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Innovative Teaching Practices and Proficiency Enhancement of Teachers: Basis for Transformative Creative Teaching Program

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Abstract — This study examined the levels of innovative teaching practices and teacher proficiency among a selected group of teachers. Specifically, it focused on three core instructional areas: technology-enhanced instruction, learner-centered and active learning, and data-driven and collaborative teaching. Using descriptive statistics, the study found that while most teachers were adept at using digital tools and facilitating collaborative learning experiences, there were observable gaps in reflective practices, learner-led assessments, and interdisciplinary instruction. Teachers reported frequent use of technology for communication and instruction, but less frequent application of advanced strategies such as formative digital assessments and collaborative project-based learning.

Furthermore, the study assessed teacher proficiency across various competencies, including research, data analysis, communication, and collaboration. Teachers demonstrated high proficiency in information processing, problem-solving, and the effective use of technology. However, moderately low proficiency was reported in collaborative work, delivering feedback, and applying scientific concepts in real-world settings. These findings underscore the importance of balanced professional growth that fosters both intellectual and interpersonal teaching skills.

A significant positive correlation was found between innovative teaching practices and teacher proficiency, suggesting that teaching innovation is closely tied to professional effectiveness. The study concludes that while the groundwork for innovative education is in place, there is a pressing need to deepen pedagogical strategies and bridge the proficiency gaps. Institutionalizing innovation through targeted interventions, reflection, and collaboration can ensure the sustained growth of both teaching quality and learner outcomes.

I. Introduction

With the increasing interconnectedness of the world and the growth of technology, conventional teaching approaches were under threat. Teachers were compelled to adopt new teaching practices to cater to the diverse needs of learners and equip them with the complexities of the contemporary world (Smith, 2023). Through this research, an attempt has been made to establish the connection between new teaching practices and enhancing the competence of teachers, laying the groundwork for the Transformative Creative Teaching Program.

Studies have established that new teaching methodologies, including the use of technology, collaborative learning, and learner-centered instruction, can significantly enhance learner

participation and learning outcomes (Johnson & Brown, 2022). These methodologies helped promote critical thinking, creativity, and problem-solving capabilities, which were crucial for the success of learners in the 21st century. However, their implementation required the teacher to develop their expertise and evolve through new pedagogies continually. This research examined how programs designed to improve teachers' proficiency could help teachers adopt new pedagogical approaches and enhance their teaching effectiveness.

Additionally, the teachers' proficiency was a key determinant of the practical application of innovative teaching practices. Teachers who were skilled in their pedagogy and subject matter were more likely to successfully incorporate new teaching methods into their classrooms (Williams, 2021). This research examined the impact of proficiency development programs on teachers' ability to implement innovative teaching practices and their overall effectiveness as teachers. Through the determination of the core elements of effective proficiency improvement programs, this research yielded worthwhile information for education policymakers and school administrators.

Moreover, the research was important as it tackled the issue of ongoing professional development for teachers. The rapid pace of changes in educational standards and the increasing application of technology in the classroom necessitate continuous training and development for teachers (Davis, 2020). This research investigated how efficiency improvement programs could be tailored to address the unique needs of teachers and aid their professional development. Through the emphasis on creativity and innovation development in instruction, the research sought to help enhance the quality of education and teaching practices.

The research aimed to yield practical implications for designing a program that fosters creativity and innovation in teaching. The research results provided evidence-based recommendations for planning and implementing effective programs to enhance teachers' proficiency. Such programs would not only improve the proficiency of teachers but also encourage the integration of innovative approaches to teaching, which would lead to better learning outcomes for students in the long run. Through the examination of challenges and opportunities in innovative teaching practices and skills improvement, this research hopes to support education advancement and teacher professional development.

Theoretical Framework

The theoretical basis of this research can also be based on Self-Determination Theory (SDT) by Deci and Ryan. SDT assumes that human beings have inherent psychological needs for autonomy, competence, and relatedness, which are critical in developing motivation and well-being (Deci & Ryan, 2015). This theory is most applicable to research on innovative pedagogical practices and teacher proficiency development, as it highlights the significance of intrinsic motivation in the learning and teaching process.

As per SDT, when teachers feel autonomy in their professional lives, are competent in their teaching skills, and have positive relationships with their learners and peers, they are likely to be intrinsically motivated (Ryan & Deci, 2017). Such intrinsic motivation may encourage teachers to adopt and implement innovative teaching strategies that enhance learner engagement and academic performance. For example, teachers who feel empowered and supported are more likely to try out new teaching methods, incorporate technology in their classrooms, and design learner-centered learning spaces (Reeve, 2016).

Proficiency improvement programs that consider the values of SDT can effectively support teachers in improving their skills and confidence levels. These programs can offer spaces for professional self-determination, for example, by enabling teachers to select their areas for improvement that suit them, and by promoting competence through specific training and feedback (Vansteenkiste et al., 2020). Also, developing an open and nurturing professional community may satisfy teachers' requirement for relatedness, hence further stimulating their motivation and devotion to innovative pedagogy.

Conceptual Framework

The conceptual basis of this study is the combination of innovative pedagogies to advance teacher competence and enhance learner learning outcomes. Innovative pedagogies involve the use of new and novel teaching methodologies that actively engage learners in the learning process. Innovative pedagogies may encompass the utilization of technology, collaborative learning, project-based learning, and other learner-focused methodologies that reinforce critical thinking and problem-solving abilities (Paolini, 2015).

Studies have shown that when teachers adopt new teaching methods, they can create more interactive and engaging learning environments that are better suited to meet the diverse needs of learners. For example, incorporating technology into the classroom can offer learners exposure to a vast amount of information and resources, allowing them to delve deeper into subjects at their own pace (Clores & Nueva España, 2023). Moreover, group learning approaches such as peer-to-peer teaching and collaborative group projects will help learners develop valuable communication and social skills while enhancing their knowledge of the course of study (Salayo et al., 2020).

To successfully adopt these new teaching methods, teachers must continually develop their skillset through professional development courses. Professional development courses have the potential to equip teachers with the knowledge and skills necessary to incorporate new teaching methodologies into their lesson plans. For example, educational technology training sessions can help teachers become more adept and confident in using digital resources to facilitate learner engagement (Hammer et al., 2015). Additionally, professional training based on collaborative learning methods can equip teachers with techniques to create a more inclusive and participatory classroom atmosphere (Paolini, 2015).

The development of teacher competence via professional development is also important in ensuring the successful implementation of innovative teaching strategies. Teachers who have received proper training and are confident in their abilities are more likely to try new instructional methods and adjust their approach to meet the needs of their learners. This can further result in improved learning and engagement, as learners are exposed to a more interactive and supportive learning environment (Clores & Nueva España, 2023).

The theory behind implementing innovative instructional practices to enhance teacher competence is supported by studies that demonstrate the effectiveness of these practices in improving learner achievement. Through continuous professional development, schools can provide their teachers with the training and expertise required to embrace effective and stimulating instructional methods.

Figure 1 presents the paradigm of the study.

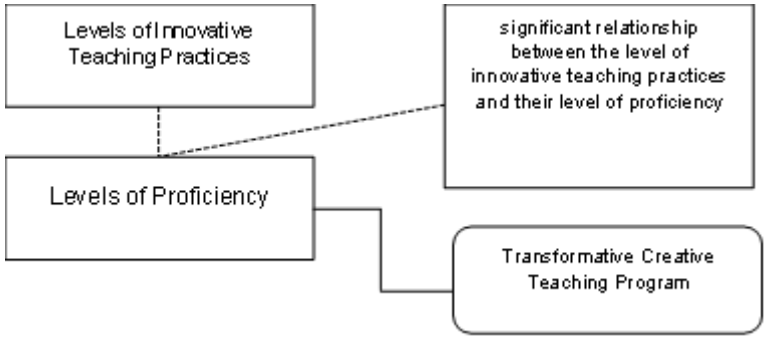

Figure 1. Paradigm of the Study

Statement of the Problem

This study measured the innovative teaching practices and proficiency enhancement of teachers. Results were used as the basis for the Transformative Creative Teaching Program.

Specifically, it answered the following questions:

1. What are the levels of innovative teaching practices among them?
2. What are their levels of proficiency?
3. Is there a significant relationship between the level of innovative teaching practices and their level of proficiency?
4. What Transformative Creative Teaching Program can be proposed based on the results of the study?

Hypothesis

The hypothesis of the study was tested at 0.05 level of significance.

There is no significant relationship between the level of innovative teaching practices and their level of proficiency.

II. Methodology

This chapter outlines the research methodology employed to examine the relationship between innovative teaching practices and teacher proficiency in the Schools Division of Angeles City. The study employed a descriptive-correlational quantitative design, enabling the systematic collection and statistical analysis of data. Structured questionnaires were distributed to 250 public and private school teachers to assess the frequency and quality of their use of innovative instructional methods, including the integration of technology, collaborative learning, and project-based learning. These questionnaires also gauged proficiency in teaching, including subject matter expertise, pedagogical skills, and the ability to incorporate innovation. Descriptive statistics summarized responses using means and standard deviations, while Pearson correlation analysis was employed to test the association between teaching innovation and proficiency. Based on the findings, the study proposed a professional development initiative called the Transformative Creative Teaching Program to enhance teachers' competencies through innovation-driven strategies.

The study was conducted in Angeles City, chosen for its diverse and dynamic educational setting. Stratified random sampling was employed to ensure that the sample represented a diverse range of teacher profiles, encompassing various experiences, subjects taught, and educational backgrounds. The primary data were supplemented by secondary sources, including teacher performance reports and student achievement records, to enhance data triangulation. A pilot test ensured the reliability and validity of the research instrument. The final data collection was done through a mix of in-person and online methods. The tools for analysis included both descriptive statistics to quantify levels of practice and competence, as well as inferential statistics, particularly Pearson’s r, to identify significant correlations. A statistically significant result ($p < 0.05$) would support the hypothesis that greater use of innovative teaching methods correlates with higher teacher proficiency.

Ethical Considerations

In conducting this study, several ethical considerations will be paramount to ensure the integrity of the research and the protection of participants. First and foremost, informed consent will be obtained from all participants, ensuring they fully understand the purpose of the study, the nature of their involvement, and their right to withdraw at any time without consequence. Confidentiality will be rigorously maintained by anonymizing responses and securely storing data to protect participants' privacy. Additionally, the study will adhere to ethical guidelines to avoid any potential biases or conflicts of interest, ensuring that the research is conducted with objectivity and respect for all individuals involved. In addressing these ethical considerations, the study aims

to uphold high standards of research integrity and safeguard the rights and well-being of all participants.

III. Results and Discussion

This chapter presents the discussion of findings brought from the data gathering procedure. The data gathering procedures were based on the questions posited in the beginning of this study.

1. Levels of Innovative Teaching Practices

Table 1.1
Levels of Technology-Enhanced Instruction as Innovative Teaching Practice

Statements	Mean	Verbal Interpretation
I use digital tools for collaboration and communication with learners.	4.83	Very Much Practiced
I create online tutorials and screencasts to support learner learning.	4.74	Very Much Practiced
I incorporate educational videos and podcasts into my lessons.	4.44	Very Much Practiced
I use digital portfolios to assess learner learning and progress.	4.36	Very Much Practiced
I use online discussion forums to facilitate learner discussion and debate.	3.87	Practiced
I use learning management systems (LMS) to organize and deliver course materials.	3.61	Practiced
I use online resources and educational apps to support learner learning.	3.59	Practiced
I create multimedia presentations and interactive lessons using digital tools.	3.5	Practiced
I provide opportunities for learners to create and share digital content.	3.46	Practiced
I participate in online professional development opportunities to enhance my technology skills.	3.46	Practiced
I use digital tools to provide immediate feedback to learners.	3.39	Moderately Practiced
I incorporate online quizzes and games into my lessons to make learning fun.	2.73	Moderately Practiced
I incorporate virtual field trips and simulations into my lessons.	2.58	Slightly Practiced
I use digital citizenship resources to teach learners about online safety and responsibility.	2.54	Slightly Practiced
General Mean	3.60	Practiced

The data reveal a generally moderate integration of technology in classroom instruction, with a general mean score of 3.60. High-scoring practices such as using digital tools for communication (mean = 4.83), creating tutorials (4.74), and incorporating educational media (4.44) indicate that teachers are adept at leveraging accessible digital resources to support learning. Tools like digital portfolios (4.36) and online forums (3.87) reflect innovative approaches to assessment and interaction. However, mid-range scores for learning management systems (3.61), educational apps (3.59), and interactive lesson creation (3.50) suggest limited use of more complex platforms—possibly due to confidence gaps, lack of training, or restricted institutional support. Meanwhile, the lower ratings for immersive strategies, such as learner-generated content (3.46), digital feedback (3.39), and especially virtual field trips (2.58) and digital citizenship (2.54),

indicate missed opportunities for developing students' comprehensive digital literacy and engagement.

These findings highlight both progress and limitations in technology-enhanced teaching. On the one hand, many teachers are embracing digital tools that are easy to implement and have an immediate impact; on the other, there is a notable underutilization of more dynamic, learner-centered technologies, such as gamified learning tools (mean = 2.73), which may signal either resource constraints or a persistent adherence to traditional pedagogy. Structural issues, including limited professional development, unequal access to resources, and a lack of a culture that supports innovation, contribute to this uneven landscape. Moreover, the self-reported nature of the data may inflate perceptions of actual pedagogical integration. Without disaggregating responses by subject or school type, some nuances are lost. Overall, while teachers are adopting digital practices, a more profound pedagogical transformation—grounded in training, time, and a shift in mindset—is necessary to leverage technology as a driver of 21st-century education fully.

Table 1.2
Levels of Learner-Centered and Active Learning as Innovative Teaching Practice

Statements	Mean	Verbal Interpretation
I incorporate role-playing and simulations into my lessons.	4.84	Very Much Practiced
I provide opportunities for learners to work in collaborative groups.	4.56	Very Much Practiced
I use problem-based learning to encourage critical thinking and problem-solving.	4.51	Very Much Practiced
I encourage learners to ask questions and explore topics of interest.	4.48	Very Much Practiced
I incorporate games and puzzles into my lessons to make learning fun.	3.76	Practiced
I encourage learners to take ownership of their learning and set goals.	3.69	Practiced
I provide opportunities for learners to create and present projects.	3.6	Practiced
I incorporate real-world examples and case studies into my lessons.	3.57	Practiced
I provide opportunities for learners to work on interdisciplinary projects.	3.47	Practiced
I facilitate discussions and debates to promote critical thinking and effective communication.	2.53	Slightly Practiced
I use self-assessment and peer-assessment to promote learner reflection and feedback.	2.52	Slightly Practiced
I use think-pair-share and other collaborative learning strategies.	2.43	Slightly Practiced
I encourage learners to reflect on their learning and identify areas for improvement.	2.36	Slightly Practiced
I incorporate hands-on activities and experiments into my lessons.	2.35	Slightly Practiced
General Mean	3.41	Practiced

The findings reveal that teachers generally exhibit a moderate level of application of learner-centered instructional strategies, with a general mean of 3.41. High mean scores were observed for practices like role-playing (4.84), collaborative group work (4.56), and problem-based learning (4.51), showing a strong inclination toward engaging and interactive methods that

promote critical thinking and active participation. Similarly, strategies such as encouraging learner inquiry (4.48) reflect a shift toward fostering autonomy and motivation. However, moderately practiced strategies—like project-based learning (3.60) and real-world integration (3.57)—suggest that although teachers are making efforts to contextualize learning, constraints such as time and curricular pressures may limit broader implementation. Notably, practices essential to metacognition and reflective learning, such as think-pair-share (2.43), self-assessment (2.52), and facilitating reflection (2.36), received low ratings, implying either a lack of training or confidence in applying these higher-order techniques. The lowest-rated strategy, hands-on experiments (2.35), particularly raises concerns for science and technical instruction, pointing to a gap in experiential learning opportunities.

These results point to a disparity in the consistent implementation of learner-centered practices. While teachers seem enthusiastic about active learning, particularly collaborative and inquiry-based approaches, the significantly lower usage of reflection, peer assessment, and tactile strategies highlights the need for more robust support systems. The proposed Transformative Creative Teaching Program aims to bridge this gap by equipping teachers with practical tools, continuous coaching, and institutional backing. Additionally, addressing limitations such as self-report bias and lack of contextual detail (e.g., subject-specific variations or quality of implementation) requires further research methods like classroom observations and learner feedback. A comprehensive professional development plan should focus not only on expanding pedagogical strategies but also on fostering a school culture that values innovation, provides time and resources for experimentation, and supports teacher growth in both formative assessment and reflective practice.

Table 1.3
Levels of Data-Driven and Collaborative Instruction as Innovative Teaching Practice

Statements	Mean	Verbal Interpretation
I provide opportunities for learners to work in collaborative groups.	4.9	Very Much Practiced
I participate in peer coaching and mentoring to improve my instructional practice.	4.61	Very Much Practiced
I use standardized test data to identify areas where learners need extra support.	4.51	Very Much Practiced
I collaborate with colleagues to develop and implement data-driven lesson plans.	4.49	Very Much Practiced
I use technology to facilitate collaboration and communication with colleagues.	4.32	Very Much Practiced
I regularly collect and analyze data on learner learning to inform my instruction.	3.86	Practiced
I collaborate with colleagues to develop and implement project-based learning.	3.71	Practiced
I use data to evaluate the effectiveness of my instructional strategies.	3.63	Practiced
I use data to identify and address achievement gaps.	3.58	Practiced
I provide opportunities for learners to reflect on their own learning data.	3.36	Moderately Practiced

I use data to inform my decisions about instructional materials and resources.	2.86	Moderately Practiced
I use formative assessments to inform my instruction and adjust my teaching strategies.	2.81	Moderately Practiced
I collaborate with colleagues to develop and implement school-wide initiatives.	2.68	Moderately Practiced
I participate in professional learning communities (PLCs) to share best practices.	2.6	Moderately Practiced
General Mean	3.77	Practiced

The findings reveal that while teachers in the Angeles City Schools Division generally practice innovative and collaborative teaching strategies, key areas remain underdeveloped. The highest-rated practices—such as promoting collaborative group work among students (mean = 4.9) and participating in peer mentoring (mean = 4.61)—show a strong culture of interpersonal collaboration and openness to professional growth. Additionally, many teachers actively use standardized test data (mean = 4.51) and technology (mean = 4.32) to support instruction and professional dialogue. However, the data also highlight a notable gap in applying formative assessments and involving learners in using performance data to guide instruction. Mid-level scores in using data to improve instructional strategies and address achievement gaps suggest that while teachers value data, its application often lacks depth, structure, or continuity. Lower ratings on items like using formative assessment (mean = 2.81) and participating in PLCs (mean = 2.6) point to systemic and professional development challenges.

These results imply a professional culture that favors peer collaboration over rigorous data use, especially in formative or student-facing practices. Teachers are more confident in team-based planning and informal mentoring than in systematic data analysis or engaging students in tracking their learning progress. This reflects a professional capacity imbalance—strong in collaboration, but in need of enhancement in data literacy and formative feedback practices. Furthermore, low engagement in school-wide initiatives and PLCs suggests institutional barriers to scaling innovation across schools. Factors such as time constraints, unclear mandates, or insufficient leadership support may prevent broader adoption of collaborative structures. While the study provides valuable insights, its reliance on self-reported data and lack of differentiation across teacher demographics limits the depth of interpretation. To address these gaps, schools must invest in sustained capacity-building on formative assessment and promote a culture where both teachers and learners actively engage with data to drive innovation and continuous improvement.

2. **Levels of Proficiency**

Table 2
Levels of Proficiency

Statements	Mean	Verbal Interpretation
Conducting research and gathering information from credible sources	4.83	Very Much Proficient
Using statistical methods and tools to analyze data	4.68	Very Much Proficient
Thinking critically and creatively to solve problems	4.66	Very Much Proficient
Developing and implementing plans and projects	4.46	Very Much Proficient
Analyzing complex information and data	4.38	Very Much Proficient
Writing clear and effective essays and reports	4.38	Very Much Proficient
Solving mathematical problems and equations	4.36	Very Much Proficient
Understanding and interpreting literary and informational texts	4.34	Very Much Proficient
Using technology to support learning and productivity	4.3	Very Much Proficient
Creating and presenting visual aids and presentations	3.89	Proficient
Communicating ideas and opinions orally and in writing	3.38	Moderately Proficient
Adapting to new situations and challenges with flexibility and resilience	2.73	Moderately Proficient
Evaluating and providing constructive feedback on others' work	2.66	Moderately Proficient
Applying scientific concepts and principles to real-world situations	2.55	Slightly Proficient
Working collaboratively with others to achieve a goal	2.41	Slightly Proficient
General Mean	3.87	Proficient

The results of the study revealed that teachers in the Angeles City Schools Division generally perceive themselves as proficient in various academic and cognitive domains, with a general mean of 3.87. High mean scores were observed in competencies such as conducting research (4.83), using statistical methods (4.68), and thinking critically and creatively (4.66), indicating strong intellectual engagement and the ability to design evidence-based instruction. Skills in developing plans, analyzing complex data, and solving mathematical problems also scored highly, showcasing well-rounded proficiency in both linguistic and numerical reasoning. Additionally, teachers showed confidence in using technology (4.30) and creating visual presentations (3.89), although a moderate rating in oral and written communication (3.38) signaled a potential gap in spontaneous or interpersonal communication. The data suggest a teacher workforce that is content-competent and tech-savvy but may struggle with dynamic, interpersonal classroom demands.

However, a more concerning trend emerged in adaptive and socio-emotional competencies. Teachers rated themselves low in flexibility (2.73), providing feedback (2.66), applying scientific principles to real-world scenarios (2.55), and especially in collaborative skills (2.41). This contrast implies that while teachers are well-prepared academically, they may lack the interpersonal and adaptive abilities essential for learner-centered, inclusive, and collaborative teaching environments. These limitations may hinder the full integration of innovation and experiential learning in classrooms. Therefore, targeted professional development is urgently needed to address

these gaps—focusing not just on academic competence but also on communication, emotional intelligence, and collaboration. Additionally, future research should adopt mixed methods, such as peer evaluations and classroom observations, to validate self-assessments and explore contextual variations across subjects and teaching levels, ensuring a more nuanced and effective capacity-building response.

3. Significant Relationship Between the Level of Innovative Teaching Practices and their Level of Proficiency

Table 3
Significant Relationship Between the Level of Innovative Teaching Practices and their Level of Proficiency

Innovative Teaching Practices	Statistic	Level of Proficiency
Technology-Enhanced Instruction	Pearson r:	0.334
	p-value:	0.001
	Interpretation:	Sig.
Learner-Centered and Active Learning	Pearson r:	0.375
	p-value:	0.000
	Interpretation:	Sig.
Data-Driven and Collaborative Instruction	Pearson r:	0.419
	p-value:	0.000
	Interpretation:	Sig.
Overall	Pearson r:	0.431
	p-value:	0.000
	Interpretation:	Sig.

The findings reveal a statistically significant and positive relationship between innovative teaching practices and teacher proficiency, with all p-values below 0.01. Notably, technology-enhanced instruction shows a moderate correlation ($r = 0.334$), indicating that teachers who frequently use digital tools tend to exhibit stronger skills in areas such as data analysis, problem-solving, and communication. Learner-centered strategies, such as inquiry-based learning and collaborative projects, show an even stronger correlation ($r = 0.375$), suggesting that these approaches not only benefit students but also promote higher-order thinking and adaptability among teachers. The most robust correlation ($r = 0.419$) is found in data-driven and collaborative instruction, highlighting that teachers who engage in peer mentoring, use student assessment data, and co-develop lessons demonstrate greater proficiency in both technical and interpersonal competencies.

An overall correlation of $r = 0.431$ consolidates these findings, confirming that innovative teaching practices as a whole are significantly associated with higher levels of professional competence. This supports the idea that fostering innovation in pedagogy is a strategic investment for enhancing teacher effectiveness. However, the moderate strength of these correlations also points to the multifaceted nature of proficiency, implying that other factors—such as teacher motivation, institutional culture, and access to professional development—may contribute. Limitations include the inability to infer causality, the self-reported nature of the data, and potential

issues of generalizability. Despite these limitations, the study offers compelling evidence that integrating innovative instructional methods is both an indicator of and a catalyst for professional growth among educators.

4. Proposed Transformative Creative Teaching Program

Program Component	Objectives	Key Activities	Mode of Delivery	Target Participants	Time Frame	Responsible Personnel	Resources Needed	Expected Outcomes	Evaluation Methods
1. Digital Literacy Bootcamp	Enhance digital teaching competency	- LMS training (Google Classroom, MS Teams) - Multimedia content creation workshops - App-based teaching simulations	Face-to-face and online	All teachers across subjects	Month 1	ICT Coordinator, External IT Consultants	Computers, internet, software licenses, projectors	Teachers become proficient in integrating technology into instruction	Pre- and post-training tech integration assessment
2. Innovative Lesson Design Lab	Foster creativity in lesson planning	- Collaborative lesson design sessions - Real-world task and project development - Game-based learning strategies	Blended	Subject area heads and teachers	Months 1–2	Master Teachers, Curriculum Developers	Learning modules, templates, innovation rubrics	Contextualized and engaging lesson plans	Review of submitted lesson plans using innovation criteria
3. Learner-Centered Pedagogy Workshop	Promote learner engagement and ownership	- Workshops on active learning, simulations, flipped classroom - Microteaching using learner-centered models	Face-to-face workshops	All academic teachers	Month 2	Instructional Coaches	Workshop materials, learner activity kits	Increased implementation of learner-led learning	Classroom observation checklist, reflective journals
4. Data-Driven Instructional Planning	Improve evidence-based teaching decisions	- Use of assessment results to plan instruction - Case studies on addressing learning gaps - Data interpretation skill training	Online and in-school sessions	Teachers of Grades 4–12	Month 3	Assessment Coordinator, Grade Level Chairs	Test data sets, data dashboards, analysis software	Teachers effectively use learner data to adjust instruction	Portfolio of data-informed lesson plans
5. Action Research Integration	Build research-based teaching practices	- Seminar on action research process - Proposal writing clinic - Implementation monitoring	Blended	Teachers with leadership functions	Months 3–4	Research Coordinator, School Head	Research templates, sample outputs, printer access	Teachers engage in classroom-based research	Completion and implementation of AR outputs
6. Peer Coaching and Mentoring Circles	Strengthen collaboration and peer support	- Peer observation and feedback sessions - Coaching training for senior teachers - Monthly mentoring reflections	In-person, team-based	Senior and junior teachers	Months 4–6	Senior Master Teachers	Mentoring guide, peer evaluation forms	Improved instructional practices via peer support	Coaching logs, feedback summary forms
7. Creative Teaching Expo	Showcase innovative teaching outputs	- Classroom demo teaching - Teaching portfolio exhibit - Innovation pitch competition	School-wide event	All participating teachers	Month 6	Academic Coordinators, Events Committee	Exhibit booths, multimedia equipment, certificates	Recognition of exemplary teaching practices	Panel evaluation, audience feedback forms
8. Integrated	Develop cross-	- Joint curriculum	Blended	Cross-subject	Months 6–7	Curriculum Head,	Planning guides,	Authentic and creative	Review of project outputs

Curriculum Innovation Project	disciplinary creativity	planning - Interdisciplinary project rollout - Learner exhibit of outputs		teams (e.g., Science-English)		Cluster Heads	rubrics, learner materials	learner learning experiences	and learner reflections
9. Well-Being and Creativity Recharge	Sustain teacher motivation and innovation	- Mindfulness sessions - Creativity retreats - Teacher talent showcases	Face-to-face	All program participants	Bi-monthly	Guidance Counselors, External Speakers	Retreat venue, wellness kits, art supplies	Rejuvenated, balanced, and inspired teachers	Teacher feedback forms, stress checklists
10. Program Monitoring and Evaluation	Ensure continuous improvement	- Mid-program review - Final assessment and reflection - Impact analysis presentation	Face-to-face and online	School leaders, selected teachers	Month 8	M&E Committee, School Head	Evaluation tools, online surveys	Data-driven insights for program refinement	Pre-post metrics, participant reflections, proficiency audit

The Transformative Creative Teaching Program is a comprehensive professional development initiative designed to enhance instructional quality by fostering teachers' innovative practices and proficiency. Structured across multiple phases, the program addresses gaps identified in the study's findings, such as limited use of immersive technologies, weak engagement in learner-centered strategies, and underutilization of data for instructional planning. Key components include the *Digital Literacy Bootcamp*, *Innovative Lesson Design Lab*, *Learner-Centered Pedagogy Workshops*, and *Data-Driven Instructional Planning*, all of which equip teachers with practical skills, collaborative experiences, and reflective opportunities. The *Action Research Integration* component empowers teachers to solve real classroom challenges using research, while *Peer Coaching Circles* and the *Creative Teaching Expo* foster mentorship, celebration of success, and cross-pollination of ideas. These interventions collectively shift the teaching paradigm from traditional instruction to a more creative, student-centered, and data-informed approach.

To ensure sustainability, the program includes the *Integrated Curriculum Innovation Project*, which encourages interdisciplinary collaboration, and *Well-Being and Creativity Recharge* sessions that address teacher morale and mental health—factors essential for long-term innovation. Monitoring and evaluation mechanisms are embedded to track progress and make data-driven improvements throughout the program. As supported by the study's correlational data, the program is expected to produce a significant positive impact on teacher proficiency and student learning outcomes. Nonetheless, implementation challenges remain, such as varying levels of leadership support, resource disparities, and differences in teacher motivation. While the program shows strong potential to transform teaching culture, its success depends on consistent support, strategic planning, and time for habits to evolve.

IV. Conclusion

This part summarizes the key findings, conclusions, and recommendations of the study, emphasizing the relationship between innovative teaching practices and teacher proficiency. The

findings revealed that technology-enhanced instruction is widely adopted, with a high mean score of 4.03, though deeper integration of tools like online quizzes and digital portfolios remains limited. Learner-centered strategies such as group work and problem-based learning are moderately practiced (mean = 3.41), but reflective and metacognitive techniques are underutilized. Data-driven and collaborative instruction also scored well (mean = 3.77), yet practices like formative assessment and involvement in professional learning communities need improvement. Teacher proficiency was generally high (mean = 3.87), especially in research and problem-solving, although lower scores in collaboration, feedback, and scientific application pointed to areas for development. Notably, a statistically significant positive correlation ($r = 0.334$ to 0.431, $p < 0.01$) was found between innovative teaching practices and teacher proficiency, affirming that greater innovation in pedagogy is linked to higher professional competence.

Based on these results, the study concludes that while teachers are making strides in adopting innovative practices, several aspects—particularly advanced digital integration, reflective learning, and collaborative instruction—require further enhancement. Teachers exhibit strong cognitive competencies but show gaps in interpersonal and applied teaching skills. To address these, the study recommends targeted professional development focusing on immersive digital tools, reflective pedagogy, data literacy, and peer collaboration. Institutional support should also be strengthened by aligning innovative practices with teacher training, evaluation, and incentive systems. These steps aim not only to improve teaching proficiency but also to create a sustainable culture of innovation in education.

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