

# Mentoring Practices as Predictors of Teachers Performance

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DOI: <https://doi.org/10.47772/IJRISS.2026.1026EDU0309>

Received: 13 May 2026; Accepted: 18 May 2026; Published: 09 June 2026

## ABSTRACT

This study aimed to determine the level of mentoring practices of Master Teachers and their impact on teacher development in public schools of Bukidnon. Specifically, it examined the mentoring practices across these dimensions: instructional support, professional growth, mentoring climate, and mentoring accessibility and interaction frequency. A descriptive correlational research design was employed, utilizing questionnaires to gather quantitative data from selected schools who have Master Teachers and teachers as their mentees. The data were analyzed using mean, standard deviation, qualitative interpretation and Pearson-r moment correlation to assess the levels of mentoring practices and performance. Generally, the level of mentoring practices of master teachers in terms of instructional support, professional growth, mentoring climate, mentor accessibility and interaction frequency of public-school teachers in Quezon II are very high. It was revealed that the level of mentoring performance of master teachers based on the PPST domain is very satisfactory. The study found a significant relationship between mentoring practices and the mentoring performance of master teachers. The regression analysis reveals a very strong overall relationship between mentoring practices of Master Teachers and teachers' performance across PPST domains.

**Keywords:** Instructional Support, Professional Growth, Mentoring Climate, Mentor Accessibility and Interaction Frequency.

## INTRODUCTION

In today's rapidly evolving educational environment, quality education remains a primary goal of the Philippine educational system, and teachers play a vital role in achieving this mandate. Through consistent coaching and mentoring, teachers received personalized professional development so that they can refine their instructional strategies and adapt to the diverse students' needs. This investment in teacher efficacy creates a culture where pedagogical growth translates directly to improve academic outcomes and more engaging learning environment for every student. Mentoring has been recognized as a key strategy in enhancing teachers' professional competence and performance. It provides opportunities for teachers to receive instructional guidance, develop professionally, and engage in collaborative learning within the school context. According to Linda Darling-Hammond (2017), mentoring and coaching are among the most effective forms of professional development because they continuous, context-based, and focused on improving teaching practices.

Mentoring is important because it directly enhances teachers' instructional skills, classroom management, and overall effectiveness. According to Richard Ingersoll and Strong (2011) they found that teachers who receive mentoring are more effective in the classroom and demonstrate better teaching practices. It is evident that teachers who has the guidance of their master teachers has the edge in professional self-efficacy, which correlates to greater ability to cope up with classroom challenges and moves beyond basic lesson delivery. Mentoring does not happen in a single fixed time; it occurs continuously and contextually as part of the master teacher's professional work. Mentoring occurs throughout the teaching cycle, both in formal and informal situations where Master Teachers provide guidance, support, and feedback to teachers. Before teaching, mentoring happens during lesson preparation and instructional planning where the master teacher helps the teacher align the lesson plan with present curriculum the Department of Education is using. The master teacher guides the teacher in

selecting teaching strategies and materials and coaches the teacher on different strategies appropriate to use in the lesson.

During teaching, in the conduct of classroom observations, mentoring occurs while teaching is happening through observation and real-time support. Master teacher conducts classroom observations to help the teacher with the delivery of lesson not to humiliate the teacher on the way he/she delivers the lesson but to guide and assists the teacher to carry out the lesson. The master teacher provides immediate support and gives different strategies and techniques to the teacher. The master teacher provides scaffolded experience for the teacher, ensuring that student learning remains uninterrupted while professional growth is accelerated. After teaching, feedback and reflection stage, the post-observation conference of the master teacher and teacher. During this time, constructive feedback on the strengths and areas for improvement are being discussed by the master teacher. Moreover, Rafailles and Monteroso (2025) revealed that coaching and mentoring competencies significantly influenced teachers' job performance in public schools. Their findings showed that mentoring competencies contributed to instructional skills and professional effectiveness among teachers.

On the other hand, in the Philippine public-school setting, it involves the inconsistent implementation of mentoring programs across schools and districts among teachers on the actual mentoring practices because the conduct vary depending on school leadership, availability of master teachers, workload demands, and school resources. In some schools, mentoring is conducted regularly and systematically, while in others it is informal, limited, or compliance-based only. This inconsistency creates unequal professional support among teachers, especially in geographically distant or understaffed schools. Furthermore, mentoring also involves the lack of structured mentoring systems for newly hired and early-career teachers in many public elementary schools. In practice, some novice teachers rely heavily on informal peer assistance rather than organized mentoring programs. Although mentoring is encouraged within schools, there are cases where master teachers are not formally trained in coaching, feedback delivery, or professional guidance. There are instance during ranking on the expanded career progression system of the Department of Education, the master teachers must assist the proficient teachers on the things they need to support in their papers, but sad to say some master teachers are not equipped with the ideas that they need to relay to their teachers.

Consequently, mentoring quality differs significantly among schools. Despite this reality, limited studies have examined how differences in mentoring implementation affect teacher performance in district-level public elementary schools. There are variations exist on how mentoring practices are implemented across schools. Some Master Teachers consistently provide structured mentoring support, while others may face constraints such as time limitations, workload, and lack of systematic mentoring approaches. Furthermore, while mentoring is widely regarded as beneficial, there is a need to examine its specific dimensions and determine how these practices influence mentoring performance based on the PPST domains.

In some schools, mentoring practices are often overlooked due to the increasing administrative workload assigned to Master Teachers. Instead of consistently guiding teachers, Master Teachers are frequently tasked with report preparation, program coordination, and compliance-related duties, leaving limited time for instructional support and mentoring. As a result, teachers are left to manage lesson planning, classroom management, and assessment practices on their own, often relying on trial-and-error approaches. A recent mixed-method study by Randwick International of Education and Linguistics Science Journal (2024) found that mentoring dimensions such as feedback mechanisms, pedagogical competence, mentoring structure, and motivation were significantly associated with the technical assistance performance of master teachers. In addition, mentoring is sometimes disregarded in school environments where a supportive and collaborative culture is lacking. Teachers may feel hesitant to seek assistance due to fear of criticism or because mentoring relationships are not clearly established. In some instances, Learning Action Cell (LAC) sessions become routine or compliance-driven and sometimes, mentoring is not part of the matrix, with limited opportunities for genuine sharing of teaching strategies or collaborative problem-solving. This situation reflects the work of Etienne Wenger (1998), who highlighted that professional learning is most effective in communities of practice where active engagement and trust are present; when such conditions are absent, mentoring becomes ineffective or neglected.

In this context, mentoring practices may be viewed across several key domains, including instructional support, professional growth, mentoring climate, and mentor accessibility and interaction frequency. These dimensions reflect the ways in which Master Teachers provide guidance, foster collaboration, and sustain professional relationships with teachers. At the same time, mentoring performance can be assessed based on the PPST domains, which encompass content knowledge and pedagogy, learning environment, diversity of learners, curriculum planning, assessment, community linkages, and professional engagement. The institutionalization of mentoring programs in the Department of Education remains a need to examine how mentoring practices influence teachers' performance in real school contexts. While mentoring is widely recognized as an essential strategy for professional development, its implementation is often inconsistent, varying in quality, frequency, and effectiveness across schools.

In many cases, mentoring is reduced to compliance-driven activities rather than sustained instructional support, leaving its true impact on teacher performance unclear. According to Linda Darling-Hammond (2017), professional development initiatives such as mentoring are most effective when they are continuous, collaborative, and directly linked to classroom practice; however, when these conditions are not met, their impact becomes limited. Given these realities, there is a pressing need to empirically investigate mentoring practices as predictors of teachers' performance, particularly when anchored on the Philippine Professional Standards for Teachers (PPST). Understanding which dimensions of mentoring such as instructional support, professional growth, mentoring climate, and mentor accessibility contribute most significantly to teacher performance can provide evidence-based guidance for strengthening mentoring programs. Moreover, examining mentoring practices both individually and in combination allows for a more comprehensive understanding of their predictive power. This study therefore addresses an important gap by linking mentoring practices to measurable performance outcomes, thereby contributing to the improvement of instructional quality and the professional development of teachers in public schools. Richard Ingersoll and Strong (2011) emphasized that structured and consistent mentoring significantly improves teaching effectiveness, suggesting that variations in mentoring practices may lead to differences in teacher performance outcomes.

## METHODOLOGY

This study used the descriptive quantitative specifically descriptive correlational method of research to determine the level of mentoring practices of master teachers in terms of instructional support, professional growth, mentoring climate, mentor accessibility and interaction frequency and the level of performance of master teachers based from PPST domain.

A descriptive correlational method of research is a quantitative research design used to describe existing conditions or variables and determine the relationship between them without manipulating any variables. Through this approach, the study captures the richness of participants' perspectives, highlighting how instructional strategies, leadership support, challenges, and responses are experienced in real-life educational contexts. This design is appropriate as it provides a comprehensive understanding of the interplay between teacher practices and leadership initiatives, grounded in actual lived experiences.

### Research Locale

The study was conducted in Quezon II District in the same Municipality. The Quezon II District is composed of 14 schools where 8 are elementary schools, 1 public high school and 5 integrated schools. Quezon II District has a total of 194 teachers at both elementary, integrated schools and high school levels for the school year 2025-2026. Quezon II District is a learner-centered institution that promotes good education for the children residing in the different schools of Quezon II district. The district has been engaging in different activities that aim to promote community involvement in children's literacy and numeracy through capacitating the teachers. Teachers in these schools often perform multiple responsibilities beyond classroom instruction, including community involvement, school programs, and administrative tasks. Because of these realities, mentoring and instructional support from Master Teachers become highly important in helping teachers improve their instructional practices, professional growth, and performance. Schools maintain a learner-centered and community-oriented environment where teachers, school heads, parents, and local stakeholders work

collaboratively to support learners' educational needs. Despite challenges brought by distance, limited resources, and changing educational demands, schools in the area continue to uphold the goals of the Department of Education in promoting quality basic education and professional development among teachers.

### **Research Participants**

The participants of the study were the elementary and integrated teachers who have master teachers in their schools of Bukidnon. The demographic characteristics of the respondents (N = 176) provide an overview of their age, gender, educational attainment, and teaching experience, which are essential in understanding the context of the study. In terms of age, the largest group of respondents falls within the 46–50 age bracket, comprising 51 teachers (28.98%), followed by those aged 41–45 with 35 respondents (19.89%) and 36–40 with 34 respondents (19.32%). The younger age groups are less represented, with 20–25 years old accounting for 24 respondents (13.64%), 26–30 with 18 (10.23%), and 31–35 with the lowest at 14 (7.95%). This distribution indicates that the majority of respondents are in their mid to late career stage, suggesting a workforce with substantial teaching experience.

Regarding gender, the respondents are predominantly female, with 156 teachers (88.64%), while male teachers comprise only 20 respondents (11.36%). This reflects the common trend in the teaching profession where females significantly outnumber males, particularly in basic education.

### **Research Tool**

To gather the necessary data for this study, a questionnaire was utilized as the primary research instrument. The questionnaire was designed and adapted on the PPST domains to collect quantitative data on the mentoring practices of Master Teachers and their perceived impact on teacher performance among the 176 respondents in the public schools of Quezon II District. The total number of indicators consists of 5 and 7 domains. An open-ended question was added to supplement the data gathered.

### **Data Gathering Procedure**

Upon the approval of the adviser, the researcher will follow the proper protocol in conducting the instrument. A request letter endorsed by the Dean of the College of Administration, Graduate Program of Bukidnon State University will be procured and submit to the Schools Division Superintendent, Division of Bukidnon. The approved letter of request will be furnished to the district supervisor and will be presented to the school principal of the participating schools.

The researcher will personally be conducted the research instrument in the participating schools. Prior to the floating of questionnaire proper, the researcher will ask the participants to schedule the said activity. The questionnaire will be given to the participants. It solicits the responses of the teachers as to their experiences in conducting classroom observation. All participants are encourage to answer the research question wholeheartedly and rest assured that their answer will be for research purpose only and their identities are to be kept confidential.

### **Ethical Considerations**

This study was conducted with full adherence to ethical standards to ensure the protection, dignity, and rights of all participants. Prior to data collection, permission was sought from the appropriate school authorities and relevant educational offices. Participation in the study was entirely voluntary, and informed consent was obtained from all respondents after clearly explaining the purpose, procedures, and significance of the research. Confidentiality and anonymity were strictly maintained throughout the study. The identities of the teachers and master teachers who participated were not disclosed, and all data gathered were treated with utmost confidentiality. Responses were encoded and reported in aggregate form to ensure that no individual participant could be identified.

Participants were assured that they had the right to withdraw from the study at any point without any negative consequences. No form of coercion or undue influence was used in securing their participation. Furthermore, the study avoided any form of harm, whether physical, psychological, or professional, by ensuring that all questions were respectful, relevant, and non-intrusive. In terms of data integrity, the researcher ensured that all information collected was accurately recorded, analyzed, and reported without fabrication, falsification, or misrepresentation. Proper acknowledgment of sources and related literature was also observed to uphold academic honesty and avoid plagiarism. Finally, the findings of this study were used solely for academic and research purposes. The results aim to contribute positively to the improvement of mentoring practices and teachers' professional performance, without causing harm or bias to any individual, group, or institution involved.

### Scoring Procedure

The study utilized a 5-point Likert Scale to determine the level of mentoring practices of master teachers as perceived by the respondents. Each response was assigned a numerical value ranging from 1 to 5, with corresponding ranges, qualitative descriptions, and qualifying statements used in the interpretation of results. After data collection, all audio-recorded interviews were transcribed verbatim to ensure accuracy and preserve participants' original expressions. The researcher then engaged in repeated reading of the transcripts to achieve immersion and gain a holistic understanding of the data. This process allowed for the identification of significant statements and meaningful units relevant to the study.

A rating of 5 (4.21–5.00) was interpreted as Very High, which means that the mentoring practices of master teachers were consistently and extensively demonstrated, reflecting a strong commitment to guiding, supporting, and developing teachers' professional competencies. A rating of 4 (3.41–4.20) was interpreted as High, indicating that the mentoring practices were frequently demonstrated and provided effective support and guidance that contributed to teachers' professional growth and instructional improvement. A rating of 3 (2.61–3.40) was interpreted as Moderate, suggesting that mentoring practices were sometimes demonstrated and that mentoring support was present but not consistently implemented. A rating of 2 (1.81–2.60) was interpreted as Low, which indicates that mentoring practices were seldom demonstrated, showing limited mentoring support and inconsistent implementation. Lastly, a rating of 1 (1.00–1.80) was interpreted as Very Low, meaning that mentoring practices were rarely demonstrated, reflecting minimal mentoring engagement and support for teachers. The weighted mean obtained from the responses was used as the basis for interpreting the overall level of mentoring practices of master teachers.

## RESULTS AND DISCUSSION

Based on the analysis of the data, several important findings were revealed regarding the mentoring practices and performance of master teachers in Quezon II District. First, the study found that the level of mentoring practices of master teachers in terms of instructional support, professional growth, mentoring climate, mentor accessibility, and interaction frequency was generally rated as Very High. This indicates that master teachers consistently demonstrate strong mentoring practices that support the professional development of public-school teachers. Furthermore, the level of mentoring performance of master teachers based on the PPST domains was rated as Very Satisfactory, suggesting that master teachers effectively perform their roles in guiding and supporting teachers toward instructional improvement and professional growth.

Moreover, the study revealed a significant relationship between mentoring practices and the mentoring performance of master teachers. This implies that effective mentoring practices are closely associated with better performance across the PPST domains. In addition, the regression analysis showed a very strong overall relationship between the mentoring practices of master teachers and teachers' performance across the PPST domains. This finding suggests that mentoring practices greatly influence and contribute to the enhancement of teachers' instructional competence and professional development. Overall, the results emphasize the vital role of master teachers in fostering teacher growth and improving educational performance through effective mentoring practices.

## RECOMMENDATION

Based on the findings and conclusions of the study, several recommendations are proposed. For the level of mentoring practices, it is recommended that school heads, master teachers, and district supervisors sustain and further strengthen existing mentoring practices by institutionalizing structured mentoring programs, regular coaching sessions, and peer learning communities such as Learning Action Cell (LAC) sessions. School heads should ensure continuous monitoring and provide recognition mechanisms, while district supervisors may oversee consistency of implementation across schools. Enhance targeted professional development aligned with PPST domains. Master teachers may be given continuous capacity-building opportunities focused on the PPST domains to further improve their mentoring competencies. This will enable them to better address teachers' needs and strengthen the impact of mentoring on teaching performance.

For the mentoring performance based on PPST, it is recommended that master teachers and public-school teachers actively engage in continuous professional development aligned with the Philippine Professional Standards for Teachers (PPST). School heads and DepEd officials (particularly NEAP coordinators) should facilitate access to relevant trainings, seminars, and workshops. Additionally, school administrators should provide mentoring tools, feedback systems, and opportunities for professional reflection to further enhance performance.

For the significant relationship between mentoring practices and performance, it is recommended that school heads, district supervisors, and DepEd policymakers prioritize mentoring as a key component of school improvement initiatives. Mentoring programs should be formally integrated into School Improvement Plans (SIPs). Master teachers should strengthen specific mentoring dimensions such as instructional support and professional growth, while teachers (mentees) should actively participate in mentoring activities to maximize benefits.

For the strong predictive influence of mentoring practices on teachers' performance, it is recommended that DepEd central and regional offices, district supervisors, and school heads expand and formalize mentoring programs to ensure that all teachers, especially beginning teachers, receive structured and sustained mentoring support. Policy makers may develop standardized mentoring frameworks and evaluation tools, while master teachers should consistently implement evidence-based mentoring strategies to improve teachers' performance across PPST domains.

## ACKNOWLEDGEMENT

The researcher would like to express her deepest gratitude and sincere appreciation to all the individuals who, in one way or another, contributed to the successful completion of this study. First and foremost, the researcher humbly thanks the Almighty God for His divine guidance, wisdom, strength, and countless blessings throughout the entire research process. Without His grace and providence, this endeavor would not have been possible. To Dr. Joy M. Mirasol, President of Bukidnon State University, for her support in the Graduate School programs, thereby, providing teachers and administrators the opportunity to enhance their professional growth and development; To Dr. Victoria V. Gazo, CESO V, Schools Division Superintendent of Bukidnon, for the opportunity and for approving my letter to conduct study;

To Dr. Hazel Jean M. Abejuela, Vice President for Academic Affair, for the continuous support to the Graduate Programs that gave us teachers opportunity to study, grow professionally and work with amazing and intellectual professionals; To Dr. Ann Sheila C. Del Rosario, Dean of the College of Education, for the approval, endorsement and support extended to her paper. To Dr. Teresito B. Magtabog, Public School District Supervisor of Quezon II, for approving the letter to gather data; To Mr. Noel P. Vestudio, school head, for his approval and encouraging the researcher to finish her master's degree;

To Dr. Bernadette S. Binayao, the ever supportive and accommodating thesis adviser whose expertise, patience, and unwavering support greatly contributed to the completion of this study. The adviser's insightful comments,

constructive criticisms, and professional guidance helped shape this research into its present form. To the panel member, who helped a lot in the completion of this paper: Dr. Lolita A. Dulay, the Chair, Dr. Omar B. Tantoy, the program coordinator. The panel members Dr. Jayfie Luzano, Dr. Riches L. Tortola, Dr. James Russo Taga, for their valuable suggestions, recommendations, and encouragement, which significantly improved the quality and credibility of this study. Their expertise and dedication to academic excellence inspired the researcher to strive for greater improvement. And to Ms. Mary Jean Saavedra, the secretary, who keeps every suggestion and recommendations accurate, thank you very much and I will be forever grateful to you.

The researcher would like to acknowledge the authors and scholars whose works and studies served as valuable references in the development of this research. Their contributions in the field of education, particularly in mentoring and teacher performance, provided strong theoretical and empirical foundations for this study. To the participants of this study, the selected schools of Quezon II, you are indeed a big part to the success of this paper. Warmest thanks are also extended to the researcher's colleagues and friends for their encouragement, moral support, and helpful suggestions throughout the conduct of this research. Their presence provided motivation during challenging times and contributed to the completion of this work.

The researcher expresses her deepest love and gratitude to her family for their unwavering support, understanding, and encouragement. Special thanks are given to her husband Jesus, whose patience, encouragement, and constant belief in her abilities provided strength during the most challenging moments of this research. His love, understanding, and support have been invaluable in making this accomplishment possible. To everyone who has contributed to the success of this research, the researcher extends her sincere thanks. This achievement is not solely hers but a reflection of the collective support, guidance, and encouragement she received from all of you.

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