



PROJECT FLAME (FOSTERING LEARNING THROUGH ASSESSMENT, MENTORING, AND EVIDENCE-BASED MONITORING)

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ABSTRACT

Project FLAME (Fostering Learning through Assessment, Mentoring, and Evidence-Based Monitoring) was implemented at Tuy National High School as a school-based instructional supervision intervention designed to strengthen teaching practices through classroom observation, assessment, coaching, mentoring, and evidence-based monitoring. The study aimed to establish a structured instructional supervision framework, strengthen teachers' instructional competencies, improve assessment practices, utilize classroom and learner evidence in providing technical assistance, and promote continuous professional improvement. A descriptive action research design was employed. Eight teachers from English, Science, Mathematics, and Filipino were observed during the initial implementation. Data were gathered through the Classroom Observation Tool (COT), assessment review, coaching documentation, mentoring records, and learner proficiency indicators. Findings showed that instructional strategies were evident, classroom activities and evaluation were generally aligned with lesson objectives, classroom management was evident, and teachers demonstrated sound pedagogical knowledge and in-depth understanding of content. The general COT performance was within the range of 6 on a 7-point scale, with most observed indicators described as outstanding. Learner proficiency indicators reached 85% and above.

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The results suggest that a systematic cycle of classroom observation, feedback, coaching, mentoring, and monitoring provides a useful mechanism for strengthening instructional supervision. The study recommends the institutionalization of Project FLAME, sustained use of COT and learner data for coaching, regular collaborative professional learning, and continued monitoring of instructional and learner outcomes.

Keywords: *instructional supervision, classroom observation, coaching, mentoring, evidence-based monitoring*



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