



Republic of the Philippines  
**Department of Education**  
Region II – Cagayan Valley  
Schools Division of Nueva Vizcaya

06 January 2025

DIVISION MEMORANDUM  
No. **10**, s. 2025

**SUBMISSION OF WORK APPLICATION PLAN (WAP) FOR MENTORS**

To: Assistant Schools Division Superintendent  
School Governance and Operations Division Chief  
Curriculum Implementation Division Chief  
Public Schools District Supervisors/District In-Charge  
Public Elementary and Secondary School Heads  
All others concerned

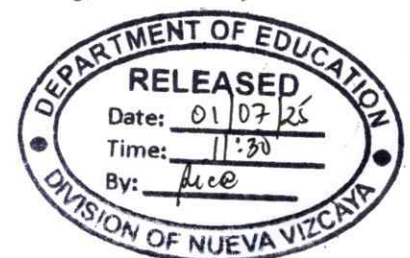
1. This office reminds the participants of the Division Induction Program for Beginning Teachers (IPBT) Orientation-Workshop conducted last December 11-13, 2024 to submit their Work Application Plan (WAP) for Mentors to the Curriculum Implementation Division through Dr. Arnel A. Panganiban, L & D lead proponent of the IPBT.
2. The submission of the WAP will ensure that mentors (school heads and master teachers) will support and coach teachers in implementing IPBT practices.
3. Samples for WAP template 2 (for Master Teachers) and WAP Template 3 (for School Heads) are hereto attached.
4. For guidance, information and strict compliance.

  
**ORLANDO E. MANUEL PhD, CESO V**  
Schools Division Superintendent

01-2025-05



Address: Quezon St., Don Domingo Maddela, Bayombong, Nueva Vizcaya  
Telephone Nos.: (078) 362-0106, 09171589946  
Email Address: [nuevavizcaya@deped.gov.ph](mailto:nuevavizcaya@deped.gov.ph)  
Website: [www.deped-nv.com.ph](http://www.deped-nv.com.ph)



(Enclosure No. 6 to DepEd Memorandum No. \_\_\_\_\_ s. 2023)



Republic of the Philippines  
**Department of Education**

*National Educators Academy of the Philippines*

**MATATAG WAP Template 2: For Master Teachers**

<b>I. Profile</b>			
Name		Office and Position	BLANK NHS/ MASTER TEACHER
Title of PD Programs	Induction Program for Beginning Teachers	Date of Delivery	
		PD Program Provider	
Name of Immediate Supervisor		Office and Position	BLANK NHS/PRINCIPAL IV

**II. Background and Rationale of WAP:**

The Induction Program for Beginning Teachers is meticulously crafted to provide comprehensive guidance and support to newly hired educators as they embark on their first year of teaching within the DepEd system. Central to the success of this program is the pivotal role of mentors, who are instrumental in fostering the growth and development of quality teachers. Corollary to this, the Regional Orientation-Workshop on the Implementation of Induction Program for Beginning Teachers is initiated not only to equip participants with enhanced mentoring skills but also serves as an invaluable opportunity to orient Division IPBT Focal persons, school heads, and mentors on the intricacies of program design, delivery updates, and terms of reference as crucial field implementers.

Participants can expect a robust learning experience facilitated through workshops and simulations. These activities are designed to immerse participants in practical scenarios that mirror the content, processes, and crucial aspects of monitoring and evaluation. By engaging in these activities, educators are better prepared to navigate the challenges of their roles and contribute effectively to the implementation of the said program.

To articulate the provisions of the Induction Program for Beginning Teachers and to ensure its full implementation, **the Master Teachers/Key Teachers** shall develop a Work Application Plan (WAP) underscoring the in-school mentoring through **mentoring and coaching activities and differentiated supervisions aligned to PPST.**

The following professional standards/competencies are being addressed in the in-school mentoring activities:

Professional Standards Philippine Professional Standards for Teachers (PPST) DepEd Order No. 42, s. 2017	PD Program Goals	Indicators (Subtask)	Application Objective
Domain 1. Content Knowledge and Pedagogy; Strand 1.1 Content knowledge and its application within and across curriculum areas	1.1.3 Model effective applications of content knowledge within and across curriculum teaching areas.		
Domain 2. Learning Environment; Strand 2.6 Management of Learner Behavior	2.6.3 Exhibit effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments		
Domain 3. Diversity of Learners; Strand 3.1. Learners' gender, needs strengths, interests and experiences	3.1.3. Work with colleagues to share differentiated developmentally appropriate opportunities to address learners' differences in gender, needs, strengths,		

	interests and experiences.			
Domain 4. Curriculum and Planning; Strand 4.1. Planning and management of teaching and learning process	4.1.3 Develop and apply effective strategies in the planning and management of developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts.)			
Domain 4. Curriculum and Planning; Strand 4.2. Learning outcomes aligned with learning competencies	4.2.3 Model to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies to cultivate a culture of excellence for all learners.			
Domain 5. Assessment and Reporting; 5.2. Monitoring and evaluation of learner progress and achievement	5.2.3. Interpret collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement			
Domain 5. Assessment and Reporting Strand 5.5. Use of assessment data to enhance teaching and	5.5.3 Work collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further			

learning practices and programs	support learner progress and achievement.			
Domain 6. Community Linkages and Professional Engagement; Strand 6.2 Engagement of parents and the wider school community in the educative process	6.2.3 Guide colleagues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process.			
Domain 6. Community Linkages and Professional Engagement; Strand 6.3 Professional ethics	6.3.3 Discuss with colleagues teaching and learning practices that apply existing codes, laws and regulations that apply to the teaching profession, and the responsibilities specified in the Code of Ethics for Professional Teachers.			
Domain 7. Personal Growth and Professional Development Strand 7.5 Professional development goals;	7.5.3 Reflect on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals.			

**IV. Implementation Plan** *[the WAP must be implemented within 6 months after the training] – Gantt Chart*

**Application Objective** *[it must be aligned with the PD Program Goals]*

Develop a Work Application Plan (WAP) underscoring the in-school mentoring through <b>mentoring and coaching activities and differentiated supervisions aligned to PPST.</b>				
<b>Specific Task</b> [minimum of two (2)] (Aligned with the application objective, what are the specific tasks of a teacher/master teacher to improve learning outcomes.)	<b>Activities</b> (Specify activities on the identified task)	<b>Timeline</b> (Start-end of each activity)	<b>Expected Outcomes/ MOVs</b> (It represents what is predicted or intended to happen as a result of implementing a specific task or initiative)	<b>Learning Facilitator</b> (Immediate Supervisor or peer assigned to guide the teacher)

Prepared by (name and position):	Signature	Date

*Reviewed by (name and position):	Signature	Date
<b>ADONIS C. CEPEREZ EdD, CESE</b> Assistant Schools Division Superintendent		

**Approved by (name and position):	Signature	Date
<b>ORLANDO E. MANUEL PhD, CESO V</b> Schools Division Superintendent		

**\*for proficient teacher: reviewed by the master teacher or immediate supervisor and \*\*approved by the school head/head teacher/OIC for schools without school head**

**\*for master teacher: reviewed and \*\*approved by the school head or immediate supervisor**

(Enclosure No. 6 to DepEd Memorandum No. \_\_\_\_\_ s. 2023)



Republic of the Philippines  
**Department of Education**

*National Educators Academy of the Philippines*

**MATATAG WAP Template 3: For School Heads**

<b>I. Profile</b>			
Name		Office and Position	
Title of PD Programs		Date of Delivery	
		PD Program Provider	
Name of Immediate Supervisor		Office and Position	

**II. Background and Rationale of WAP:**

The Induction Program for Beginning Teachers is meticulously crafted to provide comprehensive guidance and support to newly hired educators as they embark on their first year of teaching within the DepEd system. Central to the success of this program is the pivotal role of mentors, who are instrumental in fostering the growth and development of quality teachers. Corollary to this, the Regional Orientation-Workshop on the Implementation of Induction Program for Beginning Teachers is initiated not only to equip participants with enhanced mentoring skills but also serves as an invaluable opportunity to orient Division IPBT Focal persons, school heads, and mentors on the intricacies of program design, delivery updates, and terms of reference as crucial field implementers.

Participants can expect a robust learning experience facilitated through workshops and simulations. These activities are designed to immerse participants in practical scenarios that mirror the content, processes, and crucial aspects of monitoring and evaluation. By engaging in these activities, educators are better prepared to navigate the challenges of their roles and contribute effectively to the implementation of the said program.

To articulate the provisions of the Induction Program for Beginning Teachers and to ensure its full implementation, **the Master Teachers/Key Teachers** shall develop a Work Application Plan (WAP) underscoring the in-school mentoring through **mentoring and coaching activities and differentiated supervisions aligned to PPST.**

To articulate the provisions of the Induction Program for Beginning Teachers and to ensure its full implementation, **the school heads shall develop a Work Application Plan (WAP)** integrating the concepts and elements of the **whole-school approach** to ensure quality teaching and learning through embedding more deeply **Learning Action Cells (LACs)** by practicing Collaborative Expertise (CE) and **differentiated supervision.**

The following professional standards/competencies are being addressed in the Induction Program for Beginning Teachers:

Professional Standards		PD Program Goals	Indicators (Subtask)	Application Objective
Philippine Professional Standards for Teachers (PPSSH) DepEd Order No. 24, s. 2020				
<i>Domain 1. Leading Strategically</i> <i>Strand 1.1. Vision, mission and core values</i>	<i>Indicator 1.1.2</i> Communicate the DepEd vision, mission and core values to the wider community to ensure shared understanding and alignment of school policies, programs, projects and activities.			
<i>Domain 2. Managing School Operations and Resources</i> <i>Strand 2.2 Financial Management</i>	<i>Indicator 2.2.2</i> Manage Finances adhering to policies, guidelines, and issuances in allocation, procurement, disbursement, and liquidation aligned with the school plan.			



<i>Domain 3. Focusing on Teaching and Learning Strand 3.1. School-based review, contextualization, and implementation of learning standards</i>	<i>Indicator 3.1.2. Assist teachers in the review, contextualization, and implementation of learning standards to make the curriculum relevant for learners.</i>			
<i>Domain 3: Focusing on Teaching and Learning Strand 3.2. Teaching standards and pedagogies</i>	<i>Indicator 3.2.2. Provide technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve teaching practice.</i>			
<i>Domain 4: Developing Self and Others Strand 4.5. Professional Development of School Personnel;</i>	<i>Indicator 4.5.2. Implement professional development initiatives to enhance strengths and address performance gaps among school personnel.</i>			
<i>Domain 5. Building Connections Strand 5.4 Communication</i>	<i>Indicator 5.4.2. Communicate effectively in speaking and in writing to teachers, learners, parents, and other stakeholders through positive use of communication platforms, to facilitate information sharing, collaboration, and support.</i>			
<b>IV. Implementation Plan</b> <i>[the WAP must be implemented within 6 months after the training] – Gantt Chart</i>				

<b>V. Application Objective</b> <i>[it must be aligned with the PD Program Goals]</i>				
<ul style="list-style-type: none"> <li>Develop a Work Application Plan (WAP) underscoring the in-school mentoring activities through <b>LAC and differentiated supervisions aligned to PPSH.</b></li> </ul>				
<b>Specific Task</b> [minimum of two (2)] <i>(Aligned with the application objective, what are the specific tasks of a school head to assist teachers in enhance teaching competencies by practicing collaborative expertise through embedding more deeply school LACs.</i>	<b>Activities</b> <i>(Specify activities on the identified task)</i>	<b>Timeline</b> <i>(Start-end of each activity)</i>	<b>Expected Outcomes/ MOVs</b> <i>(It represents what is predicted or intended to happen as a result of implementing a specific task or initiative)</i>	<b>Learning Facilitator</b> <i>(Immediate Supervisor or peer assigned to guide the teacher)</i>

Prepared by (name and position):	Signature	Date

*Reviewed by (name and position):	Signature	Date
<b>ADONIS C. CEPEREZ EdD, CESE</b> Assistant Schools Division Superintendent		

**Approved by (name and position):	Signature	Date
<b>ORLANDO E. MANUEL PhD, CESO V</b> Schools Division Superintendent		

***\*for School Heads: reviewed by the Assistant Schools Division Superintendent (ASDS) \*\*approved by the Schools Division Superintendent (SDS)***