

SCHOOL LEARNING ACTION CELL (SLAC) PRACTICES ON TEACHERS' PROFESSIONALISM AND SCHOOL PERFORMANCE; BASIS FOR DEVELOPING SCHOOL IMPROVEMENT PLAN

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ABSTRACT

In this study, the researcher sought to determine the relationship of school learning action cell (SLAC) practices on teachers' professionalism and school performance in the elementary school of Peete, Laguna, and use the result as basis for developing school improvement plan. It was anchored on Social Learning Theory, Experiential Learning Theory and Transformative Learning Theory. The study followed the procedures of descriptive research method. A total of 100 teachers from public elementary schools in Paete Sub-Office were asked to answer the research questions. It was found that the extent of relationship between SLAC practices with regards to assessment of teacher's needs, coaching and mentoring, teaching and learning process, evaluation and feedback is to a very great extent; the level of professional development with regards to assessment content and pedagogy, instructional delivery, assessment and evaluation, research and innovation, ethics and professionalism is very high; and the level of school performance relative to Office Performance and Commitment Review Form (OPCRF) is very high.; also the level of school performance relative to assessment result is fairly satisfactory; However, with regards to SBM, school performance is only better. Thus, this study can help create school improvement plan, that can help elevate SBM levels and performance.

Based on the results gathered from the study, the following are being recommended: School heads may continue to prioritize assessing teacher's needs, so that they can craft fitted plans and seminars related to the professional growth of the teachers. Teachers can use self-efficacy and feedbacks from the learners for them to be able to assess what are the learners needs that they need to provide and enhancement on their teaching and learning delivery. Future researcher may create professional development plan that can fill the gaps on the professional development of the teachers. The study can be also conducted in other school and locale.

Keywords:

School learning Action Plan, professional development, school improvement plan, school performance

INTRODUCTION

Professional development is gaining new skills through continuing education and career training after entering the workforce. It can include taking classes or workshops, attending professional or industry conferences, or earning a certificate to expand your knowledge in your chosen field. (Parson, L. 2022)

Unfolding the 21st century, teaching and learning have particularly been turning the tides considering the fast-paced technological revolution and the growing work environments. (Javier, B. F. 2022).

Mandated through the department's mission, teachers are entrusted to facilitate learning and constantly nurture every learner on various applicable strategies (Tuazon, 2019).

Training and development refer to the process of delivering professional development activities to individuals to improve their knowledge, talents, and attitudes so that they can perform the function efficiently. This category of activities includes training, seminars, workshops, conferences, scholarships, and job-integrated learning.

As stipulated in DepEd Order No. 35s, 2016, entitled "The Learning Action Cell (LAC) as a K to 12 School-based Basic Education System Continuing Professional Development Strategy for the Enhancement of Teaching and Learning," Learning Action Cell has been described as a community of teachers engaged in collaborative learning sessions to address common challenges faced by the integrated school. The project was developed at the district, division, and national at an earlier time, but it is now being carried out in the school based on the premise that school problems need to be solved at the school level.

According to Mendoza and Hife (2020) Educational leaders also employ good leadership. For proficient management and competent leadership of an organization one can be transformational or transactional leaders depending on their leadership goals.

Furthermore, it was discovered that the majority of our highly skilled instructors, aged 50-60, are having difficulty keeping up with technology advancements in education. While those who have graduated and are adept can benefit from their sensible teaching approaches. Due to a lack of time and resources, most people are unwilling to pursue continuing professional education. As a result, implementing collaborative and peer-to-peer SLAC can be considered as a benefit for both fresh graduates and seasoned teachers. This can provide prospects for career advancement at a reasonable cost and in a short period of time. In this regard, the researcher looked into the relationship of School Learning Action Cell (SLAC) Practices on Teacher Professionalism and School Performance and used the findings to create a school improvement plan.

This study aims to determine the relationship of school learning action cell (SLAC) practices on teachers professionalism and schools' performance.

Specifically, it sought to answer the following questions:

1. What is the extent of SLAC practices with regards to;
 - 1.1 Assessment of teachers need?
 - 1.2 Coaching and mentoring?
 - 1.3 Teaching and learning process?
 - 1.4 Evaluation and feedback?
2. What is the level of professional development in terms of;
 - 2.1 Content and Pedagogy?
 - 2.2 Instructional delivery?
 - 2.3 Assessment and evaluation?
 - 2.4 Research and innovation?
 - 2.5 Ethics and professionalism?
3. What is the level of school performance relative to;

- 3.1 OPCR?F
- 3.2 SBM?
- 3.3 Assessment Result?
4. Does the SLAC practices have significant relationship to the professional development of the teachers?
5. Does the SLAC practices have significant effect to the school performance?
6. Proposed School Improvement Plan

REVIEW OF RELATED LITERATURE

Related Literature

The OPCR is a component of the Results-Based Performance Management System, a collaborative effort between the employee's superior and themselves that enables an open dialogue about job expectations, Key Results Areas, Goals, and how these relate to overall departmental goals. It offers a forum for consensus on performance standards and conduct that promote professional and personal development inside the organization (Llego, n.d.).

It is a system for performance evaluation and a crucial component of management. A purpose of the appraisal model, according to the Ontario Ministry of Education (2019), is to offer a uniform approach for evaluating principals and vice-principals across the province. The performance appraisal methodology gives principals and vice-principals the tools and guidelines they need to continue to develop professionally as leaders, which will have a beneficial effect on student achievement, equity, and wellbeing.

OECD (2019) explicated that There are concerns about existing approaches to school leader appraisal. It emphasized that the overall objective of school leader appraisal to improve teaching and learning for all students. However, it noted that research on the effects of school leader appraisal is limited, a small number of studies suggest that appraisal can constitute one tool to effectively influence school leaders' practices and behaviors.

Moving forward, the World Bank (2018) considered school-based management to be the most extreme example of educational decentralization. SBM entails moving decision-making to the educational level. Depending on which stakeholder group has the majority or decision-making power, there are many types of SBM. Principal Control, Professional Control (teacher majority), Community Control (community majority), and Balanced Control are the four different types of SBM (teacher and community equally represented).

School-Based Management (SBM), a DepEd initiative in the Philippine country, decentralizes decision-making from the Central Office and field offices to individual schools so they can better meet their unique educational requirements. The goal of school-based management (SBM) is to increase educational quality by giving individual schools a large amount of decision-making power previously held by state and district offices. SBM may improve the learning settings for kids by involving teachers, parents, and other community members in these crucial choices. (Llego, 2018).

The University of South Carolina (2020) explained that the measurable skills, abilities, knowledge, or values that students should be able to display after finishing a course are referred to as learning outcomes. Since they focus on what the students will do rather than what the teacher will teach, they are student-centered as opposed to teacher-centered. Learning objectives are not independent claims. To minimize redundancy, they must all be related to one another and the unit's title.

UNESCO (2018) further added that learning encompasses a variety of competencies required for diverse purposes and life junctures of children, teens, and adults, going beyond the capacity to read, write,

or perform simple math. Understanding what, when, where, and how people learn is critical for improving learning experiences and outcomes. Building more effective policies and methods to enhance the curriculum, pedagogy, educational resources, and all other relevant conditions for better learning outcomes in harmony with each country's vision and needs is made possible by the evidence and insights gleaned from learning evaluations.

Assessment as learning requires that it be in line with the planned course learning outcomes, according to UNSW Sydney (2023). Learning objectives outline what students must prove they have learnt. The evaluation strategy outlines how they will prove their understanding. For the assessment to be valid, these two components must work in tandem.

According to The Wing Institute (2021), teachers need to acquire instructional abilities in order to maximize learning. It stressed the fact that not all instruction has the same impact on learning. Sadly, a lot of common practices are not backed up by solid research and have resulted in 40 years of achievement test score stagnation. An explicit approach concentrates on carefully planned lessons that are linked to "major ideas," provides lots of opportunities for students to respond and practice the lesson material, and incorporates previously learned material into following lessons to keep learning to progress. However, teachers hold different instructional theories.

Top Hat (2022) explained that instructional theory seeks to define how to assist individuals learn and develop, establish situations that raise the possibility of learning and improve instruction. There are three kinds: behaviorist, cognitive and constructivist.

Moreover, Siantar (2022) emphasized how the code of ethics aids instructors in developing a secure, effective, and positive learning environment throughout their careers as educators. Instructors are expected to maintain high standards that will help all students reach their full potential via active participation in the classroom, school, and community. Teachers may give each student their best effort by staying up to date on new developments and information through professional development and ongoing education.

According to the Office of Migrant Education (2021), The term "need" describes the difference or disparity between a desired state and the current situation (what is) (what should be). The need is the space between the present and the future, not the state itself. Needs assessments concentrate on certain target populations within a system. In ideal circumstances, needs assessments are first carried out to identify the needs of the individuals (i.e., service recipients) for whom the organization or system is intended (e.g., students). A "complete" needs analysis, however, frequently takes into account demands found in other system components.

A needs assessment should assist educators in recognizing, comprehending, and prioritizing the needs that districts and schools must address in order to enhance performance, according to Cuiccio and Slater (2018). Prioritizing needs is the first of several interconnected steps that also include understanding the underlying factors that influence those needs, choosing evidence-based strategies to address those needs, planning and putting those strategies into practice, and assessing whether the strategies are meeting improvement needs and producing the desired results. Every iteration of a cycle of continuous improvement starts with a needs assessment.

According to Baddiri (2020), the Department of Education (DepEd) officials were given the findings of the first round of the Teacher Needs Assessment online survey by IPA Philippines. The primary findings on technology access, technology use experience, remote teaching capabilities, strategies for remote education, and teacher well-being were presented under the direction of IPA Philippines. in support of the Department's plan for ongoing learning.

According to Ali et al. (2018), the concept of a 'mentor/ing' emerged in ancient Greece in Homer's Odyssey and it developed both in myth and reality, while the concept of a 'coach/ing' grew in strength which developed in the disciplines of psychology, business, sports, psychotherapy, counselling,

developmental theory, psychology, counselling, management and consultancy theory. In the education field, the roots of coaching are traced back to the 1970's and 1980's when educators began to realize that many well-funded programs intended to improve education did not provide the desired changes. As a result, experts proposed a job-embedded 'peer-coaching' model that promised to increase the transfer of skills into classroom practice. At this "modeling, practice under simulated conditions, and practice in the classroom, combined with feedback were deemed as the most productive training design.

The Australian Council for Educational Research (2016) clarified that both coaches and mentors have the responsibility of posing the proper questions in order to encourage participants to become more self-aware and make better decisions. Instead than attempting to solve the coachee's or mentee's problems, the goal of mentors and coaches is to ask insightful questions so that the best solutions can be discovered together. The mentoring and coaching processes typically change over time as the relationships get stronger. Principal-to-principal coaching is one type of peer coaching that can be used to improve schools. School principals and other educational leaders can also coach and mentor teachers.

It is a combined process where a teacher assesses understanding needs, establishes particular learning objectives, formulates teaching and memorizing strategies, enforces a plan of work, and assesses the outcomes of the instruction. Teaching is the process of heeding to people's needs, experiences and feelings and interfering so that they learn specific things. The major function of education is to make learning beneficial and meaningful. This process would get completed as an outcome of teaching (Teach Mint, 2021).

Teaching is the process of paying attention to people's needs, experiences, and feelings and interfering so that they learn particular things, according to Digital Class (2022). The main goal of education is to make learning worthwhile and meaningful. It also seeks to transmit knowledge while instilling skills, values, and behavior. It has attempted to analyze the educational process in light of both societal and personal needs. This procedure can be finished as a result of instruction.

To adapt to the changing world conditions in the 21st century, individuals should be trained to understand the era, analyze the needs of society, think innovatively, access information needed, and most importantly, they should be trained to make lifelong learning a lifestyle. This is undoubtedly possible by making the education system match 21st-century skills (Uçak & Erdem, 2020).

As claimed by Hasırcı (2018), educational environments are places where students engage in educational communication and gain different experiences through varying activities. To gain a place in society and have a say, individuals who have 21st-century skills seem to have the mechanism that helps them make the right decisions (Boyacı & Özer, 2019).

Many assessment assignments are one-offs that are used to demonstrate student achievement for a summative grade; as a result, students are unable to submit more work in response to feedback. Such chores do not promote taking chances, trying new things, being creative, or practicing. The feedback that does not take into account how pupils' learning has changed over time does not let them realize how far they have gone and how much more they still need to learn. Different lecturers may make varied (and inconsistent) remarks on writing assignments that are comparable.

Related Studies

The relationship between the leadership style of the public school head and the effectiveness of the faculty was established by Aquino et al. (2021). The quality of teacher performance and the leadership style of school administrators were determined using a weighted mean. To determine the strength of the correlation between and among variables, the T-test, F-test, post-hoc test, and Pearson r were used. This study came to the conclusion that the differences in leadership styles that school administrators and instructors encounter are very crucial, proving that their responses are inherently superior. Regardless of age, academic achievement, or substantial achievements, teachers perform consistently.

Yulianti (2020) analyzed whether school-based management, leadership, and school-based management and leadership influence school performance. The research method used in this study is correlational studies. The population in this study were elementary school teachers in Rajapolah Tasikmalaya District, Indonesia, totalling 245 people with a total sample of 71 people. The results showed that school-based management, school-based leadership, and management and leadership had a positive effect on school achievement.

Acar-Erdol & Yildizli (2018) identified the classroom assessment practices used by primary, secondary and high school teachers. Survey and observation form were used to collect the data for the research. The study group consisted of 288 teachers. From the results of the research, they concluded that teachers had adopted an approach of assessment for learning for the purpose of making the assessment. Teachers used largely traditional assessment methods in classroom assessment practices. Teachers identified the main factor influencing classroom assessment processes as student characteristics, but it was discovered that they did not reflect this situation in their practices. They suggested that teachers use alternative assessment methods that center on student self-assessments and the diversity in the assessment methods to be increased to ensure fairness.

Absari et al. (2020) examined the factors affected teachers' Technology, Pedagogy and Content Knowledge (TPACK). Those factors are Technology Knowledge (TK), Pedagogy Knowledge (PK), Content Knowledge (CK) and Technology Pedagogy Knowledge (TPK). Curriculum 2013 has been applying for 5 years. However, an evaluation of how does the teacher deliver learning subjects (pedagogy knowledge), and the implementation of subject mastery (content knowledge) and technology mastery (technology knowledge) is strongly suggested. The study was quantitative with an associative method involving 200 teachers in Salatiga region as samples drawn with simple random sampling. The results of the study showed that PK has a positive effect on TPACK, while TK and CK do not have a positive effect on TPACK. Furthermore, TK, TPK, PK have positive effects on TPK, and TPK has a positive effect on TPACK. The study also suggested that age influences the development of technological knowledge and if one of the knowledge is not possessed by a teacher, the learning process will achieve maximum outcomes.

Also, Ramakrishnan et al. (2020) investigated the level of technological pedagogy and content knowledge, teaching style, self-efficacy and competency among special education teachers. They employed a quantitative approach applying the survey method. They involved 229 special education teachers from vocational schools and analysed data using SPSS application to get the mean and standard deviation. The results confirmed that the technological pedagogy and content knowledge, teaching style, self-efficacy, and competency were at high level. Their study carries positive impacts on teachers' task in enhancing the quality of their teaching profession.

Chesser et al. (2020) investigated how students' personality characteristics relate to their choice of instructional delivery (online or face-to-face) and whether this choice mediates the relationship between personality and academic performance. One hundred eighty-eight students were given a choice between taking the same general education course online or face-to-face. Students completed the Big Five Inventory (BFI) upon the conclusion of this course. Using a Bayesian regression course modeling framework, researchers found that Conscientiousness and Agreeableness were related to the choice of instructional delivery. Students scoring higher on Conscientiousness and lower on Agreeableness tended to choose the online environment. Conscientiousness also was a direct predictor of academic achievement regardless of the course environment. The results suggested that in order to find the best fit between student and the learning environment, it is important to identify personality characteristics indicative of success in online and traditional face-to-face courses to help students to become more efficient learners and assist faculty in designing quality courses to meet students' needs.

Paredes-Frigolett et al. (2021) set out a framework for ethical research and innovation. Our framework draws upon recent scholarly work recommending the introduction of new models at the

intersection of ethics, strategy, and science and technology studies to inform and explicate how the decisions of researchers can be considered ethical. Ethical research and innovation is construed in our framework as a dynamic process emerging from decisions of multiple stakeholders in innovation ecosystems prior to, during and after the execution of a research and innovation project. The framework can be used by different types of research organizations to implement governance models of ethical research and innovation.

Unger and Polt (2017) discussed the concept of the knowledge triangle (hereafter KT), as it has gained importance in recent years as a framework for innovation policies especially in OECD and Europe. They highlighted the key features of this concept and tries to contextualize it with other concepts, at times overlapping, at others complementary, such as the "third mission", "triple helix" (or in an extended understanding, the "quadruple helix"), "entrepreneurial" or "civic" university models and "smart specialization". Against this background they sought to analyze the roles, rationales and challenges of different actors that were involved in activities relating to each of the three areas of the triangle.

Ethics and Professionalism

Idid and Arandas (2016) explored the influence of education, length of service, professionalism, and ethics on the professional values of public relations practitioners in Malaysia. A total of 427 questionnaires were distributed to public relations practitioners in Malaysia, and 322 questionnaires were returned. The study included 61% female respondents, and 39% male respondents. The study analyzed and identified the influence of professionalism and ethics on professional values of public relations practitioners. Additionally, the study examined whether education and experience influence professional values through professionalism, and code of ethics. The results study fully supported the hypotheses indicating that professionalism and ethics had an influence on professional values of public relations practitioners. The results also showed that education influenced both professionalism and ethics, and length of service influenced both professionalism and ethical practice.

Goodson (2021) analyzed teacher professionalism as an outcome of collegial interaction in local school contexts. Evidence from a multiyear study in 16 diverse high schools supports the argument that high school departments, schools, and districts play a role in supporting or undermining teacher professionalism in particular, a shared technical culture, strong service ethic, and professional commitment. The data suggest that professionalism evolves within active, learning communities of teachers. However, evidence of tension between a strong service ethic and the technical culture that evolves within some high school departments calls for further research on tensions between these two standards of professionalism in teaching.

Nugraha et al. (2017) described the importance of needs assessment in the teaching. Needs assessment is one of the main investigative tools used by institutions for the identification of actual needs, gaps, and hidden parts of the system and other activities. From this investigation, curriculum developers obtained various pieces of information on linguistics background, learning style preferences, teaching strategies, students' motivations, and also students' commitment in their involvement in the e-learning language program. Needs assessment would help teachers to analyze the learning materials, content, and media for their e-learning programs, and in turn will be instrumental in developing their e-learning strategies. A needs assessment can also provide information about the technology and other support services needed for the e-learning programs. Through a comprehensive needs assessment process, an institution can establish e-learning goals.

Kamarudin et al. (2020) encapsulated the theories and models within the coaching and mentoring process. Three major theories and models were discussed and related to the coaching and mentoring situation: Zone of Proximal Development (ZPD), Biggs's Presage-Process-Product Model and The GROW Model. These models play a significant role in coaching and mentoring whereby both involve in

the process to maximize the potential of the clients or coaches. A series of meetings, building rapport, and rightly questioning and answering techniques could build up the best of coaches and clients. At the same time, the mentors must be able to model the action they want their mentees to adopt. Thus, these theories and models should be fully understood and applied by mentors and mentees to increase their quality.

Ali et al. (2018) elucidated the competing notions and issues pertinent to the teacher coaching and mentoring approach. A library research on mainstream journals was carried out to find out recent reviews and meta-analyses of teacher coaching and/or mentoring, empirical studies and complemented by online research on the websites of leading coaching and professional development organizations as well as expert consultants, including researchers and authors of key studies. The review indicated gradual patterns of expansion of teacher coaching and mentoring approach that suit a wide range of educational purposes. The review also disclosed that teacher coaching and mentoring approach is proven to be a promising practice for teacher learning, teacher change and ultimate improvement in students' achievement. The outcome of the review has implications on future studies on teacher coaching and mentoring approach and the needs for more validations on the effectiveness of such approach to enhance teachers' skills, reflective practice and professional development as a whole.

Vallejo-Ruiz and Torres-Soto (2020) reviewed teachers' conceptions of the quality of teaching and learning processes in preschool education. The study employed a quantitative, descriptive, and correlational research design, utilizing a questionnaire as a measurement instrument. Information was collected on five dimensions of the teaching and learning process: context and student characteristics, programming, classroom atmosphere, educational resources and teaching aids, and assessment. The questionnaire was administered to 105 preschool education teachers from the Autonomous Community of the Region of Murcia (Spain). The outcomes showed that teachers link educational quality to the classroom atmosphere and to the resources and materials used. Likewise, they considered it essential that families were involved in the educational process and that the programming and activities were designed to take the students' needs and interests into account.

Munna and Kalam (2021) evaluated various academic journals, pedagogy and inclusive practices to assess the teaching effectiveness within the higher education setting. Their objective was to assess the teaching effectiveness in higher education setting. They used experimental research methods (primarily reflection) using literary forms to analyze the theory with the reinforcement of the practice from the university experiences. Their findings showed that providing positive and adequate formative and developmental feedback, introduction of role play have profound positive impact on the confidence and self-esteem of the students. They also found that active learning environment promotes inclusivity and improve the faculty and student academic performances.

In the study of Yusron and Sudiyatno (2021), results showed that the effectiveness of learning in implementing AfL could be influenced by assessment preparation, student involvement, and follow-up assessment. The quantitative analysis results show that AfL can improve student learning outcomes; there was no mean-variance in AfL learning outcomes; There were differences in learning outcomes, and there were no variants in learning with AfL and conventional assessments. It was suggested to plan the assessment process, and diagnose student needs and abilities. Moreover, there was a need for follow-up and feedback to see the achievements.

METHODOLOGY

This study followed the procedures of descriptive research method. The researcher believes that it is the most appropriate design to properly realize the objectives of the investigation. Descriptive research is a method that describes the characteristics of the variables studied.

This study involved a total of 100 teachers from public elementary schools in Paete Sub-Office, Division of Laguna. In gathering data needed to answer the research questions, a validated survey questionnaire was used. In order to answer each specific research question, the statistical treatment used was mean, standard deviation and Pearson's r .

RESULT AND DISCUSSION

Table 1. Extent of SLAC Practices with Regards to Assessment of Teachers Need

Statements	Mean	Standard Deviation	Remarks
To make sure that the trainings provided in SLAC's answers to the teacher's needs....			
1. The school head and master teacher administer needs assessment survey periodically.	4.76	0.43	Strongly Agree
2. Our school heads ask reports from the Master Teachers to ask them for information with regards to the needs of their colleagues.	4.85	0.35	Strongly Agree
3. Our school head visits us in the classroom and assess what ever needs we have with regards to the teaching-learning process.	4.48	0.62	Strongly Agree
4. Our school head invites us for a talk about our problems in terms of trainings that are mostly needed and preferred.	4.55	0.54	Strongly Agree
5. Our school head has a means of gauging our training needs.	4.67	0.47	Strongly Agree

Overall Mean = 4.66

Standard Deviation = 0.51

Verbal Interpretation = To a Very Great Extent

Table 1 show the extent of school learning action, teachers *strongly agree* that school heads ask reports from the master teachers to ask them for information with regards to the needs of their colleagues ($M = 4.85$, $SD = 0.35$), school heads and master teacher administer need assessment survey periodically ($M = 4.76$, $SD = 0.43$). On the other hand, school heads visit every classroom and assess what ever needs with regard to teaching- and learning process ($M = 4.48$, $SD = 0.62$).

The overall mean of 4.66 indicates that the extent of SLAC practices with regards to assessment of teachers need is *to a very great extent*. This means that following the chain of command and responsibility of the school heads they can encourage subordinates to work to the attainment of the goals of the school.

As cited by Cuiccio and Slater (2018) Prioritizing needs is the first of several interconnected steps that also include understanding the underlying factors that influence those needs, choosing evidence-based strategies to address those needs, planning and putting those strategies into practice, and assessing whether the strategies are meeting improvement needs and producing the desired results. According to Baddiri (2020), the Department of Education (DepEd) officials were given the findings of the first round of the Teacher Needs Assessment online survey by IPA Philippines. The primary findings on technology access, technology use experience, remote teaching capabilities, strategies for remote education, and teacher well-being were presented under the direction of IPA Philippines. in support of the Department's plan for ongoing learning.

Table 2. Extent of SLAC Practices with Regards to Assessment of Coaching and Mentoring

Statements	Mean	Standard Deviation	Remarks
To make sure that the trainings provided in SLACs serves its coaching and mentoring purpose....			
1. Our school head conducts regular star observation and gives us pointers for improvements.	4.52	0.50	Strongly Agree
2. Our school head provides activities and opportunities that help us excel in what we are best at.	4.67	0.47	Strongly Agree
3. Our school head motivates us to self-reflect and continue seek for improvement.	4.75	0.44	Strongly Agree
4. Our school conducts a regular peer to peer trainings.	4.63	0.48	Strongly Agree
5. Our school head make sure quarterly that there is an activity that can uplift and motivates our professionalism.	4.56	0.59	Strongly Agree

Overall Mean = 4.63

Standard Deviation=0.50

Verbal Interpretation= To a Very Great Extent

Table 2 show the extent of school learning action cell practices, teachers *strongly agree* that school head motivates them to self-reflect and continue seek for improvement. (M= 4.75, SD= 0.44), school heads provide activities and opportunities that help them excel in what they are best at (M= 4.67, SD=0.47). On the other hand, school heads conduct regular star observation and gives pointers for improvements (M= 4.52, SD= 0.50)

The overall mean of 4.63 indicates that the extent of SLAC practices with regards to assessment of coaching and mentoring is *to a very great extent*. This means that peer collaboration and open communications within the school heads, master teachers and subordinates play a big part on the morale

and improvement of the teaching and learning process conducted by each homeroom teachers to its learners.

As cited by Ali et al. (2018) experts proposed a job-embedded ‘peer-coaching’ model that promised to increase the transfer of skills into classroom practice, while the Australian Council for Educational Research (2016) clarified that both coaches and mentors have the responsibility of posing the proper questions to encourage participants to become more self-aware and make better decisions. Instead, than attempting to solve the coacher’s or mentee’s problems, the goal of mentors and coaches is to ask insightful questions so that the best solutions can be discovered together.

Table 3. Extent of SLAC Practices with Regards to Assessment of Teaching and Learning Process

Statements	Mean	Standard Deviation	Remarks
Having attended various SLACs session, my skills were improved in terms of....			
1. Learning techniques to facilitate the efficiency of future-oriented learning, problem-solving, and task completion. (Organizational Skills)	4.71	0.46	Strongly Agree
2. Create a safe and supportive learning environment for all students. (Positive Behavior)	4.71	0.46	Strongly Agree
3. Getting the work done in less time. (Time Management)	4.58	0.50	Strongly Agree
4. Emotionally stable and are emphatic to the needs of the learners and colleague. (Soft Skills)	4.57	0.50	Strongly Agree
5. Able to communicate well with others and ask for help. (Communication Skills)	4.58	0.53	Strongly Agree

Overall Mean = 4.63

Standard Deviation= 0.49

Verbal Interpretation= To a Very Great Extent

Table 3 show the extent of school learning action cell practices, teachers *strongly agree* that learning techniques to facilitate the efficiency of future –oriented learning, problem solving and task completion (organizational skills). (M= 4.71, SD= 0.46), creating a safe and supportive learning environment for all students (positive behavior) (M= 4.71, SD=0.46). On the other hand, emotional stability, and empathy to the needs of the learners and colleague (Soft skills) (M= 4.57, SD= 0.50)

The overall mean of 4.63 indicates that the extent of SLAC practices with regards to assessment of teaching and learning process is to a *very great extent*. This means that various skills acquired through trainings plays an important factor in the effective delivery of teaching and learning process by the teachers to the learners.

The major function of education is to make learning beneficial and meaningful. This process would get completed as an outcome of teaching (Teach Mint, 2021). According to Digital Class (2022). The main goal of education is to make learning worthwhile and meaningful. It also seeks to transmit knowledge while instilling skills, values, and behavior. It has attempted to analyze the educational process considering both societal and personal needs. This procedure can be finished because of instruction.

Table 4. Extent of SLAC Practices with Regards to Assessment of Evaluation and Feedback

Statements	Mean	Standard Deviation	Remarks
To ensure the effectiveness of the SLAC provided, evaluation and feedbacks are monitored in terms of....			
1. The needs are being provided for that specific training, and the level of grasp the teacher has on it.	4.61	0.49	Strongly Agree
2. The level of coaching and mentoring provided and delivered.	4.64	0.48	Strongly Agree
3. The use of the SLAC training in terms of the teaching and learning process that are being conducted in the everyday setting, through COT.	4.59	0.53	Strongly Agree
4. The effect of SLAC in the desire of teachers for professional development.	4.66	0.48	Strongly Agree
5. Feedbacks on other training needs that are not being provided for by the school.	4.60	0.49	Strongly Agree

Overall Mean = 4.62

Standard Deviation=0.49

Verbal Interpretation= To a Very Great Extent

Table 4 show the extent of school learning action cell practices, teachers *strongly agree* that SLAC has an effect in the desire of teachers for professional development (M= 4.66, SD= 0.48), Also the level of coaching and mentoring provided and delivered (M= 4.61, SD=0.49). On the other hand, the use of the SLAC training in terms of the teaching and learning process that are being conducted in the everyday setting, through COT. (M= 4.59, SD= 0.53)

The overall mean of 4.62 indicates that the extent of SLAC practices with regards to assessment of evaluation and feedback is to a *very great extent*. This means that evaluation and feedback provide a venue for improvements and serve as evidence of learning and development. Which in turn helps the school and the teachers on achieving its potentials.

University of South Carolina (2022) explained that every comment made about a student's performance or conduct is referred to as feedback. In the study of Yusron and Sudiyatno (2021), It was suggested to plan the assessment process and diagnose student needs and abilities. Moreover, there was a need for follow-up and feedback to see the achievements.

Level of Professional Development

In this study, level of professional development includes content pedagogy, instructional delivery. Assessment and evaluation, research, and innovation ethics and professionalism and was determine by mean and standard deviation,

Table 5. Level of Professional Development in Terms of Content and Pedagogy

Statements	Mean	Standard Deviation	Remarks
To further enhance my content and pedagogical knowledge....			
1. I seek for trainings and innovations with regards to content and pedagogy.	4.69	0.47	Strongly Agree
2. I seek knowledge of representations of the subject matter.	4.62	0.49	Strongly Agree
3. I self-reflect on understanding of students' conceptions of the subject and the learning and teaching implications that were associated with the specific subject matter.	4.71	0.46	Strongly Agree
4. I am currently pursuing further graduate studies.	4.09	1.09	Agree

Overall Mean = 4.53

Standard Deviation= 0.73

Verbal Interpretation= Very High

Table 5 show the level of professional development, teachers *strongly agree* that they self-reflect on understanding of students' conceptions of the subject and the learning and teaching implications that were associated with the specific subject area (M= 4.71, SD= 0.46), Also they seek for trainings and innovations with regards to content and pedagogy (M= 4.69, SD=0.47). On the other hand, they *agree*, that they are currently pursuing further graduate study (M= 4.09, SD= 1.09)

The overall mean of 4.53 indicates that the level of professional development with regards to content and pedagogy is *very high*. This means content and pedagogical knowledge is very important in professional development because it involves the teachers' competences in delivering conceptual approach, relational understanding and adaptive reasoning of the subject matter.

According to the UNESCO-IIEP (n.d.) the body of knowledge that teachers need to be proficient in to be effective is referred to as content knowledge. The subject they teach, and the accompanying curriculum should be thoroughly understood by the teachers (subject content knowledge). As a result of the study, cited by Ramakrishnan et al. (2020) the technological pedagogy and content knowledge,

teaching style, self-efficacy, and competency were at high level. Their study carries positive impacts on teachers' task in enhancing the quality of their teaching profession.

Table 6. Level of Professional Development in Terms of Instructional Delivery

Statements	Mean	Standard Deviation	Remarks
To further enhance my instructional delivery skills...			
1. I seek for trainings and innovations with regards to effective instructional delivery.	4.65	0.48	Strongly Agree
2. I value peer to peer observations and feedback with regards to my instructional delivery.	4.67	0.47	Strongly Agree
3. I make effective use of surrounding opportunities and contextualization.	4.60	0.49	Strongly Agree
4. I select the teaching methods and strategies I use with my learners.	4.73	0.45	Strongly Agree

Overall Mean = 4.66

Standard Deviation = 0.47

Verbal Interpretation = Very High

Table 6 show the level of professional development, teachers *strongly agree* that they select the teaching methods and strategies they use with their learners ($M = 4.73$, $SD = 0.45$). Also they value peer to peer observations and feedback with regards to their instructional delivery ($M = 4.67$, $SD = 0.47$). On the other hand, they make effective use of surrounding opportunities and contextualization. ($M = 4.60$, $SD = 0.49$)

The overall mean of 4.66 indicates that the level of professional development with regards to content and pedagogy is *very high*. This instructional delivery of the teachers need to be evaluated and updated from time to time. This can be possible through trainings and peer to peer collaboration.

According to The Wing Institute (2021), teachers need to acquire instructional abilities in order to maximize learning. It stressed the fact that not all instruction has the same impact on learning. Also Top Hat (2022) explained that instructional theory seeks to define how to assist individuals learn and develop, establish situations that raise the possibility of learning and improve instruction.

Table 7. Level of Professional Development in Terms of Assessment and Evaluation

Statements	Mean	Standard Deviation	Remarks
1. I seek for trainings and innovations with regards to new assessment and evaluation to suitable for the learners.	4.58	0.55	Strongly Agree
2. I value and self-reflect on the assessment and evaluations given by my superior.	4.64	0.48	Strongly Agree

3. I am open to new experiences and innovations with regards to conducting assessment and evaluation.	4.72	0.45	Strongly Agree
4. I answer to the evaluation given by my superior through self and professional development.	4.66	0.48	Strongly Agree

Overall Mean = 4.65

Standard Deviation=0.49

Verbal Interpretation= Very High

Table 7 show the extent of professional development, teachers *strongly agree* that they are open to new experiences and innovations with regards to conducting assessment and evaluation (M= 4.72, SD= 0.45), answer to the evaluation given by their superior through self and professional development t (M= 4.66, SD=0.48). On the other hand, they seek for trainings and innovations with regards to new assessment and evaluation suitable for the learners. (M= 4.58, SD= 0.55)

The overall mean of 4.65 indicates that the extent of level of professional development in terms of assessment and evaluation is *very high*. This means that learning happens best through self-evaluation and willingness of the teachers to acquire new skills.

The University of South Carolina (2020) explained that the measurable skills, abilities, knowledge, or values that students should be able to display after finishing a course are referred to as learning outcomes. UNESCO (2018) further added that learning encompasses a variety of competencies required for diverse purposes and life junctures of children, teens, and adults, going beyond the capacity to read, write, or perform simple math. Understanding what, when, where, and how people learn is critical for improving learning experiences and outcomes. Learning assessment is a method for comprehending, assessing, and enhancing the quality and equality of education at the systemic level.

Table 8. Level of Professional Development in Terms of Research and Innovation

Statements	Mean	Standard Deviation	Remarks
1. I seek for trainings with regards to research and innovations.	4.28	0.71	Strongly Agree
2. I engage myself in action research.	3.90	0.89	Agree
3. I engage myself in innovative learning and seek ideas to share with my learners and colleagues.	4.44	0.67	Strongly Agree
4. I apply the innovation and differentiated instructional delivery in class.	4.49	0.64	Strongly Agree

Overall Mean = 4.28

Standard Deviation= 0.76

Verbal Interpretation= Very High

Table 8 show the extent of professional development, teachers *strongly agree* that they apply the innovation and differentiated instructional delivery in class. (M= 4.49, SD= 0.64), they engage their self in innovative learning and seek ideas to share with the learners and colleagues. (M= 4.44, SD=0.67). On the other hand, they *agree* that they engage their self in action research.. (M= 3.90, SD= 0.89)

The overall mean of 4.28 indicates that the extent of level of professional development in terms of research and innovation is *very high*. This means that part of professional development is the teacher's ability to cope up with the trends, especially in IT that will then benefit and will capture the attention of the learners upon incorporating it to their teaching-learning process.

Innovation is essential for the ongoing improvement of education, according to OECD (2022). The Institute of Education Sciences (2020) states that a significant area of education research enhances understanding of the underlying ideas behind good educational practice. Also, educators can acquire empirical data through the reflective process known as Classroom Action Research (CAR) to enhance their teaching methods. In order to address pertinent problems concerning teaching and learning in their courses, instructors use data that is easily accessible from their students' classes as part of the integration of teaching and scholarship.

Table 9. Level of Professional Development in Terms of Ethics and Professionalism

Statements	Mean	Standard Deviation	Remarks
1. I adhere to the ethical conducts required of my profession.	4.82	0.39	Strongly Agree
2. I value my superior's opinion and suggestions with regards to work.	4.84	0.36	Strongly Agree
3. I am open to peer to peer communications and teaching	4.84	0.36	Strongly Agree
4. I self-reflect on my actions and behaviors towards my peers and open for corrections.	4.83	0.38	Strongly Agree

Overall Mean = 4.83

Standard Deviation= 0.37

Verbal Interpretation= Very High

Table 9 show the extent of professional development, teachers *strongly agree* that they value their superior's opinion and suggestions with regards to work (M= 4.84, SD= 0.36), and open to peer to peer communications and teaching t (M= 4.84, SD=0.36). On the other hand, they self-reflect on their actions and behaviors towards their peers and open for corrections.. (M= 4.83, SD= 0.38)

The overall mean of 4.83 indicates that the extent of level of professional development in terms of ethics and profession is *very high*. This means that teachers adhere to the ethical conducts always required for their position.

Ministry of Business, Innovation and Employment of New Zealand (2022) explained professional ethics as values that guide how an individual or group behaves in a professional setting. Moreover, Siantar (2022) emphasized how the code of ethics aids instructors in developing a secure, effective, and positive learning environment throughout their careers as educators. Instructors are expected to maintain high standards that will help all students reach their full potential via active participation in the classroom, school, and community.

Level of School Performance

In this study school performance include office performance and commitment review, school based- management and assessment result and was determine by mean and standard deviation.

Table 10. Level of School Performance Relative to Office Performance and Commitment Review Form (OPCRF)

Office Performance and Commitment Review Form (OPCRF)	SY 2019-20 20	SY 2020-20 21	SY 2021-20 22	Mean	SD	Adjectival Rating
School A	4.21	4.22	4.41	4.28	0.11	Outstanding
School B	4.48	4.47	4.49	4.48	0.01	Outstanding
School C	4.37	4.38	4.38	4.38	0.01	Outstanding

Overall Mean = 4.33

Standard Deviation= 0.10

Verbal Interpretation= Very High

Range	Adjectival Rating
4.500-5.000	Outstanding
3.500-4.499	Very Satisfactory
2.500-3.499	Satisfactory
1.500-2.499	Unsatisfactory
Below 1.499	Poor

Table 10 show the level of school performance relative to office performance and commitment review form. For three consecutive school year School A, B and C perform *outstanding*. In school year 2019-2020 school B attain the 4.48 rating highest among the other two school the same with the other school year.

The overall mean of 4.33 means that the level of the school performance in terms of OPCRf is *very high*. This means that the performance of school represents extra ordinary level of achievement. Schools can achieve this through collaborative efforts and effective leadership of the school heads.

The OPCRf is a component of the Results-Based Performance Management System, a collaborative effort between the employee's superior and themselves (Llego, n.d.). It is a system for performance evaluation and a crucial component of management. A purpose of the appraisal model, according to the Ontario Ministry of Education (2019), is to offer a uniform approach for evaluating principals and vice-principals across the province. OECD (2019) explicated that There are concerns about existing approaches to school leader appraisal. It emphasized that the overall objective of school leader appraisal to improve teaching and learning for all students.

Table 11. Level of School Performance Relative to SBM

SBM	SY 2019-20 20	SY 2020-20 21	SY 2021-20 22	Mean	SD	Category
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School A	1.28	1.28	1.28	1.28	0	Good
School B	1.48	1.65	1.75	1.63	0.14	Better
School C	1.29	1.31	1.35	1.32	0.03	Good

Overall Mean = 1.41

Standard Deviation = 0.18

Interpretation = Better

Legend:

Interval Scores Categories

0.50-1.49 Good

1.50-2.49 Better

2.50-3.00 Best

Table 11 show the level of school performance relative school based management. For three consecutive school year School A and C perform *good*, while School B performs *better*. In school year 2021-2022 school B attain the 1.75 rating highest among the other two school the same with the other school year.

The overall mean of 1.41 means that the level of the school performance in terms of SBM is *better*. This means that the performance of school and leadership of the school heads improves every year, and it does not remain stagnant.

Moving forward, the World Bank (2018) considered school-based management to be the most extreme example of educational decentralization. School-Based Management (SBM), a DepEd initiative in the Philippine country, decentralizes decision-making from the Central Office and field offices to individual schools so they can better meet their unique educational requirements. The goal of school-based management (SBM) is to increase educational quality by giving individual schools a large amount of decision-making power previously held by state and district offices.

Table 12. Level of School Performance Relative to Assessment Result

Office Performance and Commitment Review Form (OPCRF)	SY 2019-2020	SY 2020-2021	SY 2021-2022	Mean	SD	Remarks
School A	80.75	81.17	81.56	81.16	0.41	Satisfactory
School B	79.76	70.53	76.6	75.63	4.69	Fairly Satisfactory
School C	78.99	85.07	83.66	82.57	3.18	Satisfactory

Average Percentage = 79.79

Standard Deviation = 4.26

Verbal Interpretation = Fairly Satisfactory

Legend:

Range	Adjectival Rating
90.00-100.00	Outstanding
85.00-89.99	Very Satisfactory
80.00-84.99	Satisfactory
75.00-79.99	Fairly Satisfactory
Below 75	Did Not Meet Expectations

Table 12 show the level of school performance relative to assessment result. For three consecutive school year School A and C perform *satisfactory*, while School B performs *fairly satisfactory*. In school year 2021-2022 school C attain the 83.66 rating highest among the other two school the same with the other school year.

The overall average percentage of 79.79 means that the level of the school performance in terms of assessment result is *fairly satisfactory*. This means that the performance of school in terms of assessment result depends on the professional development, innovations and pedagogical capabilities of the teachers. These skills are then offered and to be managed by the school heads.

The University of South Carolina (2020) explained that the measurable skills, abilities, knowledge, or values that students should be able to display after finishing a course are referred to as learning outcomes. Since they focus on what the students will do rather than what the teacher will teach, they are student-centered as opposed to teacher-centered. Learning objectives are not independent claims. UNESCO (2018) further added that learning encompasses a variety of competencies required for diverse purposes and life junctures of children, teens, and adults, going beyond the capacity to read, write, or perform simple math. Understanding what, when, where, and how people learn is critical for improving learning experiences and outcomes. Assessment as learning requires that it be in line with the planned course learning outcomes, according to UNSW Sydney (2023).

Table 13. Significant Relationship of School Learning Action Cell Practices (SLAC) Practices to the Professional Development of the Teachers

School Learning Action Cell Practices (SLAC)	Professional Development	r- value	Degree of Correlation	p-value	Analysis
Assessment of teachers need	<i>Content and Pedagogy</i>	0.375	Weak Correlation	0.000	Significant
	Instructional delivery	0.637	Strong Correlation	0.000	Significant
	Assessment and evaluation	0.675	Strong Correlation	0.000	Significant
	Research and innovation	0.365	Weak Correlation	0.000	Significant
	Ethics and professionalism	0.455	Moderate Correlation	0.000	Significant
Coaching and mentoring	<i>Content and Pedagogy</i>	0.596	Moderate Correlation	0.000	Significant
	Instructional delivery	0.833	Very Strong Correlation	0.000	Significant
	Assessment and evaluation	0.781	Strong Correlation	0.000	Significant
	Research and innovation	0.446	Moderate Correlation	0.000	Significant
	Ethics and professionalism	0.568	Moderate Correlation	0.000	Significant
Teaching and learning process	<i>Content and Pedagogy</i>	0.615	Strong Correlation	0.000	Significant
	Instructional delivery	0.690	Strong Correlation	0.000	Significant
	Assessment and evaluation	0.686	Strong Correlation	0.000	Significant

Evaluation and feedback	Research and innovation	0.530	Moderate Correlation	0.000	Significant
	Ethics and professionalism	0.573	Moderate Correlation	0.000	Significant
	Content and Pedagogy	0.536	Moderate Correlation	0.000	Significant
	Instructional delivery	0.658	Strong Correlation	0.000	Significant
	Assessment and evaluation	0.666	Strong Correlation	0.000	Significant
	Research and innovation	0.451	Moderate Correlation	0.000	Significant
	Ethics and professionalism	0.463	Moderate Correlation	0.000	Significant

Legend: $\pm 0.80 - \pm 1.00$ *Very strong* $\pm 0.60 - \pm 0.79$ *Strong* $\pm 0.40 - \pm 0.59$ *Moderate* $\pm 0.20 - \pm 0.39$ *Weak* $\pm 0.00 - \pm 0.19$ *Very weak*

Table 13 revealed the significant relationship between SLAC practices in terms of assessment of teachers needs and level of teacher's professional development. As observed in the table significant correlation exist in terms of content and pedagogy ($r= 0.375$, $p=0.000$), instructional delivery ($r= 0.637$, $p= 0.000$), assessment and evaluation ($r= 0.365$, $p= 0.000$) research innovation ($r= 0.365$, $p= 0.000$). and ethics and professionalism ($r= 0.455$, $p= 0.000$). The correlation is all positive and ranged from weak to strong. This means that SLAC practices used by the school head to assess the teacher needs contribute to be innovative in instruction delivery, research, behavior towards others.

Prioritizing needs is the first of several interconnected steps that also include understanding the underlying factors that influence those needs, choosing evidence-based strategies to address those needs, planning and putting those strategies into practice, and assessing whether the strategies are meeting improvement needs and producing the desired results. Every iteration of a cycle of continuous improvement starts with a needs assessment, Cuiccio and Slater (2018). Goodson (2021) analyzed teacher professionalism as an outcome of collegial interaction in local school contexts. Nugraha et al. (2017) described the importance of needs assessment in the teaching. Needs assessment is one of the main investigative tools used by institutions for the identification of actual needs, gaps, and hidden parts of the system and other activities.

Table 13 revealed the significant relationship between SLAC practices in terms of coaching and mentoring and level of teacher's professional development. As observed in the table significant correlation exist in terms of content and pedagogy ($r= 0.596$, $p=0.000$), instructional delivery ($r= 0.833$, $p= 0.000$), assessment and evaluation ($r= 0.781$, $p= 0.000$) research innovation ($r= 0.446$, $p= 0.000$). and ethics and professionalism ($r= 0.568$, $p= 0.000$). The correlation is all positive and ranged from moderate to very strong. This means that SLAC practices used by the school head to figure the coaching and mentoring needed proved to be of great importance in the professional development and growth of the teachers.

Kamarudin et al. (2020) encapsulated the theories and models within the coaching and mentoring process. Three major theories and models were discussed and related to the coaching and mentoring situation: Zone of Proximal Development (ZPD), Biggs's Presage-Process-Product Model and The GROW Model. These models play a significant role in coaching and mentoring whereby both involve in the process to maximize the potential of the clients or coaches. Ali et al. (2018) elucidated the competing

notions and issues pertinent to the teacher coaching and mentoring approach. The review also disclosed that teacher coaching and mentoring approach is proven to be a promising practice for teacher learning, teacher change and ultimate improvement in students' achievement.

Table 13 revealed the significant relationship between SLAC practices in terms of teaching and learning process and level of teacher's professional development. As observed in the table significant correlation exist in terms of content and pedagogy ($r= 0.615$, $p=0.000$), instructional delivery ($r= 0.690$, $p= 0.000$), assessment and evaluation ($r= 0.686$, $p= 0.000$) research innovation ($r= 0.530$, $p= 0.000$). and ethics and professionalism ($r= 0.573$, $p= 0.000$). The correlation is all positive and ranged from moderate to strong. This means that SLAC practices used by the school head to enhance the teaching and learning process proved to be of great importance in the learning deliveries that happens in the classroom.

Vallejo-Ruiz and Torres-Soto (2020) reviewed teachers' conceptions of the quality of teaching and learning processes in preschool education. The outcomes showed that teachers link educational quality to the classroom atmosphere and to the resources and materials used. Likewise, they considered it essential that families were involved in the educational process and that the programming and activities were designed to take the students' needs and interests into account. Munna and Kalam (2021) evaluated various academic journals, pedagogy and inclusive practices to assess the teaching effectiveness. Their findings showed that providing positive and adequate formative and developmental feedback, introduction of role play have profound positive impact on the confidence and self-esteem of the students. They also found that active learning environment promotes inclusivity and improve the faculty and student academic performances.

Table 13 revealed the significant relationship between SLAC practices in terms of evaluation and feedback and level of teacher's professional development. As observed in the table significant correlation exist in terms of content and pedagogy ($r= 0.536$, $p=0.000$), instructional delivery ($r= 0.658$, $p= 0.000$), assessment and evaluation ($r= 0.666$, $p= 0.000$) research innovation ($r= 0.451$, $p= 0.000$). and ethics and professionalism ($r= 0.463$, $p= 0.000$). The correlation is all positive and ranged from moderate to strong. This means that SLAC practices used by the school head to generate evaluation and feedback becomes a proof of learning and basis for improvements among teachers.

In the study of Yusron and Sudiyatno (2021), results showed that the effectiveness of learning in implementing AfL could be influenced by assessment preparation, student involvement, and follow-up assessment. Moreover, there was a need for follow-up and feedback to see the achievements.

Table 14. Significant Effect of School Learning Action Cell Practices (SLAC) Practices to the School Performance of the Teachers

School Learning Action Cell Practices (SLAC)	School Performance								
	OPCRF			SBM			Assessment Results		
	t-value	p-value	Analysis	t-value	p-value	Analysis	t-value	p-value	Analysis
Assessment of teachers need	-0.433	0.680	Not Significant	-0.675	0.530	Not Significant	3.967	0.017	Significant
Coaching and mentoring	-0.024	0.982	Not Significant	0.145	0.891	Not Significant	-2.398	0.074	Not Significant
Teaching and learning process	12.028	0.044	Not Significant	1.552	0.181	Not Significant	-2.920	0.043	Significant

Evaluation and feedback	-0.703	0.50 8	Not Significa nt	-1.28 4	0.25 5	Not Significa nt	3.07 4	0.03 7	Significa nt
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Table 14 show the significant effect of school learning action cell practices to school performance. In terms of assessment of teacher's needs, there is no significant effect to OPCRf the given (t- value of - 0.433 p= 0.680), school-based management (t- value of -0.675, p=0.530). The p – value is higher than the alpha value of 0.05. While there is a significant effect in terms of assessment result (t-value of 3.967 p= 0.017). This means that the SLAC practices used by the school head contribute the improvement of school performance in terms of assessment result.

Cuiccio and Slater (2018). Prioritizing needs is the first of several interconnected steps that also include understanding the underlying factors that influence those needs, choosing evidence-based strategies to address those needs, planning and putting those strategies into practice, and assessing whether the strategies are meeting improvement needs and producing the desired results. Every iteration of a cycle of continuous improvement starts with a needs assessment. According to the Office of Migrant Education (2021), Needs assessments concentrate on certain target populations within a system. In educational contexts, the target audiences frequently include students, parents, teachers, administrators, and the general public. Assessment as learning requires that it be in line with the planned course learning outcomes, according to UNSW Sydney (2023).

Table 14 show the significant effect of school learning action cell practices to school performance. In terms of coaching and mentoring, there is no significant effect to OPCRf the given (t-value of - 0.024 p= 0.982), school-based management (t- value of 0.145, p=0.891), and assessment result (t-value of -2.398 p=0.074) The p – value is higher than the alpha value of 0.05. This means that the SLAC practices used by the school head does not affect the coaching and mentoring teachers acquired from their peers. Coaching and mentoring is a voluntary desire by the teachers to foster self-growth or development.

The Australian Council for Educational Research (2016) clarified that both coaches and mentors have the responsibility of posing the proper questions to encourage participants to become more self-aware and make better decisions. Instead, than attempting to solve the coachee's or mentee's problems, the goal of mentors and coaches is to ask insightful questions so that the best solutions can be discovered together. The mentoring and coaching processes typically change over time as the relationships get stronger. Principal-to-principal coaching is one type of peer coaching that can be used to improve schools. School principals and other educational leaders can also coach and mentor teachers. According to Ali et al. (2018), experts proposed a job-embedded 'peer-coaching' model that promised to increase the transfer of skills into classroom practice. At this "modeling, practice under simulated conditions, and practice in the classroom, combined with feedback were deemed as the most productive training design.

Table 14 show the significant effect of school learning action cell practices to school performance. In terms of teaching and learning process, there is no significant effect to OPCRf the given (t- value of 12.028 p= 0.044), school-based management (t- value of 1.552, p=0.181) the p – value is higher than the alpha value of 0.05. While there is a significant effect in terms of assessment result (t-value of -2.920 p= 0.043). This means that the SLAC practices used by the school head contribute to the improvement of school performance in terms of assessment result. The delivery, content knowledge and pedagogy helps greatly on the learnings outcomes. Pedagogical knowledge helps greatly in the teaching and learning process that happens in the classroom settings.

To adapt to the changing world conditions in the 21st century, individuals should be trained to understand the era, analyze the needs of society, think innovatively, access information needed, and most importantly, they should be trained to make lifelong learning a lifestyle. This is undoubtedly possible by making the education system match 21st-century skills (Uçak & Erdem, 2020). The relationship between the leadership style of the public-school head and the effectiveness of the faculty was established by

Aquino et al. (2021). This study concluded that the differences in leadership styles that school administrators and instructors encounter are very crucial, proving that their responses are inherently superior. Regardless of age, academic achievement, or substantial achievements, teachers perform consistently.

Table 14 show the significant effect of school learning action cell practices to school performance. In terms of evaluation and feedback, there is no significant effect to OPCR the given (t-value of -0.703 $p=0.508$), school-based management (t-value of -1.284, $p=0.255$) the p -value is higher than the alpha value of 0.05. While there is a significant effect in terms of assessment result (t-value of 3.074 $p=0.037$). This means that the SLAC practices used by the school head contribute to the improvement of school performance in terms of evaluation and feedback. Since our main consumers are the learners, evaluation and feedbacks from them matters. Teachers will aim for skill enhancement with regards to teaching, and the results will be validated through test results.

As claimed by Hasırcı (2018), educational environments are places where students engage in educational communication and gain different experiences through varying activities. To gain a place in society and have a say, individuals who have 21st-century skills seem to have the mechanism that helps them make the right decisions (Boyacı & Özer, 2019).

CONCLUSION

The study's findings led to the conclusion that school learning action cell (SLAC) practices have a significant relationship with teachers' professional development, but only the assessment result shows a significant relationship between school learning action cell (practices) and school performance. This indicates that SLAC practices contribute more to the output that instructors give through the teaching learning process that occurs in the classroom between the teacher and the learners. SLAC techniques are also beneficial to teachers' professional development because specific learnings and innovations are made available to them at their convenience. It also fosters a collaborative spirit, allowing teachers to learn from their peers.

RECOMMENDATIONS

1. School administrators may continue to prioritize assessing teachers' needs in order to create tailored programs and seminars linked to teachers' professional development.
2. Teachers can use self-efficacy and learner feedback to determine what the requirements of their students are and how they can improve their teaching and learning delivery.
3. Future researchers may also investigate other schools' procedures and SLAC themes. This will enable for the discovery of more facts that may be useful in developing a model of instruction for future SLAC seminars.
4. The study can be also conducted in other school and locale.

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