

Learning Action Cell Contents Utilization Scale

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Abstract: DepEd Order 35 s. 2016; otherwise, the Learning Action Cell as a K–12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning serves as the guiding principle in developing the scale. The developed scale is a 50-item Likert-type questionnaire ranging from 1-lowest to 5-highest. The scale measures the LAC contents in Learner Diversity and Student Inclusion (10 items), Content and Pedagogy of the K–12 Basic Education Program (10 items), Assessment and Reporting in the K–12 Basic Education Program (10 items), 21st Century Skills and ICT Integration in Instruction and Assessment (10 items), and Curriculum Contextualization, Localization, and Indigenization (10 items). External experts examined the content validity of the instrument. These include language, data, and curriculum experts. The validity was calculated using the Content Validity Index (CVI) formula. The CVI is .93, indicating excellent CVI values. The scale pilot tested on thirty participants. The reliability was calculated using Seige-Calculator. The Cronbach's alpha coefficient is .97, indicating excellent internal consistency.

Keywords—LAC; learning action cell

Directions: Please describe the following indicators of LAC session contents using the following descriptors:

1. Never
2. Rarely
3. Sometimes
4. Often
5. Always

A. Learner Diversity and Student Inclusion <i>The content of the school learning action cell...</i>	1	2	3	4	5
1. includes learner diversity and student inclusion as topic for discussion in the session.					
2. emphasizes that learners are the reason for all education process.					
3. helps establish learning environments that are responsive to learner diversity.					
4. underscores the importance of teacher's knowledge and understanding of learners' characteristics and experiences.					
5. discusses that diversity emanates from variety of factors such as gender, affiliations, religious beliefs, family configurations and special learning needs.					
6. promotes recognition of the diversity in the classroom.					
7. provides knowledge on employable differentiated instruction to include all learners.					

8. helps teachers adjust the instruction to foster harmony in the class.					
9. motivates teacher to provide remedial instruction for students experiencing difficulties in learning.					
10. helps teachers keep students from getting frustrated with learning by showing them they care in the right way.					
B. Content and Pedagogy of the K to 12 Basic Education Program <i>The content of the school learning action cell...</i>	1	2	3	4	5
1. Provides a platform to study and analyze the K to 12 Curriculum.					
2. helps teachers prepare for lessons and be more relaxed in executing lesson plans.					
3. enables teachers to implement developmentally appropriate teaching methods that respect the individual differences of learners.					
4. lets teachers to craft learning goals jointly and collaboratively.					
5. helps teacher to master content and performance standards and learning competencies.					
6. aids teachers in lesson planning and deliver instructions effectively.					
7. sets an avenue to assess the learning as result of teaching/instruction.					

8. enables teachers to plan weekly lessons (during the LAC) which can be implemented for a specified period.															
9. enable teachers to share experiences to improve subsequent lessons.															
10. translates curriculum content into relevant learning activities															
C. Assessment and Reporting in the K to 12 Basic Education Program <i>The content of the school learning action cell...</i>	1	2	3	4	5										
1. strengthens teachers' implementation of the the learner-centered assessment policies for the K to 12 curricula.															
2. includes ways in assessing the learning of students.															
3. discusses how data from formative assessment can improve subsequent in lessons.															
4. provide teachers a guidance to conduct assessment that provides necessary feedback about learning outcomes.															
5. guides teachers to select, organize, and use sound assessment continually.															
6. helps teachers to measure teaching effectiveness based on student's result.															
7. uses evidence of student learning to inform and improve professional practice.															
8. sets target on desired student' progress.															
9. enable teachers to identify the evidence needed to show student's result.															
10. enable teachers to reflect on teaching methodologies and what does and does not work.															
D. 21st Century Skills and ICT Integration in Instruction and Assessment <i>The content of the school learning action cell...</i>	1	2	3	4	5										
1. brings 21 st century into the teaching and learning situation.															
2. enriches lessons with ICT integration strategies that are developmentally appropriate.															
3. helps teachers to make instruction and assessment processes be more collaborate with ICT.															
4. aids teachers to use ICT tools and equipment available in the school.															
5. provides inquiry and exploration-based student learning activities.															
6. enables teachers to gain greater confidence in teaching from a wider range of instructional and assessment tools.															
7. articulates an internally consistent perspective on engagement that K to 12 classroom teachers can use.															
8. reshapes classroom practices as well as drawn upon imagination and action research to develop innovations.															
9. improves teachers' capability to developing students' ability to think critically from a stimulating learning environment.															
10. helps teachers to plan and execute specific strategies that enhance student engagement.															
E. Curriculum Contextualization, Localization, and Indigenization <i>The content of the school learning action cell...</i>	1	2	3	4	5										
1. matches the curriculum content and instructional strategies relevant to learners.															
2. identifies and responds to opportunities to link teaching and learning in the classroom, wider school community, and other key stakeholders.															
3. links new contents to the local experiences that are familiar to students to make learning more efficient and relevant.															
4. modifies teacher's guide and learners' materials to accommodate the unique contexts of a particular locality.															
5. enables teachers to prepare inclusive and responsive instructional materials suited to the cultural and social context in which they teach.															

6. recognizes that the K to 12 curriculum is learner-centered, inclusive, and research-based.					
7. enable teachers to realize that the K to 12 Curriculum is flexible, ICT-based, and global.					
8. advances teachers to make sure that the members of the community participate in the indigenization process, so that the curriculum will be accurate and faithful to the culture.					
9. helps teachers to understand that the K to 12 curriculum is culture responsive, integrative, and contextualized, relevant, and responsive.					
10. enable teachers to work towards an implementation of a curriculum that is competence-based, seamless, and decongested.					

Indicator	Description	Verbal Interpretation
5	Always	Highly Utilized
4	Often	Utilized
3	Sometimes	Moderately Utilized
2	Rarely	Less Utilized
1	Never	Not Utilized