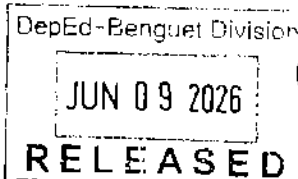




Republic of the Philippines  
**Department of Education**  
Cordillera Administrative Region  
Schools Division of Benguet



08 June 2026

**DIVISION MEMORANDUM**

No. 215, s. 2026

**2026 INDUCTION PROGRAM FOR BEGINNING TEACHERS (IPBT) CULMINATION:  
REQUIREMENTS AND PRE-REGISTRATION GUIDELINES**



- TO: Public Schools District Supervisors  
Public Elementary and Secondary School Heads  
2025 and 2026 Newly Hired Public School Teachers  
All Others Concerned
1. In coordination with the Division and District IPBT teams, this office hereby issues the requirements and pre-registration guidelines for newly hired teachers of year 2025 and 2026. These guidelines are designed to provide a structured space for teachers to reflect on their Year 1 classroom triumphs, challenges, and lessons learned, while formalizing their transition into Year 2. Successful completion of these requirements is necessary to participate in the 2026 IPBT Culmination Program scheduled for September 2026.
  2. The following requirements must be submitted by mentors and inductees in hard copy format to the Division Records Section no later than July 3, 2026:
    - a. **Inductee's six (6) IPBT coursebook certificate of completion** signed and issued by the mentor.
    - b. **Inductee's assessment result of the 6 IPBT coursebook** generated from the PDMLS (if available); and
    - c. **Mentor and School Head Monitoring and Evaluation reports** following the IPBT template (Enclosure 1).
  3. To effectively package milestones and document first-year challenges within the Department of Education (DepEd), **each district** is directed to accomplish and/ or submit the following:
    - a. Name of inductee presenter and presentation (Enclosure 2) – **one per district**;
    - b. **Teaching Experience Portfolio**: ALL inductees are required to submit a 10-page portfolio documenting their achievements and experiences during their initial year in service. To foster professional expression and individuality, there is no standardized layout or format; teachers are encouraged to personalize their designs. This will be displayed for viewing during the culmination program; and
    - c. Name of mentor presenter and their presentation (Enclosure 3) – **one per district**.
  4. Online pre-registration requirement: To officially secure a slot for the culmination program, all inductees and their mentors must access the **HRDS Hub** to input additional vital details. This mandatory online registration should be completed immediately after submitting your completion certificates, M&E reports, and assessment certificates to the Division Records Section. Please note that this link will strictly close and become inaccessible on July 6, 2026.
  5. Inductees from batches 2023 and 2024 who have not yet completed their six (6) coursebooks are highly encouraged to finish their remaining modules. While they are not the primary target participants for the upcoming 2026 Culmination Program, they will still be granted their official Certificate of Completion upon finishing. To claim this

certification, they must submit the required hard copies specified in Item 2 of this memorandum to the Division Records Section.

6. Inductees from batches 2025 and 2026 who fail to meet the hard copy submission deadline (Item 2) are still encouraged to submit their requirements at any point within the year to complete the program. However, please be advised that late submissions will no longer be eligible for online pre-registration and will be excluded from the official list of participants for the 2026 Culmination Program.
7. To access all online forms and registration links, please scan the HRDS Hub QR code provided below or access it through this link: <https://tinyurl.com/2xkac2d4>



8. Immediate dissemination of this memorandum is highly directed.

  
**CARMEL F. MERIS**  
Assistant Schools Division Superintendent  
Officer In-Charge   
Office of the Schools Division Superintendent

SGOD/LBA/hrds/xdk

**Enclosure 1: 2026 INDUCTION PROGRAM FOR BEGINNING TEACHERS (IPBT) CULMINATION: REQUIREMENTS AND SUBMISSION CONFIRMATION GUIDELINES**

**Teacher Induction Program (TIP)  
Monitoring and Evaluation Form for Mentors  
(to be submitted to the School Head at the end of TIP Year 1)**

Date submitted:

**Part I. Personal Information**

School:

Division:

Name of Mentor:

Contact Number/s:

Email address:

Position/Designation:

Grade Level/s Being Taught:

Subject Areas being Taught:

Name of Newly-hired Teacher/s Being Mentored:

School Year:

**Part II. Progress Monitoring**

(In case of more than one newly-hired teacher being mentored, please add sub-sections i.e. Part II. A. <name of newly-hired teacher>)

<i>TIP Course</i>	<i>Date Accomplished</i>	<i>Summative Assessment Score</i>	<i>Remarks</i>
1 - The DepEd Teacher			
2 - Gearing Up for the School Year			
3 - The PPST and its Aligned Systems and Tools			

4 - Translating the Curriculum into Classroom Practice			
5 - Responding to Community Contexts			
6 - Teachers' Professional and Personal Development			

What are the strengths of your mentee?

What are areas for improvement of your mentee?

Part III. Monitoring and Evaluation of the Program Implementation

<i>Issues and Concerns Encountered</i>	<i>Solutions</i>	<i>Recommendations</i>

1. What are your best practices in coaching and mentoring the newly-hired teacher/s?

2. What interventions, resources and other activities helped in the conduct of the TIP?

3. Are there general points for improvement of the TIP implementation which you would like to suggest? If yes, please specify below.

**Teacher Induction Program (TIP)**  
**Monitoring and Evaluation Form for School Heads**  
*(to be submitted to the Division TIP Coordinator at the end of TIP Year 1)*

Date submitted:

**Part I. Personal Information**

School:

Division:

Name:

Contact Number/s:

Email address:

Position/Designation:

School Year:

Number of Newly-hired Teachers for Current School Year:

**Part II. Progress Monitoring**

<i>Names of Newly-hired Teachers</i>	<i>Names of Mentors</i>	<i>TIP Courses Accomplishment Date</i>	<i>Remarks</i>

Based on the mentors' individual progress reports, what are the top three strengths of the newly-hired teachers in your school?

- 1.
- 2.
- 3.

Based on the mentors' individual progress reports, what are the top three points for improvement of the newly-hired teachers in your school?

- 1.
- 2.
- 3.

**Part III. Monitoring and Evaluation of the Program Implementation**

Based on the mentors' consolidated report on the monitoring and evaluation of the program implementation, what are the top three issues and concerns in the TIP implementation experienced in your school?

<i>Issues and Concerns Encountered</i>	<i>Solutions</i>	<i>Recommendations</i>

Instructions: Discuss your answers to the following open-ended questions. Please cite examples and specify portions of the courses as much as possible.

1. What are some of your school's best practices in coaching and mentoring the newly-hired teacher/s?
2. What interventions, resources and other activities helped in the conduct of the TIP in your school?
3. Are there general points for improvement of the TIP implementation which you would like to suggest? If yes, please specify below.

Enclosure 2: 2026 INDUCTION PROGRAM FOR BEGINNING TEACHERS (IPBT) CULMINATION: REQUIREMENTS AND SUBMISSION CONFIRMATION GUIDELINES

**2026 IPBT Presentation Flow – INDUCTEE PRESENTER**

**1.1. Profile & Professional Context:** The Introduction.

- **Personal Introduction:** Name, position (e.g., Teacher I), school, and assignment grade level/subject.
- **Teaching Philosophy:** A brief, 1–2 sentence statement on their core belief as an educator starting out in DepEd.

**2.2. The IPBT Journey (Year 1 Timeline):** The Foundation.

- **Module Completion:** A brief overview or visual summary showing the completed IPBT Year 1 modules.
- **Mentorship Highlights:** A photo or quick acknowledgment of their Master Teacher/Mentor and how the coaching sessions helped them adapt.

**3.3. Classroom Triumphs & Milestones:** The Evidence of Impact.

- **Instructional Highlights:** Photos or samples of their best lesson plans, innovative instructional materials (IMs), or localized resources.
- **Learner Achievement:** Visual proof of student growth (e.g., before-and-after test scores, reading level improvements, or exemplary student work).
- **Ancillary Functions:** Brief mention of school coordinatorship roles or community involvement (e.g., Brigada Eskwela, PTA meetings).

**4.4. Overcoming Challenges:** The Resilience Factor.

- **The Problem:** Identification of the biggest hurdle faced (e.g., classroom management, diverse learner needs, or administrative paperwork).
- **The Strategy:** How the teacher resolved the problem using mentor advice, professional development, or trial-and-error.
- **The Result:** The positive outcome of that intervention.

**5.5. Reflection & Action Plan for Year 2:** Looking Forward.

- **Key Lesson Learned:** The single most important takeaway from Year 1.
- **Commitment Statement:** A forward-looking promise detailing how they plan to improve their teaching practice as they officially transition into Year

**Presentation Tip for Inductees:**

1. Keep slides visual. Use high-quality photos of actual classroom activities, student interactions, and completed modules instead of dense paragraphs of text. Let the data and the photos tell the story of your first year.

2. Presentation:

Option 1: PowerPoint presentation must not exceed 20 slides and must be delivered within a maximum time limit of 5 minutes;

Option 2: The video presentation must not exceed a maximum length of 5 minutes, completed with narration.

3. Presentation to be uploaded on or before August 23, 2026 using this link

Enclosure 3: 2026 INDUCTION PROGRAM FOR BEGINNING TEACHERS (IPBT) CULMINATION: REQUIREMENTS AND SUBMISSION CONFIRMATION GUIDELINES

**IPBT Mentor Presentation Flow**

**1.1. Profile & Mentorship Scope: The Overview.**

- **Introduction:** Name, position, school, and years of mentoring experience.
- **The Mentee Roster:** Names and teaching profiles of the assigned Year 1 inductees (e.g., *"I mentored 3 newly hired junior high school teachers this year."*).
- **The Mentorship Philosophy:** A brief, 1-sentence statement on your approach to professional coaching and teacher development.

**2.2. Baseline Assessment & Diagnostic: The Starting Point.**

- **Initial Needs Assessment:** What were the common gaps or urgent challenges the inductees faced at the start of the school year? (e.g., classroom management, understanding the PPST, navigating DepEd forms).
- **The Coaching Action Plan:** A brief overview of the strategic goals and schedule set up during the initial coaching conferences.

**3.3. The Technical Assistance & Coaching Cycle: The Process.**

- **Instructional Coaching:** Highlights of the LAC (Learning Action Cell) sessions, co-planning of lesson plans, and instructional material development.
- **The Observation Cycle:** Brief data or timeline on the pre-observation conferences, actual classroom observations, and post-observation feedback loops.
- **Emotional & Moral Support:** How you helped the inductee navigate first-year burnout and administrative stress.

**4.4. Evidence of Inductee Growth & Transformation: The Impact.**

- **Before-and-After Metrics:** Documented growth in the inductees' teaching competencies (e.g., improvement in COT ratings from Quarter 1 to Quarter 4).
- **Tangible Outputs:** Showcasing the final completed IPBT portfolios, localized teaching materials, or action research projects generated by the mentees under your guidance.

**5.5. Reflection, Recommendations, & Next Steps: Looking Forward.**

- **Best Mentoring Practices:** What coaching strategy yielded the best results this year?
- **Recommendations for Year 2:** Practical suggestions for the District/Division IPBT team to improve next year's induction cycle.
- **Transition Plan:** A brief statement on how you will continue to monitor or support these teachers as they transition into Year 2 of service.

**> Reporting Tip for Mentors:**

Focus heavily on **evidence of teacher growth**. Use specific, professional terminology aligned with the Philippine Professional Standards for Teachers (PPST). Instead of saying *"The teacher got better at teaching,"* say *"The inductee demonstrated marked improvement in PPST Domain 1 (Content Knowledge and Pedagogy) and Domain 4 (Curriculum and Planning) based on successive COT scores."*

1. Presentation:

Option 1: PowerPoint presentation must not exceed 20 slides and must be delivered within a maximum time limit of 5 minutes;

**Option 2: The video presentation must not exceed a maximum length of 5 minutes, completed with narration.**

**2. Presentation to be uploaded on or before August 23, 2026 using this link**