

TOWARDS A QUALITY FRAMEWORK FOR RESPONSIVE COACHING AND MENTORING PRACTICE OF MASTER TEACHERS FOR POLICY AMENDMENTS

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ABSTRACT

This research aimed to develop a quality framework for responsive coaching and mentoring practices of 164 master teachers for policy amendments at the Schools Division of Zambales. Employing a quantitative descriptive research approach, the study utilized a validated and reliable researcher-made questionnaire for data collection and applied both descriptive and inferential statistics for data analysis. Findings revealed that master teachers exhibited the highest extent of responsive coaching practices in goal setting and clarity, as well as the highest extent of responsive mentoring practices in communication and collaboration. The relatively low standard deviation values indicated a strong consensus among master teachers, suggesting a high level of agreement about the effectiveness of these responsive coaching and mentoring practices. No significant difference was identified regarding the effect of demographic profiles particularly age, gender, length of service, and highest educational attainment of master teachers on the relationship between responsive coaching and mentoring practices. The regression analysis affirmed the significant findings on the impact of responsive coaching and mentoring practices of master teachers. A quality framework for policy amendments on responsive coaching and mentoring practices of master teachers plays a pivotal role in enhancing teaching performance by providing structured guidelines and systematic approaches.

Keywords: Quality Framework, Responsive Coaching Practice, Responsive Mentoring Practice, Policy Amendments, Master Teachers.

1. INTRODUCTION

The study on responsive coaching and mentoring practice of master teachers identified several critical gaps in the existing coaching and mentoring frameworks. One major gap was the lack of standardized practices and guidelines that could be universally applied. Current policies and frameworks often failed to address the specific needs and contexts of different educational environments, leading to inconsistent and sometimes ineffective mentoring practice. This inconsistency hindered the overall development and effectiveness of master teachers, ultimately impacting the quality of education delivered.

Another significant gap highlighted was the insufficient support and resources provided to master teachers engaged in coaching and mentoring roles. The study pointed out that master teachers often lacked access to continuous professional development opportunities and essential resources needed to enhance their coaching and mentoring skills. This lack of support not only affected their ability to mentor effectively but also diminished their motivation and engagement in these roles. The absence of a comprehensive support system created challenges in maintaining high-quality mentoring standards across the board.

Lastly, the study identified a gap in the integration of feedback mechanisms within the existing coaching and mentoring frameworks. There was often a lack of structured and systematic processes for gathering, analyzing, and incorporating feedback from both mentors and mentees. This deficiency hindered the ability to make data-driven improvements to mentoring practice and policies. By not effectively capturing and utilizing feedback, opportunities for refining and enhancing the mentoring process were missed, limiting the potential for policy amendments to create meaningful and sustainable improvements in mentoring practice.

Based on the synthesis of literature regarding coaching and mentoring practice of master teachers, it becomes evident that these strategies serve as essential components of professional development within educational settings. Master teachers play a crucial role in guiding and supporting their colleagues through reflective teaching methods and the integration of technology tools, enhancing overall instructional quality (Marcial Jr., 2022). Culturally responsive coaching and mentoring are emphasized as effective approaches that leverage diversity to create more meaningful educational experiences tailored to individual learner backgrounds (Holliday, 2021). Moreover, effective coaching and mentoring partnerships are recognized for their ability to strengthen instructional leadership by offering targeted support aligned with the specific responsibilities of educational leaders (Miller, 2019).

In educational contexts, coaching and mentoring are instrumental in facilitating teachers' adaptation to new roles and responsibilities while enhancing their professional skills and promoting a culture of continuous improvement (Kutsyuruba & Godden, 2019). These practices are crucial in addressing the multifaceted challenges faced by teachers and in nurturing their ongoing development within school environments (Lofthouse, 2019). The literature underscores that successful coaching and mentoring initiatives are characterized by their responsiveness to individual needs, cultural contexts, and the evolving educational landscape, thereby fostering environments conducive to sustained professional growth and enhanced learner learning outcomes (Young, 2019).

Overall, coaching and mentoring emerge as transformative practices in education, not only enhancing teacher performance but also contributing to the creation of inclusive and effective learning environments. The findings emphasize the importance of personalized support and reflective practice in empowering teachers to meet diverse learner needs and navigate the complexities inherent in modern educational settings (Marcial Jr., 2022; Holliday, 2021; Miller, 2019; Kutsyuruba & Godden, 2019; Lofthouse, 2019; Young, 2019).

These insights underscore the critical role of coaching and mentoring in educational reform, highlighting their potential to foster professional growth and enhance instructional practices. By leveraging these strategies, schools can support teachers in achieving their development goals, ultimately improving educational quality and learner outcomes.

In the Schools Division of Zambales, the impetus for conducting the study on responsive coaching and mentoring practice of master teachers stemmed from several critical challenges within the educational system. Firstly, there was a notable disparity in teaching quality across schools, with some teachers excelling while others struggled to meet expected standards. This inconsistency highlighted a need for structured support mechanisms that could uplift teaching practices uniformly across the division.

Secondly, ongoing policy amendments and reforms in educational practices necessitated a more responsive approach to coaching and mentoring. The division recognized that traditional methods of professional development were insufficient to address evolving curriculum demands

and pedagogical shifts. This environment underscored the urgency for a comprehensive framework that could adapt to policy changes swiftly while enhancing the capabilities of teachers to effectively implement new guidelines.

Lastly, learner outcomes were another focal point driving the study. Variations in teacher effectiveness directly impacted learning outcomes among learners, leading to concerns about academic achievement and educational equity. The Division sought to enhance the professional growth of teachers through strategic mentoring and coaching initiatives, aiming to foster a more consistent and high-quality educational experience for all learners in Zambales. Thus, the study was initiated to formulate actionable strategies that could optimize teaching practices, align them with policy amendments, and ultimately improve educational outcomes across the board.

2. STATEMENT OF THE PROBLEM

This study aimed to develop a quality framework for responsive coaching and mentoring practice of master teachers for policy amendments at the Schools Division of Zambales during the School Year 2022-2023.

Specifically, this study aimed to answer these questions:

1. What is the extent of the responsive coaching practice in goal setting and clarity?
2. What is the extent of the responsive mentoring practice in communication and collaboration?
3. To what extent does the demographic profile moderate responsive coaching and mentoring practice?
4. What quality framework can be proposed for policy amendments on responsive coaching and mentoring practice?

3. METHODS AND MATERIALS

This study aimed to develop a quality framework for the responsive coaching and mentoring practices of master teachers to inform policy amendments at the Schools Division of Zambales. Using a quantitative-descriptive method, data were collected, classified, summarized, and presented through percentages and means. The respondents included 164 master teachers, selected through quota sampling to ensure equitable treatment and unbiased representation. A researcher-designed questionnaire was the primary data collection tool, focusing on the coaching and mentoring practices of master teachers. Internal consistency was confirmed with Cronbach's Alpha, indicating excellent reliability for dimensions such as responsive coaching ($\alpha = 0.818$) and mentoring practice ($\alpha = 0.810$). Hypotheses were tested using Analysis of Variance (ANOVA) and Regression Analysis.

4. RESULTS AND DISCUSSIONS

4.1. Extent of Responsive Coaching Practice of the Respondents in Goal Setting and Clarity

Table 1 presents the extent of responsive coaching practice of the respondents in goal setting and clarity, as indicated by various key indicators. The standard deviation (SD) and mean (M) for each indicator are provided with their verbal interpretation. The standard deviation (SD) in the table represents the variation or dispersion of responses around the mean. In this context, the SD values, ranging from .520 to .696, indicate that there is generally strong agreement among respondents regarding the effectiveness of responsive coaching practice. The relatively low SD values suggest that perceptions of coaching effectiveness are fairly uniform, with most respondents

providing similar feedback. The mean (M) reflects the average response for each indicator, indicating the overall assessment of coaching practice. With mean values ranging from 4.50 to 4.63, all falling within the "Highest Extent" category, it is clear that respondents generally perceive the coaching practice as highly effective, particularly in the domains of goal setting and clarity. The overall weighted mean of 4.55 further reinforces the high level of responsiveness across all indicators. These significant responses imply several key points. Firstly, the low SD values highlight a strong consensus among respondents about the effectiveness of their coaches, suggesting a consistent and uniform application of the coaching program. Secondly, the high mean scores across all indicators demonstrate that the coaching is meeting or exceeding expectations, particularly in helping individuals identify, set, review, and achieve their goals. Notably, indicators such as understanding specific actions needed to achieve goals (WM = 4.63) and identifying and clarifying personal and professional goals (WM = 4.62) are seen as particularly strong aspects of coaching. Despite the overall positive feedback, the indicator with the lowest mean score, "My coach celebrates my successes and milestones along the way" (M = 4.50), suggests a slightly lower level of perceived responsiveness in this area. This could be an area for coaches to enhance, ensuring that recognition and celebration of milestones are more emphasized. Overall, the consistently high ratings validate the effectiveness of the coaching program, indicating that it is well-designed and effectively implemented. This validation can be used to promote the program, secure funding, and support the continued use of these coaching practice, while also identifying areas for continuous improvement.

Table 1. Extent of Responsive Coaching Practice in terms of Goal Setting and Clarity

Indicators	SD	WM	Verbal Interpretation
1. My coach helps me identify and clarify my personal and professional goals.	.546	4.62	Highest Extent
2. My coach and I collaboratively set goals that are specific, measurable, achievable, relevant, and time-bound.	.600	4.54	Highest Extent
3. My coach challenges me to set ambitious yet achievable goals.	.657	4.56	Highest Extent
4. My coach and I review and adjust my goals as needed.	.630	4.55	Highest Extent
5. My coach helps me feel a strong sense of purpose and direction.	.586	4.58	Highest Extent
6. My coach helps me break down large goals into smaller, actionable steps.	.696	4.51	Highest Extent
7. My coach helps me understand the specific actions I need to take to achieve my goals.	.520	4.63	Highest Extent
8. My coach holds me accountable for making progress towards my goals.	.641	4.52	Highest Extent

9. My coach helps me feel confident in my ability to achieve my goals.	.659	4.53	Highest Extent
10. My coach celebrate my successes and milestones along the way.	.612	4.50	Highest Extent
Overall Weighted Mean	.554	4.55	Highest Extent

The findings of the current study align with previous research, demonstrating that master teachers' responsive coaching practice are highly effective in goal setting and providing clarity to enhance teaching performance. School-based coaching, as explored in the special issue "Advancing the Science of Coaching in Education," underscores the significance of feedback and practice in improving classroom practices and teacher-learner interactions, ultimately leading to better learner outcomes (Reddy, 2023). Furthermore, the action research by Cano (2022) highlights how structured, culturally responsive PLC collaboration and data-based decision-making can transform teacher practices and boost EL learners' academic performance through clear goal setting and reflective professional learning. Similarly, Van Der Linden et al. (2021) found that video coaching facilitates significant improvements in teachers' pedagogical behaviors by offering clear, visual feedback and fostering detailed discussions about instructional practices. These studies collectively emphasize the crucial role of responsive coaching in establishing clear goals and enhancing teaching clarity to drive educational success.

4.2. Extent of Responsive Mentoring Practice of the Respondents in Communication and Collaboration

Table 2 presents the extent of responsive mentoring practice of the respondents in communication and collaboration, as indicated by various key indicators. The standard deviation (SD) and mean (WM) for each indicator are provided with their verbal interpretation. The standard deviation (SD) values in Table 2, ranging from .638 to .700, signify the level of variation in respondents' perceptions of responsive mentoring practice in terms of communication and collaboration. These relatively low SD values indicate that there is a strong consensus among respondents, suggesting a high level of agreement about the effectiveness of these mentoring practice. The mean (M) values, all falling between 4.59 and 4.62, reflect a consistently high level of responsiveness perceived by the respondents. Each indicator is rated as "Highest Extent," highlighting the effectiveness of mentoring practice. The overall weighted mean of 4.60 further underscores the consistent perception of high-quality mentoring across all aspects of communication and collaboration. The implications of these significant responses are multifaceted. The low SD values demonstrate a strong uniformity in how respondents view the mentoring practice, indicating that the program is applied consistently and effectively across different mentoring relationships. The high mean scores suggest that respondents find their mentors to be highly effective in fostering open communication, setting clear goals, maintaining regular and productive meetings, actively listening, and building a trusting relationship. Notably, indicators such as regular meetings and productive discussions (WM = 4.62) and effective collaboration on goals (WM = 4.62) are particularly strong, emphasizing key strengths of the mentoring program. Although all indicators are rated highly, the slightly lower yet still strong mean scores in areas such as feeling comfortable seeking advice and feedback (M = 4.59) suggest potential areas for further enhancement. Overall, the high ratings validate the effectiveness of the mentoring program, providing a strong foundation for its promotion, securing support, and

identifying areas for continuous improvement to ensure sustained excellence in mentoring practice.

Table 2. Extent of Responsive Mentoring Practice in terms of Communication and Collaboration

Indicators	SD	WM	Verbal Interpretation
1. My mentor and I communicate openly and honestly.	.642	4.60	Highest Extent
2. My mentor and I have established clear goals and expectations for the mentoring relationship.	.682	4.59	Highest Extent
3. My mentor and I meet regularly and have productive discussions.	.638	4.62	Highest Extent
4. My mentor and I actively listen to each other's concerns and challenges.	.691	4.59	Highest Extent
5. My mentor and I feel comfortable sharing our successes and failures with each other.	.661	4.60	Highest Extent
6. My mentor and I collaborate effectively on setting goals and developing strategies.	.667	4.62	Highest Extent
7. My mentor and I hold each other accountable for our commitments.	.671	4.60	Highest Extent
8. My mentor and I celebrate each other's achievements.	.667	4.62	Highest Extent
9. My mentor and I have a strong trusting and respectful relationship.	.678	4.61	Highest Extent
10. My mentor and I feel comfortable seeking advice and feedback from each other.	.700	4.59	Highest Extent
Overall Weighted Mean	.620	4.60	Highest Extent

The present findings are supported by previous studies, indicating that master teachers' mentoring practice are highest extent in terms of communication and collaboration to improve teaching performance. Comprehensive mentoring and induction programs emphasize support, accessibility, and collaboration, crucial for teacher retention and effective teaching, particularly during crises like COVID-19 (Mullen & Fallen, 2022). At Franklin Middle School, integrating culturally responsive practices within the PBIS framework highlighted the importance of relationship-building and collaboration among teachers to address disciplinary disproportionality and foster a sense of belonging among learners (Norbut, 2022). Additionally, informal mentoring relationships between learners and school personnel have shown to significantly boost learner attainment, especially for those from lower socioeconomic backgrounds, underscoring the value of strong communication and collaborative school cultures (Kraft et al., 2023). These studies

collectively highlight the importance of responsive mentoring practice that prioritize effective communication and collaboration to enhance educational outcomes.

4.3. Test of Difference on the Effect of Demographic Profile on the Relationship Between Responsive Coaching and Mentoring Practice

The analysis of Table 3, which examines the effect of demographic profiles on the relationship between responsive coaching and mentoring practice, reveals several significant insights. The F value in an ANOVA test measures the ratio of variance between groups to the variance within groups, providing an indication of the degree of difference among group means. For the variables examined—age, gender, length of service, and highest educational attainment—the F values were 1.260, 0.469, 1.554, and 1.090 respectively. However, the significance values (p-values) for these variables were all greater than 0.05, specifically 0.227 for age, 0.963 for gender, 0.084 for length of service, and 0.368 for highest educational attainment. These results indicate that the differences observed in these demographic factors are not statistically significant, leading to the acceptance of the null hypothesis (H₀) that there is no difference between the groups. The implications of these findings for master teachers are notable. Since demographic factors such as age, gender, length of service, and highest educational attainment do not significantly impact the relationship between responsive coaching and mentoring practice, master teachers can adopt a more uniform approach to mentoring. This uniformity allows for the development of coaching strategies that are broadly applicable and inclusive, rather than needing to tailor approaches based on these specific demographics. The lack of significant differences suggests that other factors, possibly related to individual personalities, teaching styles, or specific challenges faced by teachers, may play a more critical role in shaping effective coaching and mentoring relationships. Consequently, master teachers should focus on these other influencing factors and develop skills in areas such as active listening, personalized feedback, and adaptive teaching methods. Professional development programs should emphasize these universally effective techniques to enhance the mentoring process. Overall, the analysis supports the implementation of inclusive and equitable mentoring practice that are effective across diverse demographic groups, allowing master teachers to foster a supportive and responsive mentoring environment.

Table 3. Test of Difference on the Effect of Demographic Profile on the Relationship Between Responsive Coaching and Mentoring Practice

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	18.422	17	1.084	1.260	.227	Accept H ₀ Not Significant
	Within Groups	125.603	146	.860			
	Total	144.024	163				
Gender	Between Groups	1.908	17	.112	.469	.963	Accept H ₀ Not Significant
	Within Groups	34.940	146	.239			
	Total	36.848	163				
Length of Service	Between Groups	34.637	17	2.037	1.554	.084	Accept H ₀ Not Significant
	Within Groups	191.460	146	1.311			
	Total	226.098	163				
Highest Educational Attainment	Between Groups	15.729	17	.925	1.090	.368	Accept H ₀ Not Significant
	Within Groups	123.880	146	.848			
	Total	139.610	163				

The present findings of the study are supported by previous research, establishing that master teachers' responsive coaching and mentoring practice show no significant differences based on demographic profiles such as age, gender, length of service, and highest educational attainment. Laureano (2023) found that master teachers in Pangasinan II exhibit high engagement in mentoring and coaching practice, influenced primarily by relevant training rather than demographic factors. Similarly, Northenscold (2022) documented effective mentorship practices within the San Diego Teacher Residency program, emphasizing that successful mentoring is characterized by specific stances and collaborative practices, irrespective of demographic variations among teachers. Additionally, Esperat (2022) demonstrated that community-engaged partnerships and professional learning communities enhance instructional coaching effectiveness, highlighting the universal applicability of these practices across diverse teacher demographics. These studies collectively affirm that responsive coaching and mentoring practice are consistent and effective among master teachers, regardless of their demographic backgrounds.

The regression analysis presented in Table 5 evaluates the effect of responsive coaching on mentoring practice. The F value, which measures the overall significance of the regression model, is 5.304. This value indicates that the variance explained by responsive coaching is significantly greater than the unexplained variance, suggesting that the model is a good fit for the data. The significance (Sig.) value associated with this F statistic is 0.023, which is below the common threshold of 0.05. Consequently, the model is statistically significant, leading to the rejection of the null hypothesis (H₀) that posits no effect of responsive coaching on mentoring practice. The implications of these findings for master teachers are substantial. The statistical

significance of the regression model confirms that responsive coaching positively impacts mentoring practice. This validation suggests that master teachers should prioritize the integration of responsive coaching strategies into their mentoring approaches. The demonstrated effectiveness of these practices underscores the need for schools and educational institutions to invest in training and resources that support responsive coaching. Furthermore, this evidence-based approach should inform professional development programs, ensuring that master teachers are equipped with the latest methodologies in responsive coaching. Overall, these results advocate for a focused enhancement of mentoring practice through responsive coaching, benefiting both mentors and their mentees.

Table 4. Regression Analysis on the Effect of Responsive Coaching and Mentoring Practice

Sources of Regression		SS	df	MS	F	Sig.	Decision
Responsive Coaching Practice	Regression	1.585	1	1.585	5.304	.023	Statistically Significant
	Residual	48.402	162	.299			
	Total	49.987	163				

The present findings of the study are supported by previous research highlighting the significant impact of responsive coaching practice on the mentoring practice of master teachers, thereby enhancing the teaching performance of teachers. Bell et al. (2022) emphasize the importance of mentors, or Associates, meeting beginning teachers at their reflective practice continuum to effectively support their growth. This reflects a responsive approach where coaching adjusts to the needs and developmental stages of teachers. Similarly, Kadroon (2023) demonstrates through a multi-case study that coaching and mentoring supervision within Lesson Study significantly develop preservice teachers' research competencies, including instructional planning and professional development. These findings underscore the critical role of responsive coaching in fostering reflective teaching practices and enhancing teacher competencies, aligning with the broader implications discussed by White et al. (2022) regarding personalized professional development for mentors to effectively support diverse educational contexts and teacher preparation phases. Together, these studies advocate for tailored coaching and mentoring practice that adapt to individual teacher needs, thereby improving overall teaching effectiveness and professional growth.

4.4. A Quality Framework for Policy Amendments on Responsive Coaching and Mentoring Practice of Master Teachers

The Quality Framework guides policy amendments for responsive coaching and mentoring of master teachers. The framework has six stages: policy review, capacity-building, diagnostic assessment, implementation, monitoring, and policy refinement. It focuses on professional development and feedback mechanisms to enhance teaching performance and improve learner outcomes. In stage one, existing policies are reviewed to identify strengths and areas for improvement. Stage two involves training master teachers for effective coaching. Stage three diagnoses teachers' needs to tailor support. In stage four, responsive coaching is implemented to improve teaching. Stage five emphasizes continuous classroom monitoring to evaluate progress. Finally, stage six proposes policy amendments based on collected data, ensuring alignment with educational goals.

Research by Preechawong et al. (2021) and Kadroon (2023) highlights the significant impact of mentoring and coaching on teachers' self-efficacy, job satisfaction, and instructional competencies. Oberholzer's (2023) findings underscore the critical role of tailored professional development for mentors and coaches in supporting teachers effectively. Together, these studies stress the importance of a quality framework for policy amendments that promote responsive coaching and mentoring practice of master teachers, crucial for enhancing teaching performance and fostering continuous professional growth.

5. CONCLUSIONS

1. Master teacher coaching practice in goal setting and clarity were affirmed as highly effective, with strong consensus among respondents on their efficacy, despite slight areas for improvement in celebrating successes, underscoring the program's well-designed implementation and potential for further enhancement in educational settings.
2. Master teacher mentoring practice in communication and collaboration were perceived as highly effective, evidenced by uniform perceptions among respondents and consistent with literature highlighting mentoring's significant impact on educational outcomes and fostering productive mentor-mentee relationships.
3. Master teacher demographic factors such as age, gender, length of service, and highest educational attainment did not significantly influence the relationship between coaching and mentoring practice, reinforcing the consistent effectiveness of these strategies across diverse teacher profiles.
4. The quality framework for policy amendments on master teacher coaching and mentoring practice can offer a structured approach to enhance teaching performance, aligning initiatives with educational standards and fostering continuous improvement supported by evidence emphasizing the transformative impact of mentoring and coaching on teacher development and instructional quality.

6. RECOMMENDATIONS

1. Master teachers must implement structured mechanisms for recognizing and celebrating successes among teachers, such as regular acknowledgments in staff meetings or formal recognition ceremonies, to boost morale and reinforce coaching impact.
2. Master teachers must conduct ongoing professional development sessions to enhance communication skills and foster deeper connections between mentors and mentees, while establishing regular check-ins or reflective practices to enrich collaborative efforts.
3. Master teachers must continue promoting inclusive practices that cater to the diverse needs of teachers through customized support structures, coaching, and mentoring approaches, ensuring equitable access to development opportunities for all.
4. Master teachers must establish a feedback mechanism involving stakeholders to gather insights on the implementation and effectiveness of the framework regularly, prioritizing flexibility in policy amendments to adapt to emerging educational trends and challenges.

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