develop and implement a model lesson plan? (1 = Not at all successful, 10 = Fully implemented)</p> <p>20. How confident do you feel in sustaining the instructional improvements introduced through your model lesson plan? (1=Not confident at all, 10 = Extremely confident)</p>
Training Design and Method	<p>21. Before the training, how relevant did you expect the training content to be for your work as a teacher? (1 = Not relevant at all , 10 = Extremely relevant)</p> <p>22. Now that you have completed Year 1, how applicable do you find the training content to your role? (1 = Not applicable at all, 10 = Extremely applicable)</p> <p>23. Before the training, how effective did you think the training methods would be? (1 = Not effective at all, 10 = Highly effective)</p> <p>24. After the training, how well did the training methods help you understand and apply the concepts? (1=Not helpful at all, 10 = Extremely helpful)</p> <p>25. How satisfied are you with the mentoring and support provided during the training? (1 = Not satisfied at all, 10 = Extremely satisfied)</p>

VI. Level of Engagement & Participation

A. Have you completed all Year 1 training sessions? [] Yes [] No

B. If no, what were the main reasons? (Check all that apply)

1. Conflicting work schedules
2. Personal emergencies
3. Travel difficulties
4. Training schedule conflicts with other commitments
5. Lack of transportation

6. Training location was too far
 7. Technical difficulties with online sessions
 8. Lack of motivation
 9. Lack of interest in the training topic
 10. Feeling overwhelmed with work responsibilities
 11. Health issues
 12. Family responsibilities
 13. Did not see the value of the training
 14. I did not feel supported by my school/district
 15. Unforeseen circumstances
 16. Other (Please specify)
- C. What difficulties have you encountered in applying the skills learned? (Check all that apply)
1. Lack of time to implement new skills
 2. Lack of access to necessary materials or equipment
 3. Lack of support from school administration/leadership
 4. Lack of support from colleagues
 5. Lack of funding for implementation
 6. Insufficient ongoing coaching or mentoring
 7. Lack of access to technology or internet
 8. Difficulty adapting skills to my specific context/subject area
 9. Difficulty integrating skills into existing curriculum/practices
 10. Difficulty managing student behavior while implementing new skills
 11. Difficulty assessing student learning with new skills
 12. Difficulty overcoming resistance to change from students/parents/colleagues
 13. Difficulty with the complexity of the skills learned
 14. Difficulty translating theory into practice
 15. Lack of confidence in applying new skills
 16. Feeling overwhelmed by the volume of new information
 17. Difficulty remembering or recalling specific skills
 18. Difficulty maintaining motivation for implementation
 19. Feeling unprepared for the challenges of implementation
 20. Not enough opportunities to practice the skills
 21. Unforeseen circumstances
 22. Other (Please specify)
- D. What support do you need to improve your application of the training?
1. Access to specific teaching materials or equipment
 2. More examples of how to apply the skills in real-world scenarios
 3. Templates or checklists for implementation

4. Access to online resources or platforms
5. Funding for materials or activities
6. Technology support for implementation
7. Sample lesson plans or activities that incorporate the training
8. Follow-up workshops or refresher courses
9. Advanced training on specific skills
10. Opportunities for peer observation and feedback
11. Access to expert consultations
12. Personalized coaching or mentoring
13. Opportunities to observe experienced teachers/principals
14. More hands-on practice session
15. Opportunities for collaboration with colleagues
16. Release time to observe other classrooms/schools
17. Support in managing student behavior
18. Clear expectations and guidelines for implementation
19. Collaboration with other schools/districts
20. Encouragement and positive feedback
21. Opportunities for reflection and self-assessment
22. Strategies for managing stress or workload
23. Other (Please specify)

VII. General Feedback and Suggestions

- A. What aspects of the training were most useful to you? [Open-ended question]
- B. What areas need improvement? [Open-ended question]
- C. Do you have any ideas on how we can improve the training program? [Open-ended question]

VIII. Concluding Question

- A. Would you be willing to participate in an interview to further share your experiences from the Year 1 training? (Yes/No)
- B. If yes, please provide your contact details (optional): (Short answer)

Annex C. Interview Questions for Principals

<u>Competency/Thematic Area</u>	<u>Questions</u>
General Reflection Towards the Training	<ul style="list-style-type: none"> ● What aspects of the training were useful for you as a school principal? ● What difficulties or challenges did you encounter during the Year 1 training?

<p>Competency 1: Instructional Leadership</p>	<ul style="list-style-type: none"> ● In what ways has the training helped you enhance your instructional leadership skills? ● Can you share a specific instance where you applied new leadership strategies to improve teaching and learning in your school? ● What challenges, if any, did you encounter while applying these new leadership strategies? ● How have you supported teachers in implementing 21st-century instruction and student assessments? What challenges did you face in supporting teachers?
<p>Competency 2: Contextual Problem Solving</p>	<ul style="list-style-type: none"> ● How has the training influenced your ability to diagnose and address school challenges? ● Can you provide an example of a school-related issue you successfully solved using skills from the training? ● How effectively do you now use data-driven decision-making in addressing problems in your school? ● What challenges, if any, did you encounter while implementing data-driven decision-making?
<p>Competency 3: Stakeholder Engagement</p>	<ul style="list-style-type: none"> ● How has the training affected your ability to engage with stakeholders (i.e., teachers, students, parents, and the community)? ● What strategies have you used to strengthen collaboration with external stakeholders? ● Can you share an example of how stakeholder engagement led to a

	<p>positive outcome in your school?</p> <ul style="list-style-type: none"> ● What challenges, if any, did you experience while engaging stakeholders?
Year 1 Output: Transformative Action Plan	<ul style="list-style-type: none"> ● What aspects of your action plan have been successfully executed? ● What challenges did you encounter during the implementation of your TAP? ● What visible changes did you observe after implementing your Transformative Action Plan (TAP)? ● What additional resources, training, or support would help you implement your TAP more effectively? ● Can you share specific instances of how your TAP helped you improve teaching and learning in your school?
Concluding Question	<ul style="list-style-type: none"> ● Is there anything else you would like to share about your experience with the training program?

Annex D. Interview Questions for Teachers

Competency/Area	Questions
General Reflections towards the Training	<ul style="list-style-type: none"> ● What aspects of the training were useful for you as a teacher? ● What difficulties or challenges did you encounter during the Year 1 training?
Competency 1: 21st Century Instruction	<ul style="list-style-type: none"> ● What did the term "21st-century instruction" mean to you before the training? How has your understanding evolved? ● Which 21st-century skills (e.g., critical

	<p>thinking, collaboration, digital literacy) have you been able to integrate into your classroom most successfully?</p> <ul style="list-style-type: none"> ● Can you provide specific examples of how you applied 21st-century instructional practices in your teaching approaches? ● What challenges, if any, did you encounter when applying 21st-century instructional practices?
<p>Competency 2: Lesson Development Planning</p>	<ul style="list-style-type: none"> ● How did the training influence the way you design lesson plans? ● Can you share some examples of how the training influenced the way you design lesson plans? ● What elements from the training did you find most useful when developing this lesson plan? ● What challenges or difficulties did you encounter in incorporating the training insights into your lesson plan?
<p>Competency 3: Effective Assessment</p>	<ul style="list-style-type: none"> ● In what ways has your approach to student assessment changed since completing the training? ● What new types of assessments (e.g., formative, performance-based) have you implemented after the training? ● Can you share a specific example of how the new student assessments have influenced student performance? ● What challenges, if any, did you face in applying these new assessments?
<p>Competency 4: Stakeholder Engagement</p>	<ul style="list-style-type: none"> ● How has the training helped you collaborate more effectively with

	<p>students, parents, and colleagues?</p> <ul style="list-style-type: none"> ● Can you share an example of a successful stakeholder engagement initiative you have led or participated in? ● What strategies or techniques have worked best for gaining stakeholder support in student learning? ● What challenges, if any, did you experience while engaging stakeholders?
<p>Year 1 Output: Development and Implementation of Model Lesson Plan</p>	<ul style="list-style-type: none"> ● Have you fully implemented your model lesson plan? If yes, how did it go? ● What challenges did you encounter while implementing your Model Lesson Plan? ● What kind of support would you require to facilitate its effective implementation? ● Can you share specific instances of how your Model Lesson Plan has helped improve teaching and learning in your class?
<p>Concluding Question</p>	<ul style="list-style-type: none"> ● Is there anything else you would like to share about your journey or experience with the training program?

Annex E. Sample Questions for the Online Validation Sessions

1. What aspects of the training were most useful to you?
2. What challenges did you face in applying what you learned from the training?

3. What helped or enabled you to implement your action plan/model lesson plan effectively?
4. Can you share any positive outcomes or changes in your school/classroom since the training?
5. In which areas do you feel you have grown the most as a result of the training?
6. What support (resources, mentoring, time, etc.) would have helped you implement the training insights better?
7. What improvements would you suggest for the training program?
8. What do you need most to feel prepared for Year 2/3 of the program?

XIV. Timeline

The proposed assessment will be conducted over a period of eleven (11) months. The following is a tentative timeline:

Activities	Target Schedule
Phase 1 – Retrospective assessment of the Year 1 training program	
Finalize survey questionnaire and interview guide	Month 1 (April 2025)
Presentation of the concept note to SBFI	Month 1 (April 2025)
Uploading the survey questionnaire to Google Forms	Month 2 (May 2025)
Drafting of the invitation letters to participant	Month 2 (May 2025)
Pre-testing of survey questionnaire and interview guide	Month 2 (May 2025)

Deploy self-rated retrospective questionnaire to all principal and teacher participants	Month 3 (June 2025)
Data processing and analysis	Month 5 (August 2025)
Identify participants for the semi-structured interviews	Month 5 (August 2025)
Phase 2 – Semi-structured interviews interviews with teachers and school principals	
Send invitation to principal and teacher participants who expressed intent to be interviewed	Month 5 (August 2025)
Conduct semi-structured interviews through Zoom or Google Meet	Month 5-9 (August to December 2025)
Data encoding and transcription	Month 9 (December 2025)
Data processing and analysis	Month 10 (January 2026)
Online validation workshop (for Teachers)	Month 10 (February 2026)
Online validation workshop (for Principals)	Month 11 (March 2026)

Data encoding and transcription	Month 12 (April 2026)
Data processing and analysis	Month 12 (April 2026)
Presentation of the Year 1 evaluation results to SBFI	Month 13 (May 2026)

XV. Budget

The following is the proposed budget for the midterm evaluation.

<i>Budget Line Item / Category</i>	<i>Quantity</i>	<i>Estimated Cost</i>
Semi-structured Interviews		
Token of Appreciation (Interview participants) (i.e., PHP 300 Gcash for food)	20 pax x PHP 300	PHP 6,000.00
Load for Internet Subscription (for Interview participants)	20 pax x PHP 100	PHP 2,000.00
Interview Transcription Fees	PHP 800 per transcript x 20	PHP 16,000.00
Online Validation Session		
Token of Appreciation (for online validation participants) (i.e., PHP 300 Gcash for food)	20 pax x PHP 300	PHP 6,000.00
Load for Internet Subscription (for online validation)	20 pax x PHP 100	PHP 2,000.00

participants)		
Online Validation Transcription Fees	PHP 2,500 per transcript x 2 online validation session	PHP 5,000.00
TOTAL		PHP 47,000.00

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