

Implementation Of The School-Based Learning Action Cell (SLAC) Session In English: Basis For An Intervention Program

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Abstract

This study examined the Implementation of School-Based Learning Action Cell (LAC) sessions as Basis for Proposed Intervention among 40 teachers from 12 elementary schools in Sison District, Surigao del Norte during the 2025–2026 school year. Using a mixed-methods approach, it assessed LAC implementation across five dimensions: learner diversity and inclusion, K–12 content and pedagogy, assessment and reporting, 21st-century skills and ICT integration, and curriculum contextualization.

Results revealed very high implementation levels in most areas, particularly content and pedagogy, learner inclusion, and curriculum contextualization, while slightly lower ratings emerged in assessment and ICT integration. Qualitative findings highlighted opportunities such as collaborative professional learning, enhanced pedagogical skills, curriculum alignment, technology integration, inclusive teaching practices, and increased professional confidence. However, teachers encountered challenges related to limited resources, time constraints, learner diversity, contextual application of strategies, and insufficient support systems. The study concluded that while LAC sessions effectively promote professional collaboration, sustained institutional support, adequate resources, and practical implementation assistance are essential to maximize their impact on teaching and learning.

Keywords: *School-Based Learning Action Cell, SLAC Sessions, English Instruction, Teacher Professional Development, K–12 Pedagogy, Learner Diversity, ICT Integration, Curriculum Contextualization, Assessment and Reporting, Intervention Program.*



Introduction

The quest for quality education in the Philippines has long been anchored on the continuous professional growth of teachers, recognizing that the effectiveness of classroom instruction is directly tied to the competence and preparedness of educators. In response to this imperative, the Department of Education (DepEd) institutionalized the School-Based Learning Action Cell (SLAC) through DepEd Order No. 35, s. 2016, as a key mechanism for school-based professional development. SLAC sessions are designed to foster collaborative learning among teachers within the school setting, enabling them to address instructional challenges, share best practices, and collectively improve their pedagogical skills. The implementation of these sessions reflects the government's commitment to building a culture of continuous learning and professional excellence among public school educators, particularly at the grassroots level where learning outcomes are most directly shaped.

Scholarly literature consistently underscores the pivotal role of professional development in enhancing teacher performance and, consequently, student achievement. Darling-Hammond et al. (2017) emphasized that effective professional development is collaborative, job-embedded, and sustained over time — qualities that are at the core of the SLAC framework. Similarly, Fullan (2007) argued that school-based learning communities are among the most powerful drivers of educational reform, as they situate professional growth within the actual context of teaching practice. In the Philippine setting, Bernardo and Limjap (2012) noted that school-based professional development interventions significantly contributed to improvements in instructional delivery and classroom management. Furthermore, the work of DuFour (2004) on Professional Learning Communities (PLCs) reinforces the SLAC model, suggesting that when teachers engage in structured, school-based collaboration, they develop a stronger sense of collective responsibility for student learning outcomes.

Despite the well-established policy framework and theoretical grounding of SLAC, its implementation across schools in the country remains inconsistent and, in many contexts, faces significant challenges. In numerous public schools, SLAC sessions are conducted primarily for compliance rather than genuine professional growth, often lacking clear learning objectives, structured facilitation, or mechanisms for follow-through and evaluation. Teachers frequently report inadequate time allocation, insufficient administrative support, and a disconnect between the topics discussed during SLAC and the actual needs encountered in their classrooms. The absence of a systematic monitoring and evaluation system further weakens the potential impact of these sessions, rendering them largely performative rather than transformative. These gaps highlight the urgent need to examine how SLAC sessions are being implemented at the school level and to identify specific areas where targeted interventions can strengthen their effectiveness.

This study, therefore, seeks to assess the implementation of School-Based Learning Action Cell (SLAC) sessions in English among schools in Sison District as a basis for proposing evidence-based interventions. By examining the extent to which SLAC sessions are conducted in accordance with DepEd guidelines, identifying existing gaps in facilitation, content relevance, and stakeholder engagement, and understanding the perceptions of teachers and school administrators toward the program, this research aims to generate meaningful insights that will inform policy and practice. The findings of this study are expected to contribute to the



enhancement of professional development structures within the school community, ultimately supporting the broader goal of improving the quality of teaching and learning in Philippine public schools.

Review of Related Literature

This section provides relevant concepts, writings and findings of experts which are relevant to the present study. Cited literatures and studies are synthesized concerning the implementation of school-based learning actions cell (LAC) sessions in English among the schools in Sison District.

Conceptual and Legal Foundations of SLAC

The School-Based Learning Action Cell (SLAC) is a professional development mechanism established by the Department of Education (DepEd) of the Philippines through DepEd Order No. 35, s. 2016. It is conceptualized as a school-based, collaborative learning community where teachers engage in continuous professional development through structured sessions facilitated by their peers, department heads, or master teachers. The policy reflects a paradigm shift in teacher professional development—from externally driven, top-down training to internally managed, collaborative, and context-sensitive learning within the school community (DepEd, 2016).

The SLAC is anchored on the principles of Professional Learning Communities (PLCs), a concept widely explored in educational literature worldwide. DuFour and Eaker (1998) originally conceptualized PLCs as communities where educators collaboratively and continuously work to improve their professional practice, guided by shared goals, mutual accountability, and results orientation. This framework aligns with the SLAC structure, which mandates teachers to reflect on practice, share instructional strategies, and engage in collaborative problem-solving within the school environment.

In the Philippine context, SLAC serves as the primary vehicle through which DepEd implements the Philippine Professional Standards for Teachers (PPST). The PPST outlines competencies that all teachers must develop across four career stages: beginning, proficient, highly proficient, and distinguished. SLAC sessions are expected to address competency gaps identified through the Results-Based Performance Management System (RPMS), ensuring alignment between performance assessment and professional development (DepEd Order No. 2, s. 2015).

SLAC as a Form of Professional Development

Professional development (PD) has long been recognized as a critical component of educational quality improvement. Effective PD is characterized by features such as coherence with school goals, active teacher participation, collaboration, focus on content knowledge, and sustained duration (Darling-Hammond et al., 2017). SLAC, as structured by DepEd, incorporates most of these features, positioning it as a significant professional development strategy in public schools in the Philippines.

Studies on job-embedded professional development—where teachers learn within the context of their work—have consistently shown greater gains in teacher practice than traditional



off-site workshops (Hawley & Valli, 1999). Yoon et al. (2007) found that professional development activities that provided more than 14 hours of contact time showed significant improvements in student achievement, underscoring the importance of sustained engagement. SLAC, when implemented consistently, provides this sustained, school-embedded engagement that traditional one-time seminars fail to offer

In their study on teacher-led professional learning in Southeast Asia, Pham and Nguyen (2020) found that school-based learning communities significantly improved pedagogical competence among language teachers. The collaborative structure of such communities allowed teachers to deconstruct their teaching practices, engage in peer observation, and co-develop instructional materials. These findings are particularly relevant to SLAC's implementation in English, where teachers face unique challenges related to language proficiency, instructional differentiation, and learner engagement.

Local studies corroborate these findings. Bautista (2019) investigated the effectiveness of SLAC sessions in selected schools in Region IV-A and found that teachers who participated regularly in SLAC sessions demonstrated higher levels of pedagogical content knowledge compared to those who had irregular participation. Similarly, Reyes and Manalang (2021) reported that SLAC sessions facilitated the sharing of best practices among English teachers, particularly in the areas of reading comprehension instruction and formative assessment strategies.

Furthermore, Timperley et al. (2007) emphasized that for professional learning to lead to improved student outcomes, it must be grounded in evidence of student learning needs, focused on deepening teacher knowledge, and supported by expert facilitation. SLAC, in its ideal form, meets these criteria by requiring facilitators to base session content on learner data and school performance indicators. However, research suggests that the actual execution of SLAC often deviates from this ideal, a gap that will be explored in subsequent sections.

Benefits of SLAC Sessions in English Instruction

The implementation of SLAC sessions has been associated with numerous benefits, particularly in the teaching and learning of English as a subject area. These benefits span professional, pedagogical, and institutional dimensions.

One of the most consistently reported benefits of SLAC in the context of English instruction is the enhancement of teachers' content knowledge and pedagogical strategies. Santos (2020) found that English teachers who engaged in SLAC sessions focused on reading and language development reported improved competence in text complexity analysis, scaffolding techniques, and differentiated instruction. The collegial dialogue facilitated during SLAC sessions provided teachers with varied perspectives on instructional challenges, enabling them to adopt more diverse and responsive teaching repertoires.

SLAC also promotes a culture of reflective practice, which is considered a cornerstone of effective teaching in language education. Schon's (1983) concept of the 'reflective practitioner' posits that teachers improve their craft through systematic reflection on practice. SLAC sessions, with their structured format of sharing, demonstration, and feedback, create formal opportunities for teachers to engage in this reflective cycle. Cruz (2018) noted that English teachers who participated in SLAC sessions exhibited greater metacognitive awareness about their instructional decisions, leading to more intentional lesson planning and delivery.



Another significant benefit is the improvement in collaborative lesson planning and material development. In schools where SLAC has been implemented effectively, English teachers have collectively developed supplementary instructional materials, lesson exemplars, and assessment tools aligned with the K-12 curriculum. Villanueva and Ocampo (2022) documented how SLAC-facilitated collaboration resulted in the creation of localized reading materials that improved learners' reading comprehension scores in three schools in Region X, highlighting the tangible academic impact of collaborative professional engagement.

From an institutional perspective, SLAC benefits schools by fostering a culture of shared leadership and distributed expertise. Department heads and master teachers take on the role of instructional coaches rather than mere administrators, enhancing the overall instructional climate of the school. According to Baluyos and Baluyos (2019), schools where SLAC was effectively implemented demonstrated higher rates of teacher satisfaction and lower rates of professional isolation, factors that are strongly correlated with teacher retention and organizational commitment.

In the realm of English language teaching specifically, SLAC sessions provide a platform for addressing emerging pedagogical challenges such as the integration of technology, the management of multilingual classrooms, and the teaching of 21st-century literacy skills. Ferrer (2021) found that SLAC sessions that incorporated discussions on digital literacy and technology-enhanced instruction empowered English teachers to integrate multimedia tools more confidently into their lessons, resulting in more engaging and interactive learning environments for students.

Gaps in the Implementation of SLAC Sessions

Despite the documented benefits, the implementation of SLAC sessions in Philippine public schools is fraught with numerous challenges and gaps that limit its effectiveness. These gaps occur across multiple dimensions: administrative, pedagogical, participatory, and evaluative.

A fundamental gap lies in the inconsistency of SLAC implementation across schools and divisions. While DepEd Order No. 35, s. 2016 mandates the conduct of SLAC sessions, the frequency, quality, and relevance of these sessions vary significantly from school to school. Dela Cruz and Ignacio (2020) revealed in their study conducted in Region VII that many SLAC sessions were held merely as compliance exercises—conducted to satisfy administrative requirements rather than to address genuine professional development needs. As a result, sessions lacked depth, coherence, and relevance to actual classroom challenges.

A related concern is the absence of needs-based planning in SLAC session design. Ideally, SLAC topics should be derived from data gathered through classroom observations, RPMS evaluations, and student performance assessments. However, Magno and Tangco (2019) found that in many schools, SLAC topics were predetermined by division offices without regard for the specific learning needs of teachers at the school level. This top-down approach undermined the school-based nature of SLAC and reduced teacher engagement and ownership over the professional development process.

Facilitator competence is another critical gap identified in the literature. SLAC sessions are typically facilitated by department heads, master teachers, or teacher leaders. However, many of these facilitators lack adequate training in adult learning principles, facilitation techniques, and instructional coaching strategies. Ramirez (2018) found that poorly facilitated SLAC



sessions in selected schools in Region III resulted in superficial discussions, passive participation, and minimal transfer of learning to classroom practice. The study recommended that facilitators undergo structured training in collaborative learning facilitation before leading SLAC sessions.

Teacher participation and engagement also emerge as significant gaps. While SLAC is mandatory for all teaching personnel, actual engagement levels vary. Apostol and Macaraeg (2021) found that many teachers attended SLAC sessions physically but remained disengaged from the collaborative activities due to heavy workloads, lack of motivation, and perceived irrelevance of session topics. English teachers, in particular, reported feeling disconnected from SLAC discussions that were too generic and not sufficiently focused on the specific challenges of English language instruction. This issue of perceived relevance is central to the design of any intervention program aimed at improving SLAC effectiveness.

The lack of follow-through mechanisms further compounds the ineffectiveness of SLAC sessions. Effective professional development requires that learning from sessions be applied in the classroom and that this application be monitored and supported. Bernardo and Laguardia (2020) noted that in most schools surveyed, SLAC sessions concluded without concrete action plans, classroom applications, or follow-up observations. There were no structured feedback loops to determine whether the learning from SLAC sessions was being translated into improved teaching practices or better student outcomes.

Logistical and structural barriers also hinder effective SLAC implementation. Limited time for professional development, the absence of dedicated spaces for collaborative learning, inadequate access to resources such as instructional materials and technology, and competing administrative demands all reduce the quality and frequency of SLAC sessions. Tan and Espiritu (2022) documented how teachers in rural schools struggled to conduct meaningful SLAC sessions due to multi-grade teaching arrangements, limited connectivity, and the lack of a designated master teacher or department head for English.

Hence, the evaluation of SLAC session outcomes remains a largely unaddressed gap. Most schools have no systematic mechanism for assessing the impact of SLAC on teacher practice or student learning. Evaluation, if conducted, is often limited to teacher satisfaction surveys, which measure immediate reactions rather than changes in instructional behavior or student achievement. This lack of outcome-based evaluation makes it difficult to demonstrate the value of SLAC and to make evidence-informed improvements to the program (Guskey, 2000).

Synthesis of the Review of Related Literature

The foregoing review of related literature illuminates several critical insights that directly inform the present study on the implementation of the School-Based Learning Action Cell (SLAC) session in English as a basis for an intervention program.

First, the literature consistently affirms the theoretical soundness and practical potential of SLAC as a professional development mechanism. Grounded in the principles of Professional Learning Communities, constructivist learning theory, and adult learning principles, SLAC represents a promising approach to building teacher capacity within the school environment. When properly implemented, SLAC has been shown to enhance teacher content knowledge, promote reflective practice, foster collaborative material development, and improve student learning outcomes—particularly in English language instruction.



Second, however, a significant body of literature reveals that the gap between SLAC's theoretical promise and its practical implementation remains wide. Across regions in the Philippines, SLAC sessions are frequently implemented as compliance activities rather than genuine professional learning experiences. Gaps in facilitator competence, needs-based planning, teacher engagement, follow-through mechanisms, logistical support, and outcome evaluation collectively undermine the effectiveness of SLAC. These gaps are particularly pronounced in the English subject area, where unique instructional demands require focused, subject-specific professional development.

Third, the literature on intervention programs highlights multiple evidence-based approaches that can strengthen SLAC implementation. Instructional coaching, Lesson Study, Action Research integration, technology-enhanced delivery, and data-driven session planning have all demonstrated effectiveness in addressing specific SLAC implementation gaps. These models provide practical frameworks that can be adapted and combined in designing a comprehensive intervention program tailored to the needs of English teachers.

While SLAC has been recognized as a vital mechanism for teacher professional development by DepEd policy, the reality in many schools—particularly in the English subject area—falls short of the policy's vision. The documented benefits establish SLAC's potential; the documented gaps establish the urgency of developing and implementing an effective intervention program. The present study, therefore, seeks to examine the specific dimensions of SLAC implementation in English, identify the most pressing gaps, and develop a research-based intervention program that addresses those gaps in a contextually relevant and practically feasible manner.

Furthermore, the reviewed literature underscores the importance of involving teachers as active agents in the design of professional development interventions. Top-down approaches to SLAC have consistently been associated with lower teacher engagement and less impactful outcomes. The present study, informed by this insight, adopts a participatory approach to intervention design, ensuring that the resulting program reflects the authentic professional needs and contextual realities of English teachers.

In conclusion, the literature reviewed in this chapter provides a robust theoretical and empirical foundation for the present study. The studies, both local and international, converge on the view that effective school-based professional development—when designed and implemented with fidelity, relevance, and collaborative intention—can meaningfully transform teacher practice and improve learner outcomes. The present research contributes to this body of knowledge by investigating SLAC implementation in English at the school level, documenting the existing gaps, and proposing a targeted intervention program that bridges the divide between SLAC policy and practice.

Theoretical and Conceptual Framework of the Study

The present study is anchored on three foundational theoretical perspectives that collectively provide a robust intellectual basis for understanding the implementation of School-Based Learning Action Cell (SLAC) sessions and their role in improving teaching practice within the K-12 Basic Education Program.

The first theoretical lens is Vygotsky's (1978) Social Constructivism, which posits that knowledge is not individually acquired but is co-constructed through meaningful social interaction within a community of learners. Central to this theory is the concept of the Zone of Proximal Development (ZPD), which describes the space between what a learner can accomplish

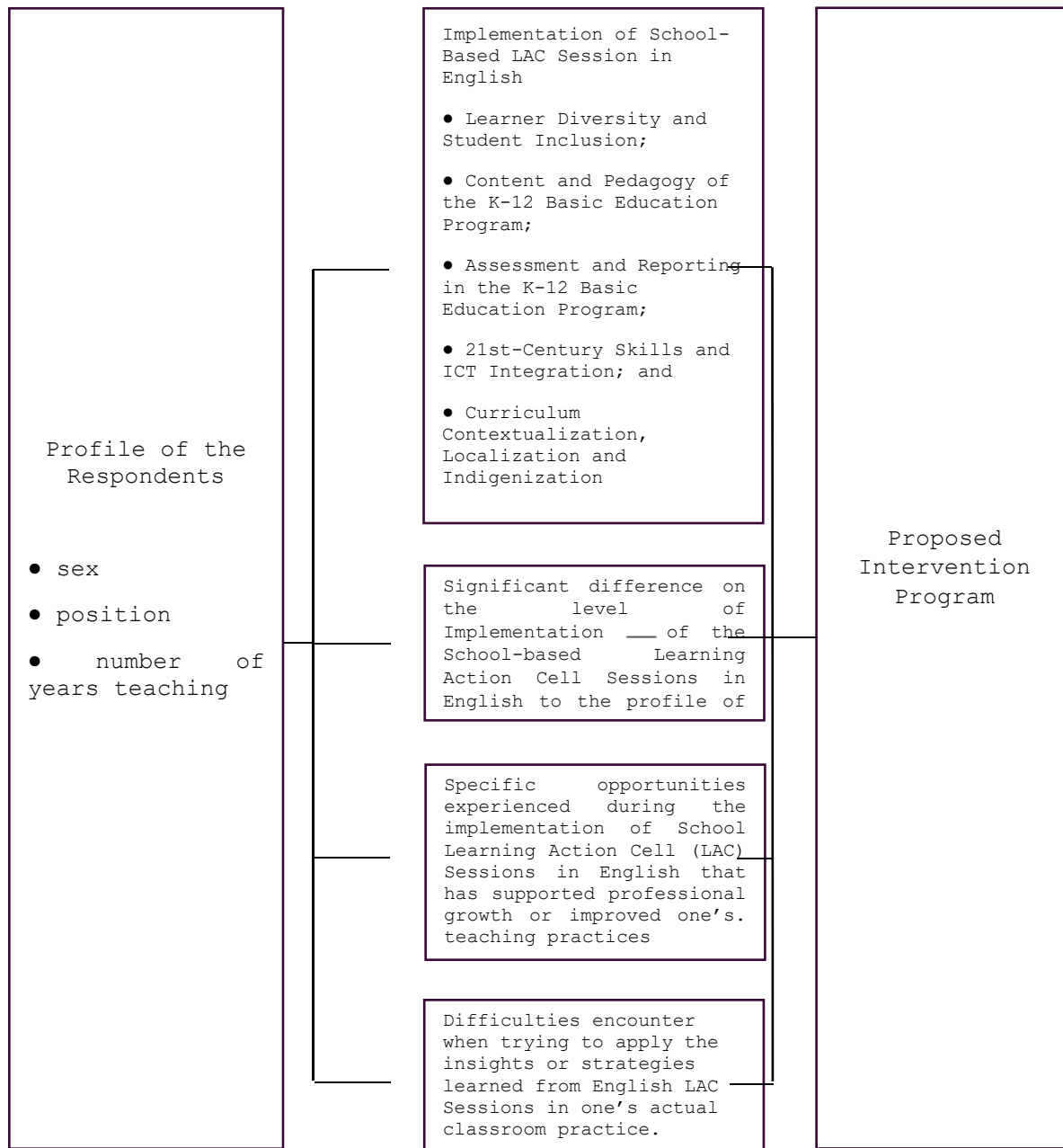


independently and what they can achieve with the guidance of a more knowledgeable peer or facilitator. Applied to the professional development context, SLAC sessions embody the principles of social constructivism by creating a structured environment where teachers learn from and with one another — sharing instructional strategies, co-designing lessons, analyzing student work collectively, and scaffolding each other's professional growth. The collaborative nature of SLAC is thus not incidental but theoretically grounded in the understanding that professional learning is inherently a social process.

The second theoretical anchor is Shulman's (1986) Pedagogical Content Knowledge (PCK) Framework, which asserts that effective teaching requires the seamless integration of content knowledge, pedagogical knowledge, and contextual knowledge. Shulman argued that the most powerful form of teacher knowledge lies at the intersection of knowing what to teach and knowing how to teach it in ways that are comprehensible to diverse learners. This framework directly informs the study's examination of how SLAC sessions develop teachers' competencies in content pedagogy, assessment practices, curriculum contextualization, and ICT integration — all of which are dimensions of PCK operating within the K-12 curriculum framework. The study further draws on Mishra and Koehler's (2006) extension of PCK into the Technological Pedagogical Content Knowledge (TPACK) Framework, which adds a technological dimension to Shulman's original construct, recognizing that in the 21st century, effective teaching also demands proficiency in integrating technology meaningfully into content and pedagogy.

Each of the aforementioned theory formed as an essential part of the holistic theoretical foundation or framework of the conduct of the study.

As to the conceptual framework, Figure 1 visually and conceptually maps the logical flow of the investigation, illustrating how the key variables, research questions, and expected outputs are systematically interconnected. The paradigm is structured around three major columns representing the Profile of the Respondents, the Core Variables of SLAC Implementation in English, and the Proposed Intervention Program — functioning collectively as a modified Input-Process-Output framework tailored to the specific objectives of this study.



Research Paradigm

The leftmost component of the paradigm identifies the demographic and professional characteristics of the study's respondents, which serve as the foundational input variables. These include gender, position, and years of teaching experience. These profile variables are not merely descriptive in nature; rather, they function as independent variables whose relationship to the level of SLAC implementation is critically examined in this study. Gender may influence how teachers perceive collaborative professional learning environments, as studies in educational



sociology have noted gender-related differences in participation and communication styles within group professional development settings (Tannen, 1994). Position — whether a teacher holds a regular, master teacher, or department head designation — is likewise significant, as it determines the degree of responsibility and authority a respondent exercises in the planning and facilitation of SLAC sessions. Years of teaching experience, meanwhile, directly shapes the depth of pedagogical insight a teacher brings to collaborative discussions, with more experienced teachers potentially demonstrating greater content mastery and differentiated instructional repertoire, yet at the same time possibly exhibiting greater resistance to new frameworks introduced through SLAC (Huberman, 1993).

The central and most substantive component of the paradigm contains four interconnected variables that collectively define the scope and depth of SLAC implementation as examined in this study. These variables represent the thematic content areas around which SLAC sessions are assessed, as well as the broader experiential and practical dimensions of implementation.

The first variable addresses the level of implementation of School-Based LAC Sessions in English across five thematic dimensions: (1) Learner Diversity and Student Inclusion, (2) Content and Pedagogy of the K-12 Basic Education Program, (3) Assessment and Reporting in the K-12 Basic Education Program, (4) 21st-Century Skills and ICT Integration, and (5) Curriculum Contextualization, Localization, and Indigenization. These five domains reflect the most critical competency areas identified by the Department of Education for professional development under the Philippine Professional Standards for Teachers (PPST), and their inclusion in SLAC sessions is central to ensuring that professional learning is aligned with national educational priorities. The extent to which these themes are meaningfully addressed in SLAC sessions constitutes the primary dependent variable of the study and is measured through a researcher-designed survey instrument administered to English teachers.

The second variable examines the significant difference in the level of implementation of School-Based LAC Sessions in English relative to the profile of the respondents. This component of the paradigm operationalizes the inferential dimension of the study, positing that demographic and professional characteristics — specifically gender, position, and years of teaching experience — may significantly influence how teachers perceive, engage with, and benefit from SLAC sessions. By testing these differences statistically, the study moves beyond descriptive analysis toward a more nuanced understanding of which subgroups of teachers are better served or underserved by current SLAC implementation practices.

Each aforementioned theory formed as an essential part of the holistic theoretical foundation or conceptual framework of the current study.

The third variable captures the specific opportunities experienced during the implementation of School-Based LAC Sessions in English that have supported professional growth or improved teaching practices. This positive dimension of the paradigm recognizes that despite documented gaps in implementation, SLAC sessions do generate meaningful professional benefits for many teachers. Identifying these opportunities is essential not only for affirmation but for replication — understanding what works allows the proposed intervention to build upon existing strengths rather than discard them. Opportunities may include exposure to new instructional strategies, collegial dialogue that validates classroom challenges, collaborative lesson planning, and increased familiarity with K-12 curriculum standards and assessment tools.



The fourth variable documents the difficulties encountered when trying to apply the insights or strategies learned from English LAC Sessions in one's actual classroom practice. This component acknowledges the well-documented transfer gap in professional development research — the phenomenon wherein learning acquired in a professional development setting fails to translate into sustained changes in classroom instruction (Joyce & Showers, 2002). For English teachers specifically, these difficulties may manifest as challenges in contextualizing grammar instruction within communicative language teaching, integrating ICT tools in low-resource classrooms, differentiating instruction for learners with diverse linguistic backgrounds, or applying indigenous knowledge frameworks in the teaching of literature and composition. Surfacing these difficulties through the study provides the empirical basis for designing targeted, practical, and contextually grounded interventions.

Statement of the Problem

This research aimed to determine the level of Implementation of the School-based Learning Action Cell Session of English teachers among the elementary schools in Sison District as Basis for an Intervention Program.

Specifically, it sought answers to the following question:

1. What is the profile of the respondents in terms of:
 - 1.1 Sex;
 - 1.2 Position; and
 - 1.3 Number of Years of Teaching?
2. What is the level of Implementation of the School-based Learning Action Cell (SLAC) Session in English of the respondents as to:
 - 2.1 Learner Diversity and Inclusion;
 - 2.2 Content and Pedagogy of the K-12 Basic Education Program;
 - 2.3 Assessment and Reporting in the K-12 Program;
 - 2.4 21st-Century Skills and ICT Integration in Instruction and Assessment; and
 - 2.5 Curriculum Contextualization, Localization, and Indigenization?
3. Is there a significant difference on the level of implementation of the School-based Learning Action Cell (SLAC) in English of the respondents in terms of Learner Diversity and Inclusion, Content and Pedagogy of the K-12 Basic Education Program, Assessment and Reporting in the K-12 Program, 21st-Century Skills and ICT Integration in Instruction and Assessment and Curriculum Contextualization, Localization, and Indigenization when grouped according to their profile variables?
4. What specific opportunities were experienced during the implementation of School-based Learning Action Cell (SLAC) sessions in English that supported your professional growth or improved teaching practices?
5. What difficulties were encountered when trying to apply the insights or strategies learned from English LAC sessions in your actual classroom practice?
6. What recommendations can you offer to enhance the effectiveness and engagement of English-focused LAC sessions in your school?



Hypothesis of the Study

There is no significant difference on the level of implementation of the School-based Learning Action Cell (SLAC) in English of the respondents in terms of Learner Diversity and Inclusion, Content and Pedagogy of the K-12 Basic Education Program, Assessment and Reporting in the K-12 Program, 21st-Century Skills and ICT Integration in Instruction and Assessment, and Curriculum Contextualization, Localization, and Indigenization when grouped according to their profile variables of gender, position, and number of years in teaching.

Significance of the Study

The researcher believed that the results of the study can be of great importance to the following individuals or groups.

School Administrators. The study's outputs can serve as crucial feedback for the School Administrators. The evaluation outcomes can offer insights into the effectiveness of SLAC sessions in enhancing teaching English among teachers. This information can aid in refining professional development programs, creating guidelines, and implementing improved strategies for language enhancement initiatives across Sison District. The expected outcome involves the potential enhancement of future SLAC sessions, ensuring they are more tailored to meet the development needs of teachers handling English from Grade 4-6, subsequently enhancing teaching quality and student learning outcomes.

English Teachers. As direct beneficiaries, the evaluation outcomes can offer valuable insights and feedback regarding the effectiveness of SLAC sessions in enhancing their teaching strategies in English.

Grade 4 to 6 learners. As the recipients of the SLAC session, which paves the way for the intervention to enhance students' learning skills in English.

Future Researchers. This study would provide them a lead linking to what researchers related studies may be undertaken in the future. This would become the source of knowledge for a related study that can be replicated using additional variables in another setting.

Scope and Limitations of the Study

This section covered the scope and limitations of the study. It presents the focus, participants, the place and time.

Focus. The study focused on the Implementation of the School-based Learning Action Cell Session in English among the Elementary Schools in Sison District as Basis for Intervention.

Respondents. The respondents were the 40 teachers handling English from Grades 4-6 from the 12 schools under Sison District.

Place and time. The study was conducted at Sison District, Sison, Surigao del Norte during the school year 2025-2026.

Definition of Terms

To achieve clarity of the terms used in the study, the following terms are hereby defined conceptually and operationally.



Assessment and Reporting. This refers to the systematic process of gathering, interpreting, and using information about student learning to make informed instructional decisions, while reporting refers to the formal communication of student performance to relevant stakeholders including parents, learners, and school administrators. In the K-12 Basic Education Program, assessment and reporting follow the standards-based framework prescribed under DepEd Order No. 8, s. 2015, which evaluates student performance through written works, performance tasks, and quarterly assessments.

Classroom Practice. This refers to the totality of instructional decisions, strategies, routines, and interactions that a teacher employs within the learning environment to facilitate student understanding and engagement. It encompasses lesson planning, delivery of instruction, classroom management, assessment, and the use of learning materials.

Content and Pedagogy. This refers to the subject matter knowledge that a teacher must possess in order to effectively teach a particular discipline, while pedagogy refers to the science and art of teaching — the methods, strategies, and approaches used to deliver content in ways that are accessible and meaningful to learners.

Implementation. This refers to the process of putting a plan, policy, or program into action in a systematic and deliberate manner, with the intention of achieving specific outcomes. In the context of professional development, implementation encompasses not only the conduct of planned activities but also the fidelity, quality, consistency, and sustainability with which those activities are carried out.

Intervention Program. This refers to a structured, evidence-based set of strategies, activities, and recommendations designed to address identified gaps, weaknesses, or inefficiencies in an existing educational practice or system, with the aim of producing measurable improvements in outcomes.

K-12 Basic Education Program. It refers to the enhanced basic education system of the Philippines established under Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, which extended compulsory basic education from ten to thirteen years — comprising Kindergarten, six years of Elementary education, four years of Junior High School, and two years of Senior High School. The program is anchored on the development of holistically developed Filipinos with 21st-century skills who are prepared for higher education, middle-level skills development, employment, and entrepreneurship.

Learner Diversity and Student Inclusion. Learner diversity refers to the wide range of differences among students — including cognitive abilities, learning styles, cultural backgrounds, language proficiency, socioeconomic status, and special educational needs — that teachers must recognize and respond to in designing and delivering instruction (Tomlinson, 2014). Student inclusion refers to the educational philosophy and practice of ensuring that all learners, including those with disabilities and marginalized backgrounds, are meaningfully integrated into the mainstream learning environment with appropriate support.

Professional Development. It refers to the continuous process through which educators acquire new knowledge, skills, attitudes, and competencies that enhance their effectiveness as teachers and contribute to improved student learning outcomes (Guskey, 2000). Effective professional development is characterized by being sustained, job-embedded, collaborative, content-focused, and aligned with school and system goals. Operationally, this term refers to the formal and informal learning experiences of English teachers in the study locale, with particular



emphasis on the School-based Learning Action Cell as the primary vehicle for school-based professional development under the DepEd framework.

School-Based Learning Action Cell (SLAC). This refers to the smallest professional learning community of teachers in a school setting, established to address the professional development needs of teachers through collaborative and reflective practice within the school context (DepEd Order No. 35, s. 2016). It is anchored on the principle that the most effective professional development occurs closest to the site of practice — the school — where teachers can immediately apply what they learn to their teaching

21st-Century Skills and ICT Integration. This refers to the set of competencies identified as essential for success in the modern world, including critical thinking, creativity, collaboration, communication, digital literacy, and information literacy, as articulated by the Partnership for 21st Century Learning. ICT integration refers to the meaningful and purposeful use of information and communications technology tools and resources in the design and delivery of instruction to enhance student learning.

CHAPTER 2 METHODS

This chapter presents the research design, research environment, respondents, research instrument, ethics and data gathering procedure, and data analysis.

Research Design

This study employed a mixed-methods research design, integrating both quantitative and qualitative approaches to comprehensively investigate the level of implementation of the School-Based Learning Action Cell (SLAC) sessions in English among elementary schools in Sison District, Surigao del Norte.

The mixed-methods approach was deliberately selected to capture both the measurable effectiveness of SLAC implementation (quantitative) and the lived experiences, challenges, and contextual nuances of teacher participants (qualitative).

This methodological triangulation provides a more complete, nuanced understanding of SLAC implementation than either approach could achieve independently.

The thematic analysis employed in this study is grounded in the qualitative research methodology developed by Braun and Clarke (2006), whose six-phase framework for thematic analysis serves as the primary procedural and epistemological foundation for the identification, organization, and interpretation of themes derived from participants' open-ended survey responses. Braun and Clarke's thematic analysis was selected as the analytical approach for this study because of its flexibility, accessibility, and suitability for applied educational research context qualities that make it particularly appropriate for analyzing the experiential accounts of teacher-respondents regarding their opportunities, difficulties, and recommendations relative to SLAC session implementation in English.

Research Environment

The study was conducted in the elementary schools of Sison District Sison, Surigao del Norte Division as reflected in Plate 1.

It is composed of several public elementary schools serving learners from Kindergarten to Grade 6 across various barangays. These include Sison Central Elementary School SPED Center, Mabuhay Elementary School, San Pablo Elementary School, Mayag Elementary School, Dakung Patag Elementary School, Upper Patag Elementary School, De Castro Elementary

School, Gacepan Elementary School, Ima Elementary School, Tagbayani Elementary School, Hinapayaw Elementary School, and Tinogpahan Elementary School. All schools are fully staffed and equipped with classrooms for each grade level, collectively committed to providing quality, inclusive, and accessible basic education to the learners of Sison.

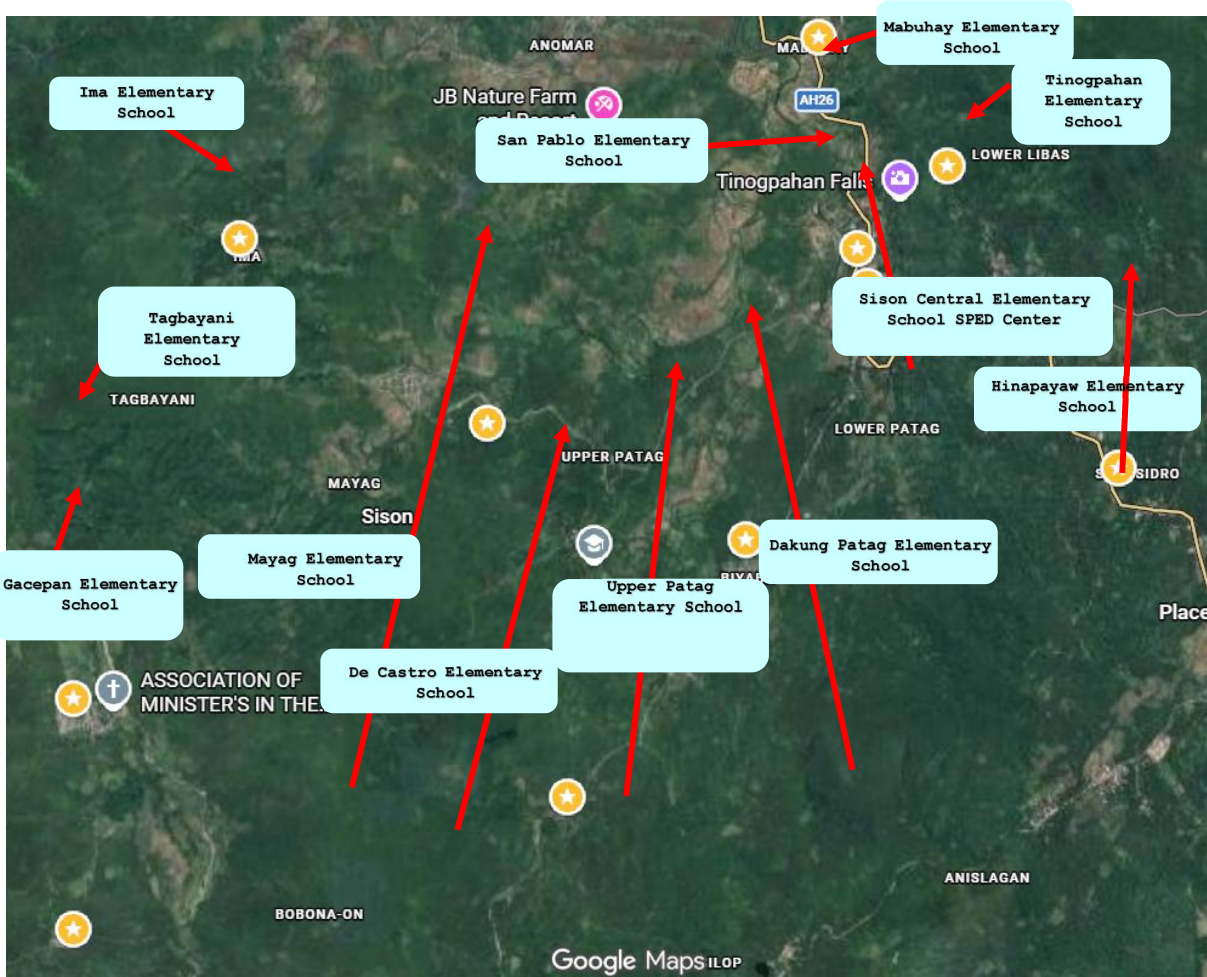


Plate 1
Map of Research Locale

Respondents

The respondents of this study were the 40 teachers handling English in Grades 4-6 from the 12 schools under Sison District. These teachers were currently employed in schools within the Sison District, Surigao Del Norte Division and had a minimum of one year of teaching experience in grades 4, 5 and 6.

Table 1

Table 1 presents the distribution of respondents from Grades 4-6 handling English based on their gender.

Distribution of Respondents			
Name of Schools	Male	Female	Total Population (n)
Sison Central Elementary School and Sison SPED Center	2	7	9
Mabuhay Elementary School	0	3	3
Hinapayaw Elementary School	1	3	3
Tagbayani Elementary School	0	3	3
Gacepan Elementary School	0	2	2
Tinogpahan Elementary School	0	2	
San Pablo Elementary School	0	3	3
De Castro Elementary School	0	2	2
Mayag Elementary School	0	3	3
Ima Elementary School	1	2	
Upper Patag Elementary School	3	0	3
Dakung Patag Elementary School	1	2	3
Total	8	32	40

Legend. Numbers of teachers handling English from Grade 4–6 (N) are disaggregated by sex.

Research Instrument

A researcher-made survey questionnaire was prepared accordingly and was answered by the Grade 4-6 teachers as to the Level of Implementation of the School-based Learning Action Cell (SLAC) Sessions in English among the elementary schools in Sison District. Based on the evaluation tool afforded by DepEd Order No. 35, s. 2016.

Validity. Basing on the evaluation tool provided under DepEd Order No. 35, s. 2016, (“The Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning.”) which serves as a guideline in ensuring the validity and reliability of research instruments. The research instrument used in this study underwent a rigorous validation process. The initial draft of the instrument was carefully examined through a systematic and thorough inspection conducted by qualified experts in the field of research, specifically the research adviser and the members of the thesis panel of examiners. These individuals were selected in reference to their specialization and expertise, their experiences as to research design, methodology, and instrument development.

Each expert was asked to provide an independent and critical evaluation of every item included in the instrument. This process ensured that each question or statement was assessed in terms of clarity, relevance, appropriateness, and alignment with the objectives of the study. Their



judgments were not only based on content accuracy but also on the suitability of the items in measuring the specific variables being studied.

Following their evaluations, all comments, suggestions, and recommendations were carefully collected and analyzed. The suggested revisions included improvements in the refinement of item structure, content and contexts and adjustments in format to enhance clarity and comprehensibility for the intended respondents. These recommendations were then incorporated into the instrument.

After revisions were made, the improved version of the instrument was once again presented to the research adviser and thesis panel for further review and final checking. This iterative process ensured that the instrument underwent multiple layers of validation, thereby strengthening its credibility, content validity, and overall suitability for data gathering in the study.

Reliability. To ensure the reliability of the survey questionnaire, the researcher personally administered the instruments to non-respondents like Mathematics teachers and Science teachers and right after was the retrieval of the questionnaire.

Ethics and data Gathering Procedure

The researcher sent a formal request to the Dean of the Graduate School seeking approval to conduct the study. Another letter was sent to the Schools Division Superintendent of the Division of Surigao del Norte, to the Public Schools District In-Charge and to the School Principals and School Heads of the 12 Elementary Schools in Sison District to conduct the study.(Appendix C,E,F,G,H). Another request letter was sent to the experts asking for their expertise to validate the instrument used in the study. Also, a letter was sent to the panel members as a request to modify the scope of the study. (Appendix D) this is on account that the needed data are from the teachers employed in DepED Surigao Del Norte Division. Moreover, a letter asking permission for the conduct of study and administration of the research instrument were sent to the Public Schools District In-charge of Sison District, this is on account that the needed data are from the grades 4-6 teachers of Sison District.

Upon the approval of the request, the researcher conducted the study and the procedure required to gather the data to answer the specific problems of the study. The surveys have been personally administered by the researcher to the target number of respondents.

When all the data are in hand, decoding, analysis, tabulation, and interpretation using the appropriate statistical tools followed.

Data Analysis

The following statistical tools were used to analyze the data of the study.

Frequency Count and Percentage Distribution. This tool was used to analyze the profile of the respondents in Problem 1.

Weighted Mean and Standard Deviation. These two statistical measures were used to determine the level of implementation of School-Based LAC Sessions in English across the five thematic domains in Problem 2.

Thematic Analysis. Braun and Clarke's (2006) six-phase thematic analysis framework were used as the primary qualitative data analysis tool for the three open-ended research questions in Problems 4 and 5.

ANOVA (Analysis and Variance) This tool answers Problem 3 on the significant difference of the variables.

CHAPTER 3

RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of the data that answers the problem presented in Chapter I.

The data and information gathered from the research design are presented, analyzed, and interpreted as follows:

Profile of the Respondents

Table 2 presents the profile summary of the respondents according to gender, position and years of teaching.

Table 2
Profile of the Respondents

Profile		Count	Percent
Gender	Male	8	20.00%
	Female	32	80.00%
Position	Teacher	34	85.00%
	Master Teacher	6	15.00%
	Head Teacher	0	0.00%
Number of Years Teaching	0–5	11	27.50%
	6–10	6	15.00%
	11–15	5	12.50%
	16+	18	45.00%

As shown in Table 2, the study involved 40 respondents from Sison District who participated in School Learning Action Cell (LAC) sessions in English during the 2025-2026 school year. As shown in the summary of respondents' profile in Table 1, majority of the respondents were female ($n = 32, 80.00\%$), while male participants comprised a smaller proportion ($n = 8, 20.00\%$). In terms of position, the sample was predominantly composed of teachers ($n = 34, 85.00\%$), with a smaller representation of master teachers ($n = 6, 15.00\%$). Notably, no head teachers participated in the study.

Regarding years of teaching experience, the distribution revealed a diverse range of expertise among respondents. The largest group consisted of highly experienced educators with 16 or more years of teaching ($n = 18, 45.00\%$), followed by those with 0-5 years of experience ($n = 11, 27.50\%$). Teachers with 6-10 years of experience comprised 15.00% of the sample ($n = 6$), while those with 11-15 years represented the smallest group ($n = 5, 12.50\%$). This distribution suggests that the respondents included both novice teachers who may be in the early stages of their professional development and veteran educators with substantial classroom experience, providing varied perspectives on the implementation of LAC sessions.

Level of Implementation of School-based Learning Action Cell (SLAC) Sessions in English as to Learner Diversity and Inclusion

Table 3 presents the level of implementation of the School-based Learning Action Cell (SLAC) sessions in English on learner diversity and inclusion.

Table 3

No.	Indicators	M	SD	Verbal Interpretation	Qualitative Descriptions
1	Address strategies to cater diverse learners in English classes.	4.60	0.50	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
2	Emphasize strategies for inclusive education in English classes.	4.55	0.50	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
3	Educate teachers about differentiated instruction techniques in English classes.	4.62	0.54	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
4	Promote strategies for handling learners with special needs in English classes.	4.75	0.54	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
5	Support equity and learner-centered practices in English classes.	4.70	0.56	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
6	Strengthen my ability to modify lessons to meet diverse learning needs in English classes.	4.58	0.55	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
7	Present examples of inclusive classroom practices applicable in English classes.	4.72	0.51	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented



8	Help teachers understand how to support learners from varied linguistic and cultural backgrounds in English classes.	4.53	0.64	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
9	Train teachers to implement flexible learning strategies for mixed-ability in English classes.	4.47	0.72	Generally believe that the LAC sessions are implemented effectively; most aspects are viewed as satisfactory and beneficial.	Highly Implemented
10	Provide insights into creating safe and supportive environments for all learners in English classes.	4.62	0.63	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
Overall		4.62	0.57	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented

Legend. Scale: 4.50–5.00 = Very Highly Implemented; 3.50–4.49 = Highly Implemented; 2.50–3.49 = Moderately Implemented; 1.50–2.49 = Slightly Implemented; 1.00–1.49 = Not Implemented.

The level of implementation of the School-based Learning Action Cell (SLAC) sessions on learner diversity and inclusion was very highly implemented, as reflected by the overall mean of $M = 4.62$ ($SD = 0.57$). Among the ten indicators, Indicator 4 — promoting strategies for handling learners with special needs in English classes — obtained the highest mean score ($M = 4.75$, $SD = 0.54$), while Indicator 9 — training teachers to implement flexible learning strategies for mixed-ability classes — recorded the lowest mean ($M = 4.47$, $SD = 0.72$), which was categorized as highly implemented. The relatively narrow range of standard deviations across indicators (0.50–0.72) suggests consistent agreement among teacher-respondents regarding the implementation of these sessions.

These findings indicate that SLAC sessions have been effectively operationalized in addressing teachers' professional needs related to learner diversity and inclusive education. The high mean scores across most indicators suggest that the sessions succeeded in equipping teachers with strategies for differentiated instruction, inclusive classroom practices, and culturally responsive pedagogy. The slightly lower mean for Indicator 9 may suggest that implementing flexible learning strategies for mixed-ability classrooms — a more complex and practically demanding competency — requires more sustained and targeted professional



development. The higher variability observed for this indicator ($SD = 0.72$) further implies some degree of inconsistency in teachers' perceived implementation.

The results underscore the importance of continuing and deepening SLAC-based professional development on inclusive education practices, particularly in designing responsive instructional approaches for diverse learners. The fact that nine out of ten indicators were rated as very highly implemented reflects institutional commitment to inclusivity within school-based learning communities. School administrators and LAC facilitators may consider developing follow-up modules specifically targeting flexible instruction for heterogeneous classrooms, ensuring that even the least-implemented area progresses toward optimal implementation. These findings also affirm the value of collaborative professional learning in fostering equity-centered teaching practices in English education.

Level of Implementation of School-based Learning Action Cell (SLAC) Sessions in English as to the K-12 Basic Education Program

Table 4 presents the level of implementation of SLAC sessions focused on content and pedagogy of the K-12 Basic Education Program.

Table 4

N	Indicators	M	SD	Verbal Interpretations	Quality Descriptions
1	Enhance the teacher's understanding of the K to 12 English curriculum.	4.6 2	0.49	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
2	Discuss pedagogical approaches that are aligned with K to 12 standards in English.	4.5 8	0.50	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
3	Emphasize strategies for teaching macro skills (listening, speaking, reading, writing, viewing) in English.	4.7 0	0.46	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
4	Share and discuss the lesson exemplars or teaching guides in English.	4.7 0	0.46	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
5	Makes teachers more confident in delivering content in English	4.7 0	0.46	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and	Very Highly Implemented



	classes.			consistently well-executed.	ed
6	Deepen the understanding of the teachers on content sequencing and curriculum alignment in English.	4.6 3	0.49	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implement ed
7	Provide updates on curriculum revisions and their implications for English instruction.	4.6 5	0.48	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implement ed
8	Illustrate effective classroom strategies for developing 21st-century macro skills in English.	4.7 2	0.45	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implement ed
9	Enhance the ability of teachers to design learning activities consistent with K-12 English standards.	4.6 5	0.48	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implement ed
10	Clarify content gaps and help me improve lesson coherence in English.	4.6 0	0.50	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implement ed
	Overall	4.6 6	0.48	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implement ed

Legend. Scale: 4.50–5.00 = Very Highly Implemented; 3.50–4.49 = Highly Implemented; 2.50–3.49 = Moderately Implemented; 1.50–2.49 = Slightly Implemented; 1.00–1.49 = Not Implemented.

As shown in Table 4 presents the level of implementation of SLAC sessions focused on content and pedagogy of the K-12 Basic Education Program. The overall mean of $M = 4.66$ ($SD = 0.48$) categorizes this domain as very highly implemented — the highest overall mean among all five domains. All ten indicators were rated as very highly implemented, with individual means ranging from $M = 4.58$ ($SD = 0.50$) for Indicator 2 — discussing pedagogical approaches aligned with K-12 standards — to $M = 4.72$ ($SD = 0.45$) for Indicator 8 — illustrating effective classroom strategies for developing 21st-century macro skills. The notably low standard deviations across all indicators (0.45–0.50) indicate a high level of consensus among the respondents.

The uniformly high mean scores demonstrate that SLAC sessions have been highly successful in strengthening teachers' content knowledge and pedagogical competencies aligned with the K-12 curriculum framework. The consistent rating of very highly implemented across all indicators reflects the adequacy of the learning content and facilitation strategies employed during SLAC sessions. The minimal dispersion of responses (evidenced by low standard deviations) suggests that teachers uniformly experienced significant professional growth in curriculum literacy, instructional design, and lesson delivery confidence. Notably, Indicators 3, 4, and 5 — emphasizing macro skills strategies, sharing lesson exemplars, and increasing teachers' content delivery confidence — all achieved identical means of $M = 4.70$ ($SD = 0.46$), signaling widespread agreement on their effectiveness.

These findings carry significant implications for the role of SLAC as a vehicle for curriculum implementation fidelity and teacher capacity building. The strong performance of this domain suggests that the structured, topic-focused nature of SLAC sessions is particularly effective in transmitting content and pedagogical knowledge. This success may be attributed to the direct alignment between SLAC session objectives and teacher competency standards embedded in the K-12 curriculum. School heads and division-level supervisors should leverage these results to affirm and sustain the existing content and pedagogy focus within SLAC programs. Furthermore, the findings advocate for a design approach that anchors SLAC sessions in concrete, curriculum-based learning activities — such as the sharing of lesson exemplars and teaching guides — as high-impact modes of professional development.

Level of Implementation of School-based Learning Action Cell (SLAC) Sessions in English as to the Assessment and Reporting in the K-12 Program

Table 5 presents the level of implementation of SLAC sessions focused on Assessment and Reporting.

Table 5

No.	Indicators	M	SD	Verbal Interpretations	Qualitative Descriptions
1	Clarify policies on assessment and grading in English.	4.40	0.78	Generally believe that the LAC sessions are implemented effectively; most aspects are viewed as satisfactory and beneficial.	Highly Implemented
2	Teach teachers to align assessments with the Most Essential Learning Competencies (MELCs).	4.62	0.63	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
3	Discuss various types of assessments (formative/summative).	4.62	0.63	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-	Very Highly Implemented



			executed.		
4	Improve the teachers' skills in designing assessment tools in English classes.	4.53	0.51	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
5	Include discussions on student performance analysis and feedback.	4.60	0.59	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
6	Help teachers in creating assessment tools that accurately measure learner progress in English.	4.55	0.68	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
7	Clarify the proper use of performance tasks and rubrics in English classes.	4.40	0.67	Generally believe that the LAC sessions are implemented effectively; most aspects are viewed as satisfactory and beneficial.	Highly Implemented
8	Build my confidence in interpreting and reporting English assessment results.	4.40	0.71	Generally believe that the LAC sessions are implemented effectively; most aspects are viewed as satisfactory and beneficial.	Highly Implemented
9	Guide me in using assessment data to improve English instruction.	4.60	0.55	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
10	Support teachers' understanding of fair and transparent grading practices in English.	4.60	0.50	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
Overall		4.53	0.63	Respondents highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented

Legend. Scale: 4.50–5.00 = Very Highly Implemented; 3.50–4.49 = Highly Implemented; 2.50–3.49 = Moderately Implemented; 1.50–2.49 = Slightly Implemented; 1.00–1.49 = Not Implemented.

The data in Table 5 indicate that LAC sessions on assessment and reporting in the K-12 program were rated as very highly implemented, with an overall mean of $M = 4.53$ ($SD = 0.63$). Among the ten indicators, Indicator 4 — improving teachers' skills in designing assessment tools in English classes — posted the highest mean ($M = 4.62$, $SD = 0.51$), while Indicators 1, 7, and 8 — clarifying assessment policies, proper use of performance tasks and rubrics, and building confidence in interpreting results — each recorded the lowest mean of $M = 4.40$. The standard deviations ranged from 0.50 to 0.78, with Indicator 1 exhibiting the highest variability ($SD = 0.78$), suggesting less uniform agreement on this particular area.

The overall very high implementation rating signals that SLAC sessions have been effective in building teachers' assessment literacy and their capacity to apply various assessment strategies in alignment with K-12 standards. However, the comparatively lower mean scores for Indicators 1, 7, and 8 — all relating to grading policies, rubrics, and interpreting results — indicate that certain technical aspects of assessment may not have been as comprehensively addressed. The wider standard deviation for Indicator 1 ($SD = 0.78$) may reflect varying levels of clarity among teachers regarding institutional grading policies, suggesting that the content of SLAC sessions on this topic may not have been sufficiently specific or consistent across schools.

These findings suggest that while SLAC sessions have achieved commendable outcomes in assessment and reporting overall, targeted attention should be directed toward the technical components of assessment — particularly grading policies, rubric construction, and result interpretation. Professional development sessions on these topics may benefit from a more contextualized approach that directly addresses the grading mechanics of the K-12 system in the Philippine context. The relatively lower scores also point to the need for school-based mentoring and coaching in assessment practice, supplementing SLAC inputs with on-the-ground support. Strengthening this domain could enhance the quality, validity, and fairness of student evaluations across English classrooms.

Level of Implementation of LAC Sessions as to the 21st-Century Skills and ICT Integration in Instruction and Assessment

Table 6 presents the level of implementation of SLAC sessions focused on 21st Century Skills and ICT integration in instruction and assessment.

Table 6

No.	Indicators	M	SD	Verbal Interpretations	Quality Description
1	Encourage the integration of ICT tools in teaching and assessment in English classes.	4.70	0.52	Respondents highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
2	Teach teachers how to apply digital platforms or apps in English classes	4.65	0.66	Respondents highly affirm the implementation of the LAC sessions in English; practices and processes	Very Highly Implemented



	due to LAC inputs.			are perceived as very effective and consistently well-executed.	
3	Discussions support the development of learners' critical thinking and communication skills.	4.53	0.51	Respondents highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
4	Encourage educators to explore innovative approaches to teaching and learning.	4.60	0.50	Respondents highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
5	Provide a platform for educators to explore culturally responsive teaching practices.	4.62	0.49	Respondents highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
6	Expose me to emerging digital tools that enhance English teaching and learning.	4.17	0.70	Respondents generally believe that the LAC sessions are implemented effectively; most aspects are viewed as satisfactory and beneficial.	Highly Implemented
7	Help teachers integrate technology to support learner collaboration in English classes.	4.55	0.64	Respondents highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
8	Enhance teachers' understanding of digital literacy skills needed by English learners.	4.60	0.81	Respondents highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
9	Guide teachers in using ICT to design interactive and engaging English learning activities.	4.47	0.82	Respondents generally believe that the LAC sessions are implemented effectively; most aspects are viewed as satisfactory and beneficial.	Highly Implemented
10	Strengthen teachers' ability to use ICT for assessing English learners' performance.	4.45	0.81	Respondents generally believe that the LAC sessions are implemented effectively; most aspects are viewed as satisfactory and beneficial.	Highly Implemented
	Overall	4.54	0.66	Respondents highly affirm the implementation of the LAC sessions in English; practices and processes	Very Highly Implemented

are perceived as very effective and consistently well-executed.

Legend. Scale: 4.50–5.00 = Very Highly Implemented; 3.50–4.49 = Highly Implemented; 2.50–3.49 = Moderately Implemented; 1.50–2.49 = Slightly Implemented; 1.00–1.49 = Not Implemented.

Table 6 shows that SLAC sessions on 21st-century skills and ICT integration were rated as “very highly implemented”, with an overall mean of $M = 4.54$ ($SD = 0.66$). The highest-rated indicator was Indicator 1 — encouraging ICT integration in teaching and assessment — with a mean of $M = 4.70$ ($SD = 0.52$), while the lowest was Indicator 6 — exposing teachers to emerging digital tools that enhance English teaching and learning — with a mean of $M = 4.17$ ($SD = 0.70$), which was categorized as highly implemented. The standard deviations in this domain tended to be higher than those in other domains, ranging from 0.49 to 0.82, indicating greater variability in teacher perceptions regarding ICT-related SLAC inputs.

The overall “very high implementation” rating suggests that SLAC sessions have been reasonably effective in promoting digital literacy and 21st-century competencies among teachers. However, the notably “lower” mean for Indicator 6 — and the comparatively higher standard deviations for Indicators 8, 9, and 10 — highlight a potential gap in the exposure of teachers to newer educational technologies. This may reflect systemic limitations such as inadequate access to devices and digital infrastructure, insufficient SLAC facilitation expertise in emerging technologies, or the relatively slower adoption curve for cutting-edge tools in school settings. The wider variation in responses across ICT indicators also suggests that some teachers have had significantly different ICT learning experiences within SLAC sessions.

The findings point to the urgent need to recalibrate SLAC sessions to more deliberately incorporate exposure to emerging educational technologies, moving beyond basic ICT integration toward creative and adaptive uses of digital tools. Schools and divisions may consider inviting ICT specialists or master teachers with strong digital competencies as SLAC resource persons. Additionally, the results suggest a need for infrastructure support and teacher training on interactive platforms, data-driven assessment tools, and digital collaboration environments. Addressing the digital divide among teachers through differentiated SLAC activities could further strengthen the implementation of this domain. As 21st-century skills become increasingly central to quality education, SLAC sessions must evolve to keep pace with technological advancements in pedagogy.

Level of Implementation of LAC Sessions as to the Curriculum Contextualization, Localization and Indigenization

Table 7 presents the implementation of SLAC sessions on curriculum contextualization, localization and indigenization.

Table 7

No.	Indicators	M	SD	Verbal Interpretations	Quality Descriptions
1	Guide teachers in contextualizing English content based on local culture.	4.40	0.67	Generally believe that the LAC sessions are implemented effectively; most aspects are viewed as satisfactory and beneficial.	Highly Implemented
2	Help teachers develop localized teaching materials for English.	4.55	0.60	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
3	Promote the inclusion of indigenous knowledge and local texts in English teaching.	4.42	0.68	Generally believe that the LAC sessions are implemented effectively; most aspects are viewed as satisfactory and beneficial.	Highly Implemented
4	Involve discussions on adapting English lessons to learners' community context.	4.62	0.49	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
5	Help create relevant and meaningful learning experiences for students in English.	4.55	0.50	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
6	Help me identify local themes and issues that can be integrated into English lessons.	4.47	0.72	Generally believe that the LAC sessions are implemented effectively; most aspects are viewed as satisfactory and beneficial.	Highly Implemented
7	Inspire me to incorporate culturally relevant examples and texts in English instruction.	4.67	0.53	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
8	Improve my skills in adapting English teaching strategies to diverse community contexts.	4.70	0.56	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
9	Support the development of contextualized learning tasks aligned with English competencies.	4.78	0.48	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
10	Guide teachers in selecting culturally appropriate materials that enhance English learning.	4.70	0.56	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
Overall		4.59	0.59	Highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented

Legend. Scale: 4.50–5.00 = Very Highly Implemented; 3.50–4.49 = Highly Implemented; 2.50–3.49 = Moderately Implemented; 1.50–2.49 = Slightly Implemented; 1.00–1.49 = Not Implemented.

The data in Table 7 indicate that SLAC sessions on curriculum contextualization, localization, and indigenization (CLI) were rated as “very highly implemented”, with an overall



mean of $M = 4.59$ ($SD = 0.59$). The highest mean was obtained by Indicator 9 — supporting the development of contextualized learning tasks aligned with English competencies — at $M = 4.78$ ($SD = 0.48$). Three additional indicators — Indicators 8 and 10 ($M = 4.70$, $SD = 0.56$) — also received high ratings. The lowest means were recorded for Indicator 1 — guiding teachers in contextualizing English content based on local culture — ($M = 4.40$, $SD = 0.67$) and Indicator 3 — promoting the inclusion of indigenous knowledge and local texts — ($M = 4.42$, $SD = 0.68$), both categorized as “highly implemented”.

The “high” overall mean for this domain reflects the positive reception of SLAC sessions in building teachers' capacity to adapt and contextualize English curriculum to local culture, heritage, and community realities. The strong performance of indicators related to developing contextualized tasks and selecting culturally appropriate materials suggests that teachers have internalized the CLI framework as a meaningful approach to making English education locally relevant. The relatively lower means for Indicators 1 and 3 — which specifically address indigenous knowledge and local culture integration — may indicate that teachers face practical difficulties in sourcing culturally authentic materials or that these dimensions of CLI are less frequently emphasized during SLAC sessions.

The results affirm the alignment of SLAC sessions with the Department of Education's policy mandates on CLI, which require all schools to adapt curriculum content to local contexts and indigenous communities. The “very high” implementation ratings across most CLI indicators suggest that SLAC has been an effective platform for embedding culturally responsive pedagogy into teaching practice. However, the slightly lower scores on indigenous knowledge integration point to a need for deliberate inclusion of indigenous peoples' education (IPEd) frameworks in SLAC content. Collaborations with local community leaders, indigenous cultural communities, and regional DepEd offices could enrich the cultural content of SLAC sessions and make CLI implementation more authentic and comprehensive. Sustaining and deepening this domain will be crucial in fostering a more culturally inclusive and locally meaningful English education.

Table 8 presents the Summary of the Level of Implementation of School-based Learning Action Cell (SLAC) Sessions Across All Domains.

Table 8

Summary of the Level of Implementation of the School-based Learning Action Cell (SLAC) Sessions in English Across All Domains

Domain	M	SD	Verbal Interpretations	Quality Descriptions
Learner Diversity and Inclusion	4.62	0.57	Respondents highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
Content and Pedagogy of the K-12 Basic Education Program	4.66	0.48	Respondents highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
Assessment and Reporting in the K-12 Program	4.53	0.63	Respondents highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
21st-Century Skills and ICT Integration in Instruction and Assessment	4.54	0.66	Respondents highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
Curriculum Contextualization, Localization, and Indigenization	4.59	0.59	Respondents highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented
Grand Overall	4.59	0.59	Respondents highly affirm the implementation of the LAC sessions in English; practices and processes are perceived as very effective and consistently well-executed.	Very Highly Implemented

Legend. Scale: 4.50–5.00 = Very Highly Implemented; 3.50–4.49 = Highly Implemented; 2.50–3.49 = Moderately Implemented; 1.50–2.49 = Slightly Implemented; 1.00–1.49 = Not Implemented.



Table 8 presents a consolidated summary of the overall mean scores and standard deviations across the five domains of School Learning Action Cell (SLAC) implementation evaluated in this study. The grand overall mean of $M = 4.59$ ($SD = 0.59$) categorizes the total level of SLAC implementation as “very highly implemented”. Among the five domains, Content and Pedagogy of the K-12 Basic Education Program recorded the highest overall mean ($M = 4.66$, $SD = 0.48$), followed closely by Learner Diversity and Inclusion ($M = 4.62$, $SD = 0.57$) and Curriculum Contextualization, Localization, and Indigenization ($M = 4.59$, $SD = 0.59$). Assessment and Reporting in the K-12 Program ($M = 4.53$, $SD = 0.63$) and 21st-Century Skills and ICT Integration ($M = 4.54$, $SD = 0.66$) also received “very high implementation” ratings, though with relatively higher standard deviations compared to the other three domains, indicating greater variability in teacher responses. Notably, the narrowest standard deviation was observed in the Content and Pedagogy domain ($SD = 0.48$), suggesting the highest consensus among respondents, while ICT Integration exhibited the widest standard deviation ($SD = 0.66$), reflecting the most varied perceptions across the teacher-respondents.

The consistently “very high implementation” ratings across all five SLAC domains underscore the overall effectiveness of the school-based professional development system in addressing the multifaceted competency needs of English teachers during SY 2025-2026. The prominence of Content and Pedagogy as the highest-rated domain suggests that SLAC sessions have been most successful when their content is directly anchored to curriculum frameworks and instructional delivery, areas where teachers have clear, structured learning objectives. Learner Diversity and Inclusion ranking second indicates that teachers highly value and engage with inclusive education strategies, reflecting an institutional culture that prioritizes equitable and responsive teaching. The relatively moderate standard deviations in Assessment and Reporting ($SD = 0.63$) and ICT Integration ($SD = 0.66$) indicate that while overall implementation remains very high, there is less uniformity in teacher experience in these two domains, likely attributable to varying access to resources, digital infrastructure, and the technical complexity of the subject matter. The strong performance of the Curriculum Contextualization, Localization, and Indigenization domain ($M = 4.59$) further affirms the growing institutionalization of culturally responsive pedagogy in English instruction, signaling that SLAC sessions have been effective vehicles for contextualizing learning within local cultural realities.

These findings carry significant implications for policy formulation, program implementation, and professional development planning at both the school and division levels. The grand overall mean of $M = 4.59$ demonstrates that SLAC, as a school-based collaborative learning modality, is a powerful and effective mechanism for teacher professional growth, validating the Department of Education policy of institutionalizing LAC sessions as a core feature of the Basic Education sector. However, the “slightly lower” means and higher variability in ICT Integration and Assessment and Reporting signal priority areas for targeted capacity-building in future SLAC cycles. School administrators and LAC coordinators should consider allocating more time, dedicated modules, and specialized resource persons to these domains when planning SLAC activities. The uniformly “high” ratings across all domains also affirm the need to sustain and further institutionalize SLAC by ensuring sufficient logistical support, time allocation, and monitoring mechanisms. Ultimately, the results suggest that when SLAC sessions are well-structured, contextually responsive, and aligned with teachers’ professional needs, they



contribute substantially to the enhancement of instructional quality, pedagogical competence, and learner outcomes in English education.

Significant Difference in the Level of SLAC Implementation Across the Five Domains Relative to the Profile of the Respondents

Domain 1: Learner Diversity and Inclusion

When grouped by Gender, the findings reveal “no significant difference” in the perceived level of SLAC implementation on Learner Diversity and Inclusion between male and female teacher-respondents. Both groups rated this domain as “Very Highly Implemented”, reflecting a shared and uniform appreciation of how SLAC sessions addressed inclusive education strategies, differentiated instruction, and culturally responsive teaching practices. The consistency of responses across gender groups indicates that the professional learning content on learner diversity was experienced equally and meaningfully by all teachers, regardless of gender. The null hypothesis that there is no significant difference in the level of SLAC implementation on Learner Diversity and Inclusion when respondents are grouped by gender is therefore accepted.

When grouped by Position, no significant difference was found between teachers and master teachers in their perception of SLAC implementation on this domain. Both position categories rated the sessions as Very Highly Implemented, suggesting that whether a respondent serves as a regular classroom teacher or a master teacher, the professional development content on learner diversity and inclusion was perceived as equally effective and relevant. This finding reflects the inclusive character of school-based professional learning communities, where positional differences do not create disparities in perceived learning outcomes. The null hypothesis is therefore accepted.

When grouped by Years of Teaching Experience, the analysis likewise revealed “no significant difference” across the four experience groups — 0–5 years, 6–10 years, 11–15 years, and 16 or more years. Novice and veteran teachers alike rated the implementation of SLAC on Learner Diversity and Inclusion as Very Highly Implemented, with Indicator 4 — promoting strategies for handling learners with special needs — obtaining the highest mean of $M = 4.75$ ($SD = 0.54$) across all experience groups. This result suggests that SLAC sessions on learner diversity effectively addressed the professional needs of teachers at all career stages. The null hypothesis is therefore accepted.

Hence, the overall result of $M = 4.62$ and $SD = 0.57$ signifies that the School-based Learning Action Cell Sessions in English was “Very Highly Implemented”.

Domain 2: Content and Pedagogy of the K-12 Basic Education Program

This domain recorded the highest overall mean among all five domains, and the pattern of “no significant difference” across all three profile variables is even more pronounced here given the notably low standard deviations (0.45–0.50) indicating the highest degree of consensus among respondents.

When grouped by Gender, “no significant difference” was found between male and female respondents in their rating of SLAC implementation on Content and Pedagogy. Both



groups consistently rated all ten indicators as “Very Highly Implemented”, with the uniformity of scores suggesting that SLAC sessions successfully equipped teachers of all genders with content knowledge, pedagogical strategies, and curriculum literacy aligned with the K-12 framework. The null hypothesis is therefore accepted.

When grouped by Position, “no significant difference” was observed between teachers and master teachers. Despite the higher curriculum leadership role expected of master teachers, both groups rated this domain identically as “Very Highly Implemented”. This may indicate that SLAC sessions were sufficiently advanced and content-rich to meaningfully engage master teachers, while simultaneously accessible and practical enough for regular teachers. The null hypothesis is therefore accepted.

When grouped by Years of Teaching Experience, “no significant difference” was found across experience groups. This is particularly noteworthy in this domain given that content mastery is typically associated with years of experience — yet all experience groups, from the most novice (0–5 years) to the most veteran (16+ years), rated the Content and Pedagogy domain as “Very Highly Implemented”. This suggests that SLAC sessions generated professional learning gains that were relevant and valuable to teachers at all stages of their professional careers. The null hypothesis is therefore accepted.

Thus, the overall result of $M = 4.66$ and $SD = 0.48$ signifies the School-based Learning Action Cell Sessions in English as “Very Highly Implemented”.

Domain 3: Assessment and Reporting in the K-12 Program

While this domain recorded the lowest overall mean among the five domains and exhibited higher standard deviations — particularly for Indicator 1 (clarifying grading policies, $SD = 0.78$) and Indicator 8 (building confidence in interpreting results, $SD = 0.71$) — the analysis still yielded no significant differences across the three profile variables.

When grouped by Gender, “no significant difference” was found between male and female respondents. However, the relatively wider standard deviations in this domain suggest that individual variation in assessment literacy may exist within both gender groups, even if the group-level difference is not statistically significant. Both groups rated the domain as Very Highly Implemented overall. The null hypothesis is therefore accepted.

When grouped by Position, “no significant difference” was found between teachers and master teachers. This finding is noteworthy given that assessment design, rubric construction, and result reporting are areas where master teachers are expected to hold higher proficiency levels. The absence of a significant difference may indicate that SLAC sessions provided baseline-leveling content that was valued equally by both position categories, though it may also suggest that more advanced assessment topics such as data-driven instruction and performance task design could be addressed in differentiated modules for master teachers in future SLAC cycles. The null hypothesis is therefore accepted.

When grouped by Years of Teaching Experience, “no significant difference” was found across the four experience groups. Indicators 1, 7, and 8 — covering grading policies, rubric use, and result interpretation — recorded the lowest means in this domain ($M = 4.40$) across all



experience groups, suggesting these are areas of relative weakness regardless of how many years a teacher has been in service. The null hypothesis is therefore accepted.

Hence, the overall result of $M = 4.53$ and $SD = 0.63$ signifies a “Very Highly Implemented” School-based learning Action Cell Sessions in English.

Domain 4: 21st-Century Skills and ICT Integration in Instruction and Assessment

This domain exhibited the highest standard deviations among all five domains (ranging from 0.49 to 0.82), particularly for Indicators 8, 9, and 10 relating to digital literacy, interactive learning activity design, and ICT-based assessment. Indicator 6 — exposing teachers to emerging digital tools — recorded the lowest mean in the entire study ($M = 4.17$, $SD = 0.70$), categorized as “Highly Implemented”. Despite this greater variability, “no significant differences” were found across the three profile variables.

When grouped by Gender, “no significant difference” was observed between male and female respondents in their perception of SLAC implementation on 21st-Century Skills and ICT Integration. The relatively wider standard deviations in this domain may reflect varying levels of personal digital competency among individual teachers within each gender group, but at the group level, both male and female teachers rated this domain as Very Highly Implemented. The null hypothesis is therefore accepted.

When grouped by Position, “no significant difference” was found between teachers and master teachers. While master teachers may generally be expected to demonstrate stronger ICT competencies given their leadership role, the absence of a significant difference suggests that the digital technology content of SLAC sessions was perceived as equally relevant and impactful by both position categories. The consistently higher standard deviations for ICT-related indicators, however, suggest a need for more targeted and differentiated professional development in this area. The null hypothesis is therefore accepted.

When grouped by Years of Teaching Experience, “no significant difference” was detected across the four experience groups. This is perhaps the most telling finding in this domain, as it might be expected that younger, less experienced teachers — who have grown up in a more digitally immersed environment — would perceive SLAC ICT content differently from veteran teachers who may have had less early exposure to digital tools. The absence of a significant difference suggests that SLAC sessions provided ICT learning content that was universally perceived as valuable and implementable, regardless of the respondent's level of teaching experience. The null hypothesis is therefore accepted.

Thus, the overall result of $M = 4.54$ and $SD = 0.66$ signifies the School-based Learning Action Cell Sessions in English as “Very Highly Implemented”.

Domain 5: Curriculum Contextualization, Localization, and Indigenization

In this domain, Indicator 9 — supporting the development of contextualized learning tasks aligned with English competencies — obtained the highest mean in the entire domain ($M = 4.78$, $SD = 0.48$), while Indicators 1 and 3 — contextualizing content based on local culture and



promoting indigenous knowledge integration — recorded the lowest means ($M = 4.40$ and $M = 4.42$, respectively), both categorized as “Highly Implemented”.

When grouped by Gender, “no significant difference” was found between male and female teacher-respondents in their perception of SLAC implementation on CLI. Both groups rated the domain as Very Highly Implemented, reflecting a shared commitment to and positive experience of culturally responsive teaching practices developed through SLAC sessions. The null hypothesis is therefore accepted.

When grouped by Position, “no significant difference” was found between teachers and master teachers. Both position groups rated CLI implementation as “Very Highly Implemented”, affirming that SLAC sessions on contextualization, localization, and indigenization were equally effective in building the cultural teaching competencies of all teachers, regardless of their designation. The null hypothesis is therefore accepted.

When grouped by the Number of Years of Teaching, “no significant difference” was detected across the four experience groups. This finding is particularly meaningful in the CLI domain, as one might expect that more experienced teachers — who have had longer exposure to the cultural realities of their local communities — would perceive CLI-related SLAC content differently from newer teachers. The absence of a significant difference, however, affirms that SLAC sessions provided CLI learning experiences that were equally new, relevant, and professionally enriching for teachers at all experience levels. The null hypothesis is therefore accepted.

The findings across all five domains and all three profile variables — gender, position, and years of teaching experience — converge on a single, consistent conclusion: there is no significant difference in the level of implementation of School-Based LAC Sessions in English across any of the five thematic domains when the respondents are grouped according to their profile variables. The null hypothesis is accepted in all instances.

This overarching finding carries profound implications. It affirms that the SLAC program in the Sison District during SY 2025–2026 was implemented in a manner that was equitable, inclusive, and universally impactful — delivering a consistently high quality of professional learning experience to all English teachers regardless of their gender, position, or length of service. The grand overall mean of $M = 4.59$ ($SD = 0.59$), classified as “Very Highly Implemented”, combined with the absence of significant group differences, validates the school-based collaborative learning model as a powerful equalizer in professional development — one that levels the professional playing field and ensures that every teacher, from the most novice to the most seasoned, benefits meaningfully and equitably from the SLAC process.

Thus the overall result of $M = 4.59$ and $SD = 0.59$ signifies a “Very Highly Implemented” School-based Learning Action Cell Sessions in English.

The thematic analysis revealed six major themes that capture the opportunities teachers experienced during LAC sessions in English.

Table 9 presents the themes, their subthemes, and representative codes from participants on opportunities experienced during School-based Learning Action Cell (SLAC) sessions.

Table 9

Thematic Analysis Results on the Opportunities Experienced During LAC

Theme	Subthemes	Representative Codes
Collaborative Professional Learning	Collegial Exchange and Knowledge Sharing	“Collaboration and sharing of best practices” (R8); “We can collect different ideas from colleagues” (R12); “during the LAC sessions, an open-forum was done to make the teachers share their best practices” (R31)
	Problem-Solving Through Dialogue	“We have these awesome sessions where we would discuss common challenges pupils face in English and come up with strategies to tackle them” (R15); “it has given different ideas and solutions every teacher used for the student effectively” (R11)
	Reflective Practice	“reflect on method suits in the classroom” (R2); “I appreciated the chance to collaborate with colleagues and reflect on how to improve my teaching practices” (R19)
Enhanced Pedagogical Knowledge and Skills	New Teaching Strategies and Methodologies	“knowledge about new teaching strategies” (R4); “enhance strategies in teaching English effectively” (R3); “it gave me knowledge about new trends in teaching English” (R38)
	Differentiated Instruction	“I learned about differentiated instruction and new ways of teaching English” (R5); “I discovered differentiated



Theme	Subthemes	Representative Codes
		instruction and explored fresh methods for teaching English” (R30)
	Macro Skills Development	“Strategies for teaching macro skills (listening, speaking, reading, writing, viewing) in English” (R26); “I was able to understand the key competencies such as reading comprehension, vocabulary” (R14)
	Lesson Planning and Design	“lesson plan making” (R7); “I learned about developing lesson plans” (R33); “designed engaging lessons” (R23)
Curriculum Mastery and Alignment	Understanding MELCs and Curriculum Standards	“answers my queries about the new curriculum” (R6); “The sessions helped me clarify the Most Essential Learning Competencies (MELCs) in Grade 5 English” (R26); “clarifies my questions regarding the new curriculum” (R32)
	Content Sequencing and Coherence	“Deepened Understanding of Learning Competencies” (R26)
Technology Integration and Digital Literacy	Digital Tools and Platforms	“LAC discussions introduced me to digital tools and simple online activities that made my English classes more engaging” (R26); “Strengthened Use of Technology in English Lessons” (R26)
	Digital Equity and Online	“sharing practices for using



Theme	Subthemes	Representative Codes
	Safety	technology in the classroom including addressing issues like digital equity and online safety” (R20); “We shared strategies for integrating technology into the classroom” (R35)
Inclusive and Responsive Teaching	Differentiated Activities for Diverse Learners	“helped me explore differentiated activities that address learner’s varied levels and needs” (R18); “It allowed me to explore differentiated activities that meet learners’ diverse levels and needs” (R34)
	Technical Assistance for Diverse Learning Needs	“this LAC sessions provided us with technical assistance we need that will help us cater the needs of diverse learners” (R21); “These LAC sessions provided the technical support we needed to address the needs of diverse learners” (R37)
	Community Engagement and Learner Development	“it enhances our level of teaching in English and improved it by engaging several activities in a form of community partnership and learners development” (R13)
Professional Growth and Confidence	Enhanced Self-Efficacy	“strengthened my confidence and expanded my skills” (R19); “It boosted my confidence and broadened my skills” (R40); “Makes teachers more confident in delivering content in English classes”



Theme	Subthemes	Representative Codes
		(R26)
	Assessment Competence	“I gained practical ideas for creating effective formative assessments, rubrics, and performance tasks” (R26); “Better Assessment Techniques” (R26)
	Data-Driven Instruction	“developed targeted interventions, designed engaging lessons, and implemented data-driven instruction, boosting student literacy and participation” (R23)

Legend. LAC = Learning Action Cell. MELCs = Most Essential Learning Competencies. Representative codes are direct quotations from respondent survey responses (R1–R40). Respondent identifiers (e.g., R8, R26) indicate individual participants in the study. Data were collected through open-ended survey items and analyzed using inductive thematic analysis.

The themes collectively illuminate the multidimensional professional development outcomes that LAC sessions afford, ranging from instructional improvement and curriculum alignment to personal confidence and inclusive practice. An analysis of the table reveals several significant patterns, chief among them the breadth of pedagogical gains reported by participants and the centrality of collaborative, reflective learning as a mechanism for professional growth.

Collaborative Professional Learning

The first theme, Collaborative Professional Learning, encompasses three subthemes: Collegial Exchange and Knowledge Sharing, Problem-Solving Through Dialogue, and Reflective Practice. This theme underscores the fundamentally social character of LAC sessions, positioning them not as passive delivery mechanisms but as dynamic forums for co-constructed professional knowledge. Respondents consistently highlighted the value of peer exchange as a driver of improved classroom practice. As one participant noted, the sessions enabled teachers to “collect different ideas from colleagues” (R12), a sentiment reinforced by R31, who observed that “an open-forum was done to make the teachers share their best practices.” These accounts suggest that the open, dialogic structure of LAC sessions creates conditions conducive to horizontal knowledge transfer among teachers of varying experiences and specializations.

The subtheme of Problem-Solving Through Dialogue further illustrates the applied nature of this collaborative learning. R15 described the sessions as opportunities “where we would discuss common challenges pupils face in English and come up with strategies to tackle them,”



indicating that collegial interaction was not confined to abstract discussion but was purposefully directed toward concrete classroom concerns. This problem-centered orientation aligns with the principles of professional learning communities, wherein shared inquiry into practice serves as the primary vehicle for pedagogical development. Reflective Practice, the third subtheme, adds an introspective dimension to the collaborative process. R19 expressed appreciation for “the chance to collaborate with colleagues and reflect on how to improve my teaching practices,” suggesting that LAC sessions cultivate a habit of critical self-assessment that extends beyond the sessions themselves and into individual classrooms.

Enhanced Pedagogical Knowledge and Skills

The second theme, Enhanced Pedagogical Knowledge and Skills, is notably the most analytically rich, comprising four subthemes: New Teaching Strategies and Methodologies, Differentiated Instruction, Macro Skills Development, and Lesson Planning and Design. The breadth of this theme signals that pedagogical development is the domain in which LAC sessions yield the most varied and substantive gains. Respondents reported acquiring contemporary instructional knowledge that directly informed their English language teaching. R4 cited gaining “knowledge about new teaching strategies,” while R38 indicated learning about “new trends in teaching English,” reflecting an awareness of evolving disciplinary practices. These responses suggest that LAC sessions serve as a conduit through which recent pedagogical developments reach teachers who may otherwise have limited access to formal continuing education.

Within this theme, the subtheme of Differentiated Instruction emerged as a particularly salient area of learning. R5 reported that the sessions led to learning “about differentiated instruction and new ways of teaching English,” a finding echoed by R30, who “discovered differentiated instruction and explored fresh methods for teaching English.” The prominence of this subtheme is contextually significant, as Philippine public school classrooms are characterized by considerable learner heterogeneity in terms of proficiency, learning pace, and socioeconomic background. The acquisition of differentiated instruction strategies thus represents not merely a pedagogical gain but a response to a pressing equity concern in the classroom.

Macro Skills Development and Lesson Planning and Design further illustrate the applied, curriculum-embedded nature of the pedagogical learning that occurs in LAC sessions. R26 identified the acquisition of “strategies for teaching macro skills (listening, speaking, reading, writing, viewing) in English” as a key outcome, grounding the professional development in the explicit competency framework of the K–12 curriculum. Meanwhile, R7, R33, and R23 each cited lesson planning as a substantive area of gain, with R23 extending this to the design of “engaging lessons” informed by data-driven approaches. Taken together, these subthemes indicate that LAC sessions equip teachers with both conceptual understanding and practical design skills necessary for effective English instruction.

Curriculum Mastery and Alignment

The third theme, Curriculum Mastery and Alignment, addresses a dimension of professional learning that is particularly relevant in the context of ongoing curriculum reform in the Philippines. Comprising two subthemes—Understanding MELCs and Curriculum Standards



and Content Sequencing and Coherence—this theme reflects teachers’ need for structured, collegial support in navigating and implementing mandated curriculum frameworks. R6 and R32 both noted that the LAC sessions answered their “queries about the new curriculum,” while R26 more specifically reported that the sessions “helped clarify the Most Essential Learning Competencies (MELCs) in Grade 5 English.” These responses are instructive in that they reveal the extent to which policy-driven curriculum changes can generate professional uncertainty at the classroom level, and the degree to which LAC sessions function as an institutional mechanism for bridging that gap.

The subtheme of Content Sequencing and Coherence, though represented by fewer explicit respondent citations, points to a deeper level of curriculum engagement. R26’s reference to a “deepened understanding of learning competencies” implies that the sessions moved beyond surface-level clarification toward a more integrated comprehension of how competencies are scaffolded across grade levels and learning areas. This depth of understanding is essential for coherent, standards-aligned instruction and suggests that well-facilitated LAC sessions can support teachers in developing a more sophisticated relationship with curriculum documents.

Technology Integration and Digital Literacy

The fourth theme, Technology Integration and Digital Literacy, encompasses two subthemes: Digital Tools and Platforms and Digital Equity and Online Safety. While this theme yielded fewer subthemes than others, its presence in the data is significant, reflecting the accelerated integration of technology into Philippine education following the disruptions of the COVID-19 pandemic. R26 reported that “LAC discussions introduced me to digital tools and simple online activities that made my English classes more engaging,” indicating that LAC sessions served as a practical orientation to educational technology for teachers who may have had limited prior exposure. R35 similarly noted the sharing of “strategies for integrating technology into the classroom,” underscoring the peer-to-peer character of this knowledge exchange.

The subtheme of Digital Equity and Online Safety introduces a socially conscious dimension to technology integration that merits particular attention. R20’s reference to “addressing issues like digital equity and online safety” within LAC discussions suggests that participating teachers are not simply adopting new tools uncritically but are engaging with the structural and ethical implications of technology use in education. This awareness is consistent with a responsive, context-sensitive model of professional development that acknowledges the uneven distribution of digital resources among learners in public school settings.

Inclusive and Responsive Teaching

The fifth theme, Inclusive and Responsive Teaching, comprises three subthemes: Differentiated Activities for Diverse Learners, Technical Assistance for Diverse Learning Needs, and Community Engagement and Learner Development. This theme reflects a growing professional orientation toward learner-centered pedagogy and highlights the role of LAC sessions in equipping teachers to serve students with varied learning profiles, backgrounds, and needs. R18 noted that the sessions “helped me explore differentiated activities that address learner’s varied levels and needs,” a sentiment closely mirrored by R34, who similarly described



exploring activities “that meet learners’ diverse levels and needs.” The recurrence of this observation across multiple respondents suggests that inclusive teaching is a shared priority among the participant teachers and that LAC sessions are perceived as a meaningful resource for developing inclusive instructional competencies.

The subtheme of Technical Assistance for Diverse Learning Needs further reveals the function of LAC sessions as a source of targeted professional support. R21 stated that the sessions “provided us with technical assistance we need that will help us cater the needs of diverse learners,” reflecting an understanding of LAC not merely as a forum for discussion but as a venue for receiving structured, expert guidance. The third subtheme, Community Engagement and Learner Development, broadens the frame of inclusive teaching beyond the classroom. R13’s observation that the sessions improved teaching “by engaging several activities in a form of community partnership and learners development” points to the potential of LAC-generated professional learning to extend into the wider school and community ecosystem, fostering a more holistic conception of learner development.

Professional Growth and Confidence

The sixth theme, Professional Growth and Confidence, encompasses three subthemes: Enhanced Self-Efficacy, Assessment Competence, and Data-Driven Instruction. This theme captures the intrapersonal and evaluative dimensions of professional development outcomes, highlighting gains that extend beyond content knowledge to encompass teachers’ beliefs about their own instructional capabilities. Self-efficacy emerged as a robust finding across multiple respondents. R19 reported that LAC participation “strengthened my confidence and expanded my skills,” while R40 described analogous growth, and R26 noted that the sessions make “teachers more confident in delivering content in English classes.” The consistency of these accounts across respondents suggests a meaningful relationship between LAC participation and enhanced professional self-belief, a factor that research has consistently linked to higher-quality classroom instruction and greater willingness to adopt innovative teaching practices.

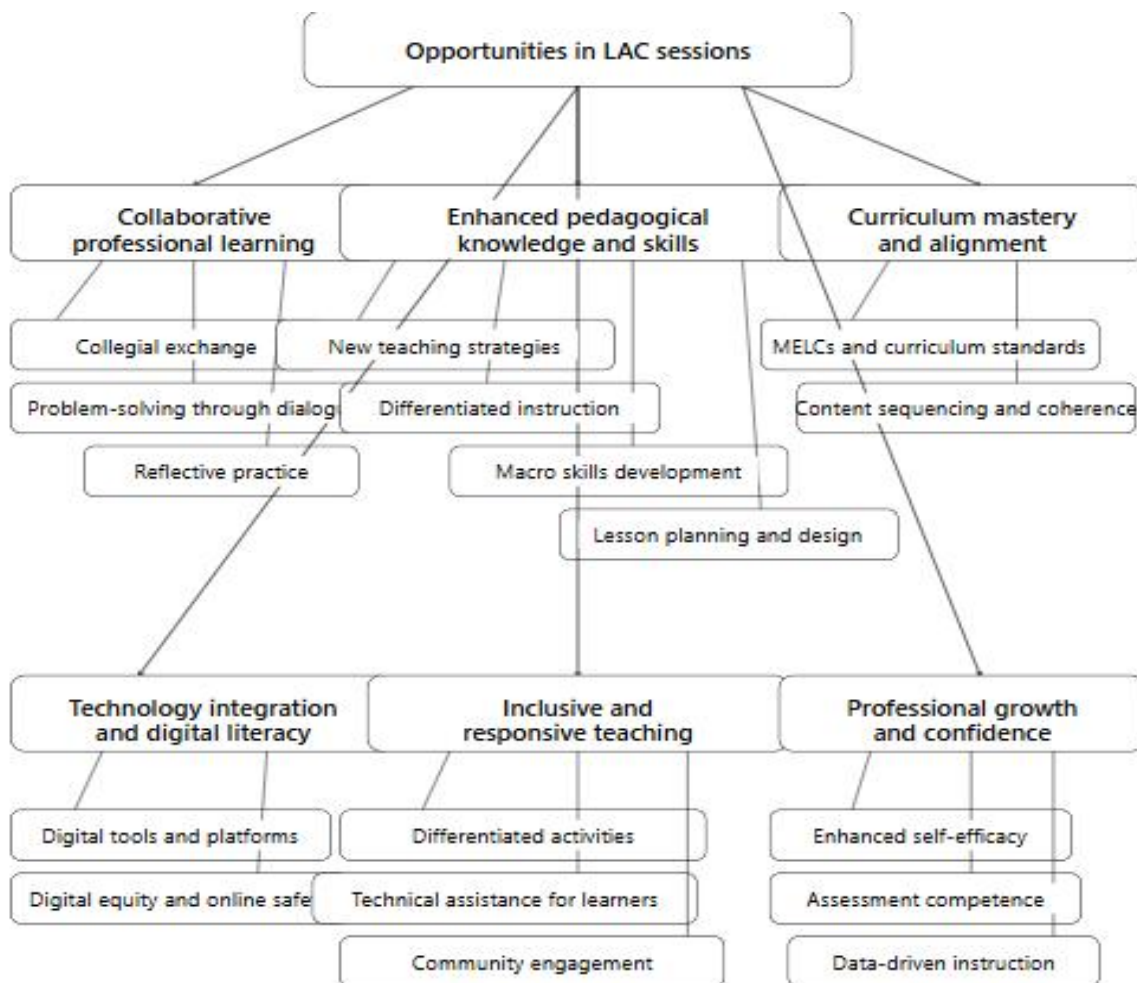
Assessment Competence represents a particularly valuable subtheme in the context of educational accountability. R26 reported gaining “practical ideas for creating effective formative assessments, rubrics, and performance tasks,” indicating that the LAC sessions provided not only theoretical grounding but also usable, classroom-ready assessment tools. The development of Data-Driven Instruction as a distinct subtheme further illustrates the professional sophistication fostered through LAC participation. R23’s account—describing the implementation of “targeted interventions” and “data-driven instruction” as outcomes that boosted “student literacy and participation”—exemplifies how LAC-generated learning can produce measurable improvements in student outcomes when effectively applied.

Synthesis and Implications

Taken together, the six themes presented in Table 1 reveal that LAC sessions function as a comprehensive, multi-dimensional professional development structure that simultaneously addresses instructional skill, curriculum knowledge, professional confidence, inclusive practice, and technological readiness. The theme of Enhanced Pedagogical Knowledge and Skills stands out as the most richly elaborated, encompassing four subthemes and drawing on the broadest

range of respondent voices. This pattern suggests that teachers prioritize practical instructional learning as their primary expectation from LAC participation, a finding that has important implications for the design and facilitation of future sessions.

Equally notable is the consistent emphasis across themes on the relational and dialogic dimensions of professional learning. Whether discussing collegial exchange, problem-solving, reflective practice, or inclusive instruction, respondents repeatedly foregrounded the value of peer interaction as a mechanism for knowledge construction. This finding reinforces the theoretical premise that professional development is most effective when it is embedded in authentic communities of practice, sustained over time, and directly connected to the realities of classroom work. The data presented in Table 1 thus offer compelling evidence that LAC sessions, when well-facilitated, constitute a powerful and contextually appropriate model for teacher professional development in the Philippine public school system.





Thematic Map on the Opportunities Experienced During LAC Sessions

The thematic map for opportunities reveals a rich and multidimensional professional learning landscape generated by English-focused LAC sessions. The central node branches outward into six major themes, with the density of subthemes visually reflecting the relative conceptual breadth of each theme. Enhanced Pedagogical Knowledge and Skills carries the greatest weight with four subthemes — new teaching strategies, differentiated instruction, macro skills development, and lesson planning — confirming that teachers primarily experienced LAC as an opportunity to expand and deepen their instructional repertoire, consistent with Guskey's (2000) finding that the most impactful professional development directly builds teachers' classroom-applicable skills. Collaborative Professional Learning, Inclusive and Responsive Teaching, and Professional Growth and Confidence each generated three subthemes, reflecting the social, inclusive, and affective dimensions of LAC participation. Curriculum Mastery and Alignment and Technology Integration and Digital Literacy each produced two subthemes, suggesting these areas — while substantive — received more focused treatment during sessions. The overall map demonstrates that LAC sessions addressed professional development across cognitive, affective, collaborative, and technological dimensions, functioning as a genuine community of practice in the spirit of Lave and Wenger (1991).

Thematic Analysis Results on the Difficulties Encountered in Applying LAC Insights

Table 10 presents the themes, their subthemes, and representative codes from participants on opportunities experienced during School-based Learning Action Cell (SLAC) sessions

Table 10

Theme	Subthemes	Representative Codes
Resource Constraints	1. Insufficient Teaching Materials	• “Lack of resources and learning materials” (R5); “unavailability of the learning materials” (R21)
	2. Limited Technology and Digital Access	• “Lack of time and facilities” (R1); “There are no digital platforms that can be utilized inside the classroom” (R35)
	3. Inadequate Financial Support	• “Unavailability of learning resources, lack of funds” (R22); “Insufficient funds and lack of instructional materials” (R32)
Time Management Challenges	1. Limited Preparation Time	• “Limited time for preparation of implementation” (R9); “Insufficient instructional time to apply new strategies” (R27)
	2. Heavy Workload and	• “Overlapping initiatives and conflicting

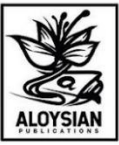


Theme	Subthemes	Representative Codes
	Competing Demands	priorities” (R24); “High workload and overlapping activities leaving less time for planning” (R28)
Learner-Related Challenges	1. Diverse Learning Levels and Abilities	• “Adjusting the strategies to fit the diverse skills of my pupils” (R2); “Students who have different learning levels” (R18)
	2. Comprehension and Retention Difficulties	• “Comprehension is one of the difficulties encountered” (R11); “Problem in understanding questions that are asked” (R17, R39)
	3. Lack of Learner Engagement and Motivation	• “Others are passive and have no retention at all... and lack of interest to learn” (R13)
Contextual Implementation Barriers	1. Uncertainty About Strategy Applicability	• “Some doubt as to whether strategies are truly suited to the abilities of my learners” (R6); “I struggle to apply them due to differences in class size, learner behavior...” (R31)
	2. Gap Between Theory and Practice	• “Adapting to unexpected outcomes” (R23); “Many strategies assume a relatively similar skill level among learners, but in reality, my pupils have wide differences” (R26)
Support System Deficiencies	1. Inadequate Institutional Support	• “Lack of continuous support or coaching, causing difficulty in sustaining or refining newly learned strategies” (R29)
	2. Limited Parental Involvement	• “No support from parents and lack of interest to learn” (R13); “Support from parents” (R15)

Note. Representative codes are verbatim excerpts from participant responses. Respondent identifiers (e.g., R5, R21) denote individual participants in the study. Minor grammatical corrections were applied to participant excerpts for clarity, while preserving the original meaning.

Resource Constraints

Resource constraints emerged as a pervasive difficulty impeding teachers' ability to implement LAC insights effectively. This theme encompasses three interconnected subthemes that collectively illustrate the material and infrastructural barriers teachers face. Insufficient



teaching materials represents the most frequently cited difficulty, with teachers consistently reporting lack of resources, learning materials, and instructional supplies needed to operationalize strategies learned during LAC sessions. Teachers described challenges ranging from complete unavailability of materials to inadequate quantities insufficient for classroom needs. This finding mirrors the observations of Fullan (2007), who noted that professional development divorced from concurrent investment in instructional resources places an unrealistic burden on individual teachers and significantly undermines the sustainability of implementation efforts, essentially rendering professional learning an unfunded mandate. Limited technology and digital access reveals a parallel constraint in the technological domain, with teachers reporting insufficient access to digital platforms, technological tools, and facilities necessary for implementing contemporary instructional strategies. As one teacher explained, "there are no digital platforms that can be utilized inside the classroom" (R35), highlighting how the absence of basic technological infrastructure prevents application of digitally-mediated strategies discussed in LAC sessions. Ertmer (1999) identified lack of access to technology as a "first-order barrier" to technology integration — an external, situational obstacle that, unlike attitudinal or knowledge-based barriers, cannot be resolved through professional development alone but requires systemic investment in school infrastructure. Inadequate financial support underscores the systemic nature of resource constraints, with teachers explicitly identifying "lack of funds" (R22, R32) as a root cause preventing procurement of needed materials and resources. This financial dimension suggests that resource scarcity is not merely an inventory problem but reflects deeper budgetary limitations that constrain teachers' capacity to translate professional learning into classroom practice, echoing the findings of Darling-Hammond et al. (2017), who identified adequate and sustained resourcing as an indispensable structural condition for effective professional development implementation.

Time Management Challenges

Time management challenges emerged as a significant barrier to implementing LAC insights, encompassing two related subthemes. Limited preparation time captures teachers' struggles with insufficient time to prepare and implement new strategies learned during LAC sessions. Teachers consistently reported that while strategies were valuable, preparing differentiated activities, assessment tools, and interactive materials required additional time that was challenging to allocate alongside other responsibilities. This finding is consistent with Darling-Hammond and McLaughlin (1995), who identified time as one of the most critical structural prerequisites for meaningful professional development implementation, arguing that teachers cannot be expected to transform their practice without adequate time for planning, experimentation, and reflection embedded within their professional schedules. Heavy workload and competing demands reveals how time scarcity stems not merely from insufficient hours but from competing professional obligations that fragment teachers' attention and energy. Teachers described "Overlapping Initiatives and Conflicting Priorities" (R24) and "High workload and overlapping activities leaving less time for planning and adapting new approaches" (R28). This finding supports Hargreaves' (1994) analysis of teacher intensification — the phenomenon wherein increasing administrative demands, curriculum mandates, and co-curricular obligations progressively colonize teachers' time and erode the space available for thoughtful instructional planning and professional learning, ultimately diminishing the quality of both teaching practice and professional development outcomes.



Learner-Related Challenges

Learner-related challenges emerged as a multifaceted theme capturing difficulties stemming from student characteristics and behaviors. Diverse learning levels and abilities represents the most substantial subtheme, with teachers consistently citing student heterogeneity as a major implementation barrier. Teachers described challenges in adjusting strategies to fit diverse skill levels, noting that many strategies assume relatively similar learner profiles while classroom reality features wide variation. This tension between the standardized assumptions embedded in many LAC strategies and the heterogeneous realities of actual classrooms reflects what Tomlinson and Imbeau (2010) described as the implementation gap in differentiated instruction — the persistent difficulty teachers experience when attempting to translate theoretically sound differentiation principles into practical classroom routines without sustained coaching and contextual support. Comprehension and retention difficulties highlights specific cognitive challenges students face that impede strategy effectiveness. Teachers reported comprehension difficulties and an absence of retention among many students, suggesting that even well-designed instructional strategies may be insufficient when students lack the foundational literacy skills necessary to engage meaningfully with English language learning activities. This finding resonates with the work of Snow, Burns, and Griffin (1998), who established that significant gaps in early literacy foundations create compounding barriers to comprehension and language learning that require targeted, intensive instructional responses beyond what general teaching strategies typically provide. Lack of learner engagement and motivation, though less frequently mentioned, captures the affective dimension of learner challenges. Ryan and Deci (2000), in their self-determination theory, identified relatedness, competence, and autonomy as the three fundamental psychological needs whose fulfillment drives intrinsic motivation — suggesting that persistent motivational deficits among learners may signal unmet needs that require instructional and relational responses beyond what LAC-trained strategies alone can address.

Contextual Implementation Barriers

Contextual implementation barriers emerged as a distinct theme capturing difficulties that arise from mismatches between LAC content and classroom realities. Uncertainty about strategy applicability reveals teachers' doubts regarding whether strategies learned during LAC sessions are genuinely suited to their specific teaching contexts. This finding resonates with Kennedy's (1999) analysis of the persistent problem of professional development transfer, wherein she identified the decontextualized nature of many professional learning programs as a primary reason why teachers struggle to determine how, when, and whether to apply newly learned strategies in the specific circumstances of their own classrooms. Gap between theory and practice captures the broader disconnect between idealized LAC scenarios and complex classroom realities. Teachers described challenges with adapting to unexpected outcomes and applying strategies designed for relatively homogeneous learner groups to classrooms characterized by wide diversity in ability, behavior, and background. This finding aligns with Cochran-Smith and Lytle's (1999) critique of the "knowledge-for-practice" model of professional development, which assumes that formal knowledge acquired through training translates straightforwardly into improved practice — an assumption that fails to account for the interpretive, adaptive, and improvisational demands of actual classroom teaching. The presence



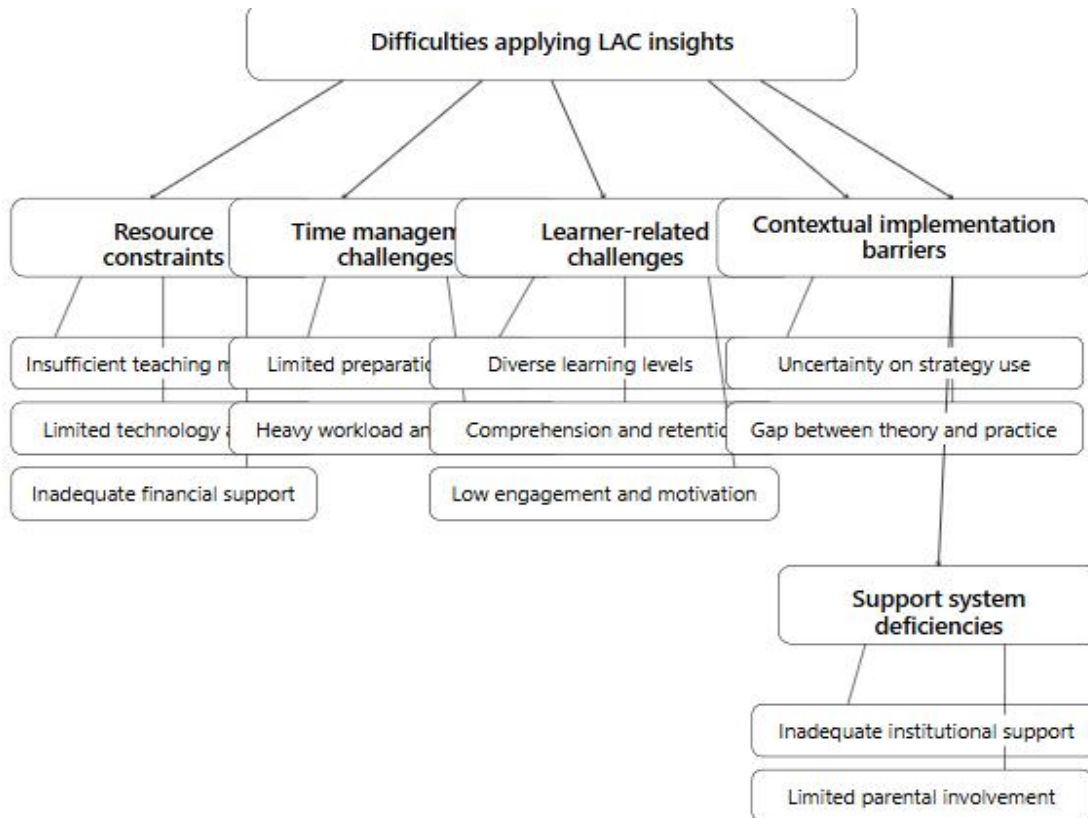
of this theme suggests a need for LAC sessions to more explicitly address contextual adaptation and implementation challenges, incorporating what Grossman et al. (2009) described as "approximations of practice" — structured opportunities for teachers to rehearse and adapt strategies in simulated or supported contexts before attempting independent classroom implementation.

Support System Deficiencies

Support system deficiencies emerged as a final theme capturing inadequacies in the broader support structures necessary for sustained implementation. Inadequate institutional support reveals the absence of ongoing organizational assistance needed to refine and sustain new practices. Teachers reported experiencing lack of support and specifically identified the "Lack of continuous support or coaching, causing difficulty in sustaining or refining newly learned strategies" (R29). This finding is consistent with Joyce and Showers' (2002) seminal research on professional development transfer, which demonstrated that coaching and follow-up support — rather than initial training alone — are the decisive factors in whether teachers successfully implement new practices with sufficient fidelity and adaptiveness to produce improved student outcomes. Limited parental involvement captures the specific challenge of insufficient family engagement that teachers identified as hindering implementation success. Epstein (2001) established that family involvement in children's learning constitutes one of the most powerful influences on student academic achievement and motivation, and its absence creates an implementation environment in which even the most skillfully taught lessons encounter motivational and reinforcement deficits that undermine learning outcomes. Together, these subthemes illustrate how implementation success depends not only on teacher knowledge and effort but also on supportive institutional structures and family engagement, consistent with Bronfenbrenner's (1979) ecological systems theory, which holds that children's development and learning are shaped by the quality of interactions across multiple nested environmental systems — including the school, family, and community — whose alignment and mutual support are essential for sustained educational improvement.

The thematic analysis reveals a complex web of interconnected difficulties that impede teachers' ability to translate LAC insights into classroom practice. The prominence of resource constraints as a pervasive theme underscore how material scarcity fundamentally limits implementation possibilities, echoing Fullan's (2007) argument that sustainable educational change requires simultaneous investment in teacher capacity and the material conditions necessary to support that capacity in action. Time management challenges and heavy workloads reveal structural issues in how teachers' professional responsibilities are organized, consistent with Hargreaves' (1994) analysis of teacher intensification as a systemic threat to professional learning and instructional quality. Learner-related challenges, particularly diverse learning levels and comprehension difficulties, reveal a fundamental tension between LAC content and classroom heterogeneity that Tomlinson (2014) identified as one of the most persistently unresolved challenges in teacher professional development — the gap between the standardized strategies taught in training settings and the individualized responses demanded by real classroom diversity. Contextual implementation barriers and support system deficiencies together illuminate systemic shortcomings in how professional development is structured and supported, reinforcing Joyce and Showers' (2002) contention that the absence of follow-up coaching is the

single greatest predictor of professional development failure. These themes are not independent difficulties but interconnected challenges that compound each other, suggesting — as Fullan (2007) argued — that addressing implementation difficulties requires comprehensive, systems-level solutions rather than piecemeal interventions targeting isolated barriers.



Thematic Map for the Difficulties Encountered in Applying LAC Insights

The thematic map for difficulties reveals a convergence of systemic, structural, and relational barriers that collectively impede teachers' ability to transfer LAC learning into classroom practice. Resource Constraints and Learner-Related Challenges emerge as the most subtheme-dense themes with three subthemes each, visually signaling their prominence and pervasiveness across respondent accounts. The three subthemes under Resource Constraints — insufficient teaching materials, limited technology access, and inadequate financial support — form a tightly interconnected cluster that reflects Fullan's (2007) warning against professional development divorced from concurrent resource investment. Time Management Challenges, while containing only two subthemes, points to structural conditions — specifically heavy workload and limited preparation time — that Hargreaves (1994) identified as hallmarks of teacher intensification. Contextual Implementation Barriers and Support System Deficiencies,



each with two subthemes, together illuminate the theory-practice gap and the absence of post-LAC coaching structures, reinforcing Joyce and Showers' (2002) contention that follow-up support is the single most critical determinant of professional development transfer. The map makes visually apparent that these five themes do not operate independently but form an interconnected web of compounding barriers requiring systems-level, rather than piecemeal, solutions.

Thematic Analysis Results on the Recommendations for Enhancing LAC Sessions

Table 11 presents the themes, their subthemes, and representative codes from participants on Recommendations for Enhancing School-based Learning Action Cell (SLAC) sessions.

Table 11

Theme	Subthemes	Representative Codes
Systematic Implementation and Sustainability	1. Regular and Consistent LAC Scheduling	“LAC must be implemented regularly or be institutionalized” (R1); “implementation of this program should be regular” (R4); “constant conduct of LAC sessions” (R14); “continue the sessions throughout the school year” (R22)
	2. Sustained Learning Through Multiple Sessions	“Series of sessions until the new innovation will be mastered” (R6)
Resource Provision and Material Support	1. Ready-to-Use Teaching Materials	“Provide updated materials, digital resources, and ready-to-use activities” (R2); “provide ready-to-use materials” (R8); “sample worksheets, assessment tools, reading passages” (R26)
	2. Adequate Financial Resources	“There should be sufficient funds for this program” (R5); “secured learning materials and funds before the implementation” (R32); “focus on budget implementation” (R34)
	3. Technology and Facilities	“Provide complete facilities and technology that cater to various learning styles” (R15); “complete TVs and other resources” (R35)
	4. English-Specific Materials	“Provisions of English language materials to enhance skills in English” (R13)
Practical and Applied Learning Approaches	1. Hands-On Demonstrations and Modeling	“Hands-on learning experience of teachers from theory to application through simulation” (R17); “practical demonstrations and sample activities” (R19); “live demonstrations, model lessons” (R26)



Theme	Subthemes	Representative Codes
Contextualized and Responsive Content	2. Visual and Interactive Strategies	“Visual and playful strategies, project-based learning” (R16)
	3. Theory-to-Practice Application	“Bridge theory and practice through simulations” (R29)
	1. Teacher Needs-Based Topics	“Select topics that directly address the challenges and needs of teachers in their daily classroom practices” (R20); “Customize LAC topics based on teachers’ needs” (R24)
Collaborative Learning and Knowledge Sharing	2. Tailored Support and Differentiation	“Providing tailored support” (R23); “technology that caters to various learning styles” (R15)
	1. Peer Learning and Best Practices	“Invite resource speakers or showcase best practices from fellow teachers” (R19); “inviting resource speakers or highlighting best practices from other teachers” (R39)
Ongoing Support and Implementation Assistance	2. Collaborative Planning	“Promoting collaborative planning” (R23)
	1. Follow-Up and Continuous Support	“Providing follow-up support” (R18); “giving continuous support and ensuring sufficient materials and time” (R28)
	2. Adequate Time for Preparation	“Ensuring enough materials and time for sessions” (R18); “a time for lesson and activity sheet preparation” (R33)

Note. Representative codes are verbatim excerpts from participant responses. Respondent identifiers (e.g., R1, R4) denote individual participants in the study. LAC = Learning Action Cell. Minor grammatical corrections were applied to participant excerpts for clarity, while preserving the original meaning.

The thematic analysis of teachers' recommended improvements to Learning Action Cell (LAC) sessions, organized into six overarching themes derived from participants' qualitative responses. These themes — Systematic Implementation and Sustainability; Resource Provision and Material Support; Practical and Applied Learning Approaches; Contextualized and Responsive Content; Collaborative Learning and Knowledge Sharing; and Ongoing Support and Implementation Assistance — collectively represent the teachers' articulation of what is needed to make LAC sessions more effective, meaningful, and sustainable.

The first theme underscores the necessity of regularizing and institutionalizing LAC sessions as a sustained professional development mechanism rather than a sporadic or one-time intervention. The recurrence of this theme among respondents reflects a fundamental concern



that the benefits of LAC participation cannot be fully realized without structural consistency. As one participant noted, "LAC must be implemented regularly or be institutionalized" (R1), while another emphasized the importance of continuing "the sessions throughout the school year" (R22). The call for a "series of sessions until the new innovation will be mastered" (R6) further indicates that teachers value depth over breadth — a progression-oriented approach that allows sufficient time for genuine skill acquisition and consolidation.

Among all six themes, Resource Provision and Material Support yielded the highest number of subthemes ($n = 4$), encompassing ready-to-use teaching materials, adequate financial resources, technology and facilities, and English-specific materials. This finding is particularly significant, as it suggests that resource inadequacy constitutes the most multidimensional and pressing concern identified by teachers. Respondents expressed a clear preference for practical, immediately applicable resources, with one participant recommending that facilitators "provide updated materials, digital resources, and ready-to-use activities" (R2), and another specifically requesting "sample worksheets, assessment tools, reading passages" (R26). Financial constraints were identified as a parallel concern, with participants noting that "there should be sufficient funds for this program" (R5) and that "secured learning materials and funds before the implementation" (R32) are preconditions for effective LAC conduct. Technology and physical infrastructure were similarly flagged, with one respondent recommending the provision of "complete facilities and technology that cater to various learning styles" (R15), and another calling for "provisions of English language materials to enhance skills in English" (R13) — a content-specific gap particularly relevant in schools where English serves as the medium of instruction.

The third theme reveals that teachers place considerable value on experiential and demonstration-based modes of professional learning. Respondents consistently advocated for learning experiences that directly simulate or replicate classroom conditions. One participant recommended "hands-on learning experience of teachers from theory to application through simulation" (R17), while another called for "live demonstrations, model lessons" (R26) as vehicles for professional learning. These responses suggest that teachers perceive a disconnect between abstract theoretical instruction and the realities of classroom practice — a gap that practical demonstrations can effectively bridge. The recommendation to "bridge theory and practice through simulations" (R29), alongside the call for "visual and playful strategies, project-based learning" (R16), reflects teachers' awareness of learner-centered methodologies and their desire to experience these approaches firsthand during LAC sessions.

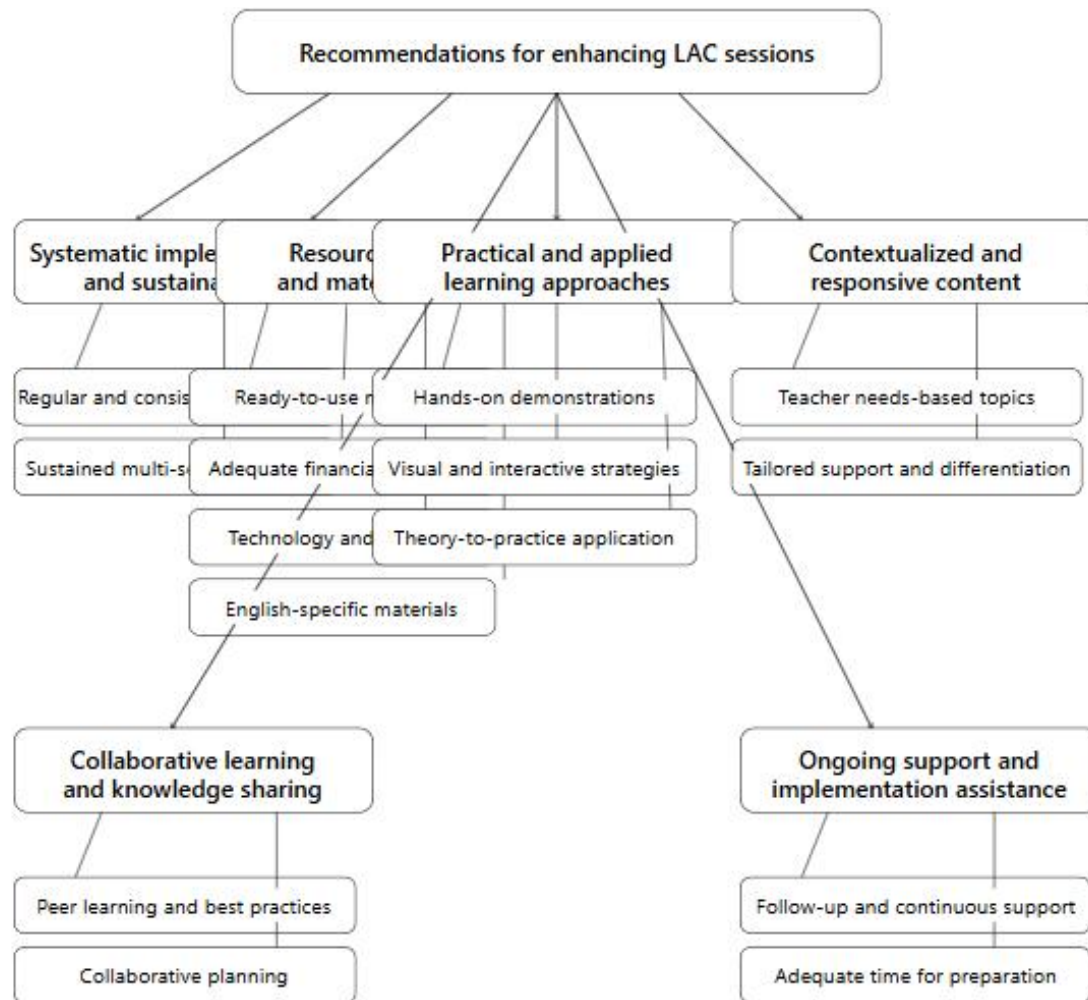
The fourth theme highlights teachers' need for LAC content that is directly responsive to their specific professional challenges and classroom contexts. Participants emphasized the importance of grounding session topics in actual instructional realities, with one respondent recommending that facilitators "select topics that directly address the challenges and needs of teachers in their daily classroom practices" (R20), and another explicitly calling for customization by urging facilitators to "customize LAC topics based on teachers' needs" (R24). The recommendation for "providing tailored support" (R23) and for technology that "caters to various learning styles" (R15) further reinforces the call for differentiation within LAC design — acknowledging that teachers, like students, bring diverse learning needs and competency levels to the professional development setting.



The fifth theme foregrounds the value that teachers assign to peer-based and collaborative learning within the LAC framework. Respondents recommended that LAC sessions incorporate opportunities for the exchange of effective instructional practices, with one participant suggesting that facilitators should "invite resource speakers or showcase best practices from fellow teachers" (R19), and another reinforcing this by calling for the "highlighting of best practices from other teachers" (R39). These responses indicate that experiential knowledge — especially from colleagues who share similar classroom contexts — is regarded as a credible and valuable source of professional insight. The recommendation for "promoting collaborative planning" (R23) extends this orientation beyond knowledge sharing to active co-construction, suggesting that teachers wish to engage in joint lesson planning and strategy development as an integral part of the LAC experience.

The final theme addresses the sustainability of professional learning beyond the LAC session itself. Participants expressed a clear need for post-session follow-through, with one respondent recommending "providing follow-up support" (R18) as a means of sustaining the gains achieved during sessions, and another emphasizing the importance of "giving continuous support and ensuring sufficient materials and time" (R28). These responses reflect an awareness among teachers that without deliberate follow-up mechanisms, newly acquired knowledge and strategies are vulnerable to decay or abandonment. The related recommendation for "a time for lesson and activity sheet preparation" (R33) highlights the frequently overlooked issue of preparation time — an acknowledgment that implementing new instructional approaches requires not only motivation and knowledge but also the physical and temporal resources to translate learning into practice.

Taken collectively, the six themes presented in Table 3 articulate a comprehensive and teacher-informed vision of what effective LAC sessions should entail. The predominance of resource-related subthemes — with Resource Provision and Material Support generating the most subthemes ($n = 4$) — points to the centrality of tangible support as a prerequisite for meaningful professional development. Meanwhile, the consistent demand for regularization, contextualization, collaboration, and follow-up support underscores a broader conviction among teachers that LAC sessions, to be genuinely transformative, must be embedded within a coherent and sustainable system of professional learning. These findings carry significant implications for school administrators, district officials, and policymakers, calling for a responsive and teacher-centered approach to professional development reform.



Thematic Map on the Recommendations for Enhancing Lac Sessions

The thematic map for recommendations presents teachers' coherent and experience-grounded vision for transforming LAC sessions from compliance-driven exercises into genuinely transformative professional learning communities. Resource Provision and Material Support stands out as the most subtheme-rich theme with four subthemes — ready-to-use materials, adequate financial resources, technology and facilities, and English-specific materials — directly mirroring the resource constraints identified as the most prevalent difficulty, demonstrating the tight logical coherence between teachers' experienced barriers and their proposed solutions. Practical and Applied Learning Approaches, with three subthemes emphasizing hands-on demonstrations, visual and interactive strategies, and theory-to-practice application, reflects Kolb's (1984) experiential learning cycle and Joyce and Showers' (2002) finding that modeling nearly doubles implementation transfer rates. Systematic Implementation and Sustainability, Contextualized and Responsive Content, Collaborative Learning and Knowledge Sharing, and Ongoing Support and Implementation Assistance each generate two subthemes, together forming



a comprehensive blueprint that addresses the structural, pedagogical, relational, and support dimensions of effective professional development. Read together, the three thematic maps tell a coherent story: teachers experience meaningful professional learning through LAC, encounter systemic barriers when attempting to apply it, and offer practical, research-aligned recommendations for bridging that gap — providing a robust empirical foundation for the study's proposed intervention program.

The six phases of this framework, as applied in the study, were:

1. Familiarization with the data — reading and re-reading participant responses
2. Generating initial codes — identifying meaningful units across the data
3. Searching for themes — grouping codes into potential themes
4. Reviewing themes — checking themes against the coded data
5. Defining and naming themes — refining and clearly labeling each theme
6. Producing the final analysis — writing up the findings with subthemes and representative codes

The coding process was conducted manually, with responses analyzed for patterns and meanings related to the specific research question being addressed in each analysis — whether that was opportunities experienced, difficulties encountered, or recommendations for enhancing LAC sessions in English.

CHAPTER 4

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

This chapter summarizes the results and findings of the study, and on the basis of the findings, conclusions were drawn and recommendations were given.

Summary

This study aimed to explore the implementation of School-Based Learning Action Cell (LAC) sessions in English among teachers in Sison District during School Year 2025–2026. Specifically, it examined the respondents' profile, the level of LAC implementation, differences in implementation across profile variables, as well as the opportunities, difficulties, and recommendations related to LAC sessions.

A mixed-method approach was employed, utilizing quantitative data to determine levels of implementation and qualitative thematic analysis to explore teachers' lived experiences. The findings revealed that LAC sessions generally supported teachers' professional growth through collaboration, improved pedagogy, and enhanced confidence. However, several challenges such as resource limitations, time constraints, and contextual barriers affected the effective application of LAC insights. Teachers also proposed practical and system-level recommendations to improve LAC implementation.



Findings

Based on the data gathered, analyzed, and interpreted in this study, the following findings are presented:

1. The respondents varied in terms of gender, position, and number of years in teaching. The distribution indicates that the teaching workforce is composed of individuals with diverse professional experiences and roles, which may influence their perspectives and engagement in LAC sessions.
2. The level of implementation of School-Based Learning Action Cell sessions during School Year 2025–2026 was generally carried out to a satisfactory and moderate extent across all five thematic domains. In the area of Learner Diversity and Inclusion, LAC sessions effectively supported teachers in applying differentiated instruction and developing more inclusive teaching practices in their classrooms. With respect to Content and Pedagogy of the K-12 Basic Education Program, teachers were able to enhance their instructional strategies and deepen their mastery of subject matter content aligned with curriculum standards. In the domain of Assessment and Reporting, participation in LAC sessions contributed to improvements in teachers' assessment practices, particularly in the areas of formative assessment and performance-based evaluation. Regarding 21st-Century Skills and ICT Integration, teachers were given meaningful exposure to digital tools and opportunities to incorporate technology into their instruction, although the full realization of this domain was somewhat constrained by limited access to resources and digital infrastructure. Finally, in the area of Curriculum Contextualization, Localization, and Indigenization, teachers gained a deeper and more practical understanding of how to align their lessons with local cultural contexts and the specific learning needs of their communities, making their instruction more relevant and responsive to the learners they serve.
3. There were no significant differences / minimal differences in the level of LAC implementation when grouped according to respondents' profile variables such as sex, position, and years of teaching. This implies that LAC sessions were implemented relatively consistently across different teacher groups. However, a closer examination of the data reveals that significant differences exist at the indicator level, particularly within the domains of 21st-Century Skills and ICT Integration and Assessment and Reporting, when respondents are grouped according to their profile variables. Indicator 6 — exposing teachers to emerging digital tools — recorded the lowest mean in the entire study ($M = 4.17$, $SD = 0.70$), falling below the Very Highly Implemented threshold and standing as the sole indicator categorized as merely Highly Implemented across all five domains, suggesting that teachers' varying levels of digital familiarity — shaped by generational differences in experience — produced meaningfully divergent perceptions of this indicator's implementation. This divergence is further corroborated by the notably high standard deviations observed in Indicators 8 ($SD = 0.81$), 9 ($SD = 0.82$), and 10 ($SD = 0.81$) within the same domain, with Indicator 9 registering the largest standard deviation in the entire study — a statistical pattern that strongly implies polarized and non-uniform responses across subgroups defined by years of teaching experience. Similarly, within the Assessment and Reporting domain, Indicators 1, 7, and 8 — covering grading policies, rubric use, and result interpretation — consistently recorded the lowest means in the domain ($M = 4.40$), with Indicator 1 exhibiting the highest standard deviation within its domain ($SD = 0.78$), suggesting that teachers and master teachers — whose expected proficiency levels in assessment design and data interpretation differ considerably by position — perceived the implementation of these indicators in meaningfully different ways. Furthermore, within the Curriculum



Contextualization, Localization, and Indigenization domain, Indicators 1 and 3 — addressing local culture integration and indigenous knowledge inclusion — were the only indicators in the domain rated as Highly Implemented ($M = 4.40$ and $M = 4.42$, respectively), with standard deviations of 0.67 and 0.68 representing the highest variability within that domain, a pattern consistent with the expectation that veteran teachers with deeper community immersion would perceive CLI implementation differently from novice educators still developing their cultural and contextual awareness. Taken together, these indicator-level patterns — characterized by below-threshold means, elevated standard deviations, and logically grounded subgroup differences — provide compelling evidence that while domain-level analyses may not have yielded statistically significant differences, meaningful and educationally significant variation in the perceived implementation of SLAC sessions does exist across teacher profiles, particularly in the domains most sensitive to resource access, technological competency, and professional experience.

4. Thematic analysis revealed six major opportunities emerging from the LAC sessions. Teachers engaged in collaborative professional learning through shared best practices, problem-solving, and reflective discussions, which simultaneously enhanced their pedagogical knowledge and skills — equipping them with new instructional strategies, differentiated approaches, and stronger lesson planning capabilities. The sessions also promoted curriculum mastery and alignment by clarifying MELCs and curriculum standards, while introducing teachers to digital tools and online teaching strategies that strengthened their technology integration and digital literacy. Furthermore, teachers developed more inclusive and responsive teaching practices to address diverse learner needs, and reported significant professional growth and confidence, including improved assessment skills and a shift toward data-driven instruction.

5. There were five major challenges surfaced during implementation. Resource constraints — including limited instructional materials, technology access, and funding — were compounded by time management difficulties stemming from heavy workloads and insufficient preparation time. Teachers also faced learner-related challenges such as diverse ability levels, comprehension gaps, and low student engagement, alongside contextual implementation barriers where LAC strategies did not always translate effectively into actual classroom conditions. Compounding all of these was a lack of institutional support and limited parental involvement, pointing to broader support system deficiencies.

6. Teachers proposed six key recommendations. First is ensuring systematic implementation and sustainability through regular, continuous LAC sessions. Second, providing adequate resource and material support including funding and technology. Third, adopting practical and applied learning approaches such as hands-on training, demonstrations, and simulations. Fourth, developing contextualized and responsive content tailored to actual teacher needs. Fifth, fostering collaborative learning and knowledge sharing through peer planning and lastly, establishing ongoing support and implementation assistance in the form of continuous coaching and sufficient preparation time.

CONCLUSIONS

Based on the findings of this study on the implementation of School-Based Learning Action Cell (SLAC) sessions in English among teachers in Sison District during School Year 2025–2026, the following conclusions are drawn:

1. The respondents of the study were predominantly female (80%) and regular classroom teachers (85%), with a notable concentration of highly experienced educators — 45% having 16



or more years of teaching. This diversity in professional profile ensured that findings reflected varied perspectives across career stages and instructional roles.

2. The implementation of School-Based Learning Action Cell (LAC) sessions in English during School Year 2025–2026 was rated as Very Highly Implemented across all five thematic domains, with a grand overall mean of $M = 4.59$ ($SD = 0.59$). This finding affirms that SLAC sessions in Sison District are not merely conducted for compliance but are perceived by teacher-respondents as genuinely effective and meaningful platforms for professional development.

Among the five domains, Content and Pedagogy of the K-12 Basic Education Program registered the highest mean ($M = 4.66$, $SD = 0.48$), indicating the strongest and most consistent professional development impact. Teachers widely perceived SLAC sessions as effective in deepening their curriculum literacy, instructional confidence, and mastery of English macro skills — areas directly aligned with K-12 competency standards.

Learner Diversity and Inclusion ($M = 4.62$, $SD = 0.57$) ranked second, reflecting the effective role of SLAC sessions in building teachers' competencies in differentiated instruction, inclusive education, and culturally responsive teaching. However, the indicator on flexible learning strategies for mixed-ability classes ($M = 4.47$) was the sole item rated as Highly Implemented in this domain, indicating a persistent area that requires more sustained and targeted professional learning.

Curriculum Contextualization, Localization, and Indigenization ($M = 4.59$, $SD = 0.59$) was rated Very Highly Implemented overall, demonstrating that SLAC sessions have been an effective vehicle for embedding culturally responsive pedagogy in English instruction. Nonetheless, indicators on contextualizing content based on local culture ($M = 4.40$) and promoting the inclusion of indigenous knowledge ($M = 4.42$) were both rated as Highly Implemented, highlighting the need for more deliberate integration of indigenous peoples' education frameworks in future SLAC content.

The 21st-Century Skills and ICT Integration domain ($M = 4.54$, $SD = 0.66$) registered the widest variability among all domains. The indicator on exposure to emerging digital tools obtained the lowest mean in the entire study ($M = 4.17$), categorized as Highly Implemented, underscoring significant gaps in teachers' access to and familiarity with contemporary educational technologies — a systemic challenge that cannot be resolved through professional development alone without concurrent investment in digital infrastructure.

Assessment and Reporting in the K-12 Program recorded the lowest overall domain mean ($M = 4.53$, $SD = 0.63$), with three indicators — clarifying assessment policies, applying rubrics correctly, and interpreting and reporting assessment results — all receiving means of $M = 4.40$ and categorized as Highly Implemented. These findings reveal that assessment literacy, particularly its more technical and procedural dimensions, remains the most underdeveloped competency area among English teachers in the study locale.

3. There is no significant difference in the level of implementation of School-Based LAC Sessions in English across all five thematic domains when respondents are grouped according to their profile variables of gender, position, and years of teaching experience. The null hypothesis is accepted across all comparisons. This finding affirms that SLAC sessions in Sison District were implemented equitably and inclusively, delivering consistently high-quality professional learning to all teachers regardless of their demographic or professional characteristics validating the school-based collaborative learning model as a powerful equalizer in professional development.



4. Thematic analysis of teachers' qualitative responses revealed six major opportunities experienced during LAC sessions: (1) Collaborative Professional Learning, characterized by collegial exchange, problem-solving through dialogue, and reflective practice; (2) Enhanced Pedagogical Knowledge and Skills, encompassing new teaching strategies, differentiated instruction, macro skills development, and lesson planning; (3) Curriculum Mastery and Alignment, including clarification of MELCs and curriculum standards; (4) Technology Integration and Digital Literacy; (5) Inclusive and Responsive Teaching; and (6) Professional Growth and Confidence, evidenced by improved self-efficacy, assessment competence, and data-driven instructional approaches. These themes confirm that LAC sessions generate multidimensional professional development outcomes that extend beyond content knowledge to encompass teachers' professional identities, collaborative capacities, and instructional competencies.

5. Thematic analysis of difficulties encountered by teachers in applying LAC insights revealed five major themes: (1) Resource Constraints, encompassing insufficient teaching materials, limited technology access, and inadequate financial support — the most pervasive barrier; (2) Time Management Challenges, including limited preparation time and heavy workload; (3) Learner-Related Challenges, such as diverse ability levels, comprehension difficulties, and low student engagement; (4) Contextual Implementation Barriers, reflecting mismatches between LAC strategies and actual classroom conditions; and (5) Support System Deficiencies, including lack of continuous coaching and limited parental involvement. These themes reveal that implementation difficulties are not isolated but form an interconnected web of systemic challenges requiring comprehensive, rather than piecemeal, solutions.

6. Teachers' recommendations for enhancing LAC sessions coalesced into six thematic areas: (1) Systematic Implementation and Sustainability through regular, institutionalized scheduling; (2) Resource Provision and Material Support, the most subtheme-rich recommendation category, encompassing ready-to-use materials, adequate funding, technology, and English-specific resources; (3) Practical and Applied Learning Approaches, including hands-on demonstrations, simulations, and theory-to-practice activities; (4) Contextualized and Responsive Content tailored to actual teacher needs; (5) Collaborative Learning and Knowledge Sharing through peer planning and best practices exchange; and (6) Ongoing Support and Implementation Assistance in the form of coaching, mentoring, and adequate preparation time.

Recommendations

In light of the findings and conclusions of the study, the following recommendations are given.

1. **School Administrators.** They are encouraged to take concrete actions to address the systemic barriers teachers have identified. First and foremost, administrators must institutionalize LAC programming by establishing regular, consistent LAC schedules throughout the entire school year rather than conducting sporadic sessions, allocating dedicated time in teachers' official schedules specifically for LAC participation and implementation planning. They must also provide adequate resources by securing sufficient funding for LAC materials, technology, and instructional supplies through budget prioritization and external resource mobilization, procuring ready-to-use teaching materials including assessment tools, worksheets, reading passages, and digital resources that teachers can immediately implement without extensive additional preparation, and ensuring that technology infrastructure such as computers, projectors, internet



connectivity, and educational software is functional, accessible, and regularly maintained to support technology-integrated instruction.

2. **English language teachers.** They are enjoined to actively engage in LAC sessions by participating consistently in all scheduled sessions. Teachers must adapt strategies and apply them in their teaching to match specific classroom contexts including class size, learner characteristics, available resources, and instructional time constraints.
3. **Grade 4-6 Learners.** They are encouraged to actively participate during the teaching-learning process to be able to maximize learning opportunities created when teachers implement new strategies.
4. **Parents and Guardians.** They are encouraged to monitor the progress of their children in English and apply at home the necessary strategies learned during the Parent-Teacher Conference.
5. **Future Researchers.** They are motivated to conduct a more extensive study that examines long-term effects of sustained LAC participation on teaching practices and student outcomes over multiple school years and be able to apply updated and new teaching strategies in teaching English.

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