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**INSTRUCTIONAL TECHNICAL ASSISTANCE SKILLS OF MASTER TEACHERS  
IN THE SCHOOLS DIVISION OF CANDON CITY: BASIS FOR A  
PROFESSIONAL DEVELOPMENT PLAN**

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**ABSTRACT**

The quality of an educational system is heavily dependent on the proficiency of its teachers, emphasizing the necessity for continuous professional development. As education continuously evolves, providing effective instructional technical assistance is crucial for supporting teachers' growth, especially those in the early stages of their careers. In the Philippine educational system, Master Teachers are tasked with mentoring and offering technical assistance to Teachers I-III. These experienced educators are instrumental in guiding novice teachers to enhance their instructional practices, adapt to the dynamic demands of education, and develop the skills required to deliver high-quality instruction (Gestupa, 2023; Magnaye, 2023).

Instructional technical assistance encompasses the ongoing support, guidance, and assessment provided to teachers to improve their teaching practices, classroom management, and overall instructional quality (Oktavia et al., 2022). Pastore (2023) and Singh et al. (2021) argue that the role of Master Teachers, particularly in areas like subject mastery, teaching strategies, classroom management, evaluation, and mentoring, is essential in helping teachers

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enhance their performance. These competencies significantly influence not only the development of the teachers they mentor but also the academic success of their students.

In the Division of Candon City, Master Teachers are expected to play a crucial role in providing instructional technical assistance to Teachers I-III. However, there is limited understanding of the effectiveness of their support. Ngugi and Thinguri (2014) stress that subject mastery and teaching expertise are pivotal in improving instructional quality, yet the exact extent to which Master Teachers are fulfilling these roles remains unclear. The lack of clarity makes it challenging to design effective professional development programs tailored to the specific needs of novice teachers. Furthermore, the shift to remote learning, as noted by Victorino and Butron (2021), has introduced additional challenges that Master Teachers must navigate, adding complexity to their already demanding responsibilities.

This study seeks to assess the level of instructional technical assistance provided by Master Teachers in the Division of Candon City. Specifically, the study will investigate the perceived levels of Master Teachers' skills in subject mastery, teaching strategies, classroom management, evaluation skills, and mentoring. The study will also explore the perspectives of school heads on the competencies of Master Teachers in these areas. By addressing these variables, this study aims to identify the strengths and areas for improvement in the instructional support provided by Master Teachers.

The findings from this research will provide a comprehensive understanding of the current level of instructional technical assistance skills of Master Teachers. By identifying gaps

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and areas for improvement, this study will contribute valuable insights into the development of targeted professional development programs. These programs can address the specific needs of Master Teachers and ensure that they are better equipped to provide the support necessary for enhancing teaching quality. The results will also inform the design of a Professional Development Plan (PDP) tailored to the needs of Master Teachers in the Division of Candon City, helping them further develop their competencies and ultimately improve the instructional outcomes of their colleagues and students.



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