MEMORANDUM TO:

OIC, Office of the Asst. Schools Division Superintendent
Chief Education Supervisors, CID and SGOD
Elementary and Secondary School Principals
Officers-in-Charge
Public Schools

IMPACT EVALUATION STUDY ON THE IN-SERVICE TRAINING (INSET) OF
TEACHERS OFFERED BY THE FACULTY OF ARTS AND LANGUAGES (FAL) OF
THE PHILIPPINE NORMAL UNIVERSITY (PNU)

Attached is a letter from Asst. Prof. Ramer V. Oxiño, Extension Coordinator, FAL-
PNU dated June 17, 2019 re: Impact Evaluation Study on the In-Service Training
(INSET) of teachers in May and October, 2018, content of which is self-explanatory.

In this regard, all elementary and secondary schools are requested to extend
assistance to the researcher/s for the successful conduct of the said study.

Immediate and wide dissemination of this Memorandum is desired.

JOEL T. TORRECAMPO
Assistant Schools Division Superintendent
Office-In-Charge
Office of the Schools Division Superintendent

June 27, 2019
MR. JOEL T. TORRECAMPO  
Officer in Charge, Office of the Schools Division Superintendent  
Schools Division Office, Marikina City

Dear Sir:

The Faculty of Arts and Languages (FAL) of the Philippine Normal University (PNU) will be conducting an impact evaluation study on the in-service teacher training (INSET) it offered to the teachers in the Schools Division of Marikina City in May and October 2018. The INSET is part of the extension projects of FAL which is aimed at strengthening the content and pedagogical content knowledge of the teacher participants from the English and Literature, Filipino, and Music and Art areas to better implement the K to 12 Program. The impact evaluation study is aimed at determining the relevance and the impact of the INSET.

In view of the above reason, FAL would like to ask permission from your office to conduct the study from the last week of June 2019 onwards. The extension research team of FAL will administer the impact evaluation study instruments to the following respondents from your schools division:

- Schools Division Superintendent
- Schools Division Extension Coordinator
- Academic Supervisors (English and Literature, Filipino, Music and Art)
- School Heads
- Subject Coordinators (English and Literature, Filipino, Music and Art)

Attached are samples of the impact evaluation study instruments and list of schools whose teachers participated in the in-service trainings conducted.

Thank you so much for your immediate and favorable response. We look forward to having a strengthened and continued extension partnership between PNU and SDO Marikina.

Very truly yours,

[Signature]

ASST. PROF. RAMER V. OXIÑO  
Extension Coordinator, FAL

Noted:

[Signature]  
MA. JHONA B. ACUÑA, Ph.D.  
Associate Dean, FAL

[Signature]  
RITA B. RUSCOE, Ph.D.
Dear Teacher Respondent:

The Faculty of Arts and Languages (FAL) of the Philippine Normal University is conducting an impact evaluation study on the INSET it offered to the SDO Marikina teachers in May 2018. The evaluation is aimed at finding out the impact of the training on the teachers, students and other stakeholders. The results will serve as input in improving the INSET provided by the faculty as one of its extension projects.

Please answer the items honestly and completely. Your responses will be kept confidential and will be used solely for the study.

We look forward to having more teacher trainings and strengthened extension partnership between the PNU and SDO Marikina.

Thank you so much.

The FAL Extension Projects Research Team

I. PERSONAL PROFILE

1) Name (Optional): ___________________________ 3) Sex: ______ 4) Age: ______

5) Region: ___________ 6) Division: __________________________

7) Educational Background:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Course</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s Degree</td>
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<td>Master’s Degree</td>
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<tr>
<td>PhD Degree</td>
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<tr>
<td>Others, please specify</td>
<td></td>
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</tr>
</tbody>
</table>

8) Name of School (where you teach): __________________________

9) Number of Years in Teaching: __________________________

10) Subject/s Taught:

<table>
<thead>
<tr>
<th>Subject/s</th>
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II. INSET TRAININGS

A. Relevance of Topics

MAY 2018 IN-SERVICE TRAINING

Topics Discussed in the MAY 2018 INSET (English and Literature Area)

- Techniques in Effective Public Speaking
- Teaching Vocabulary Development
- Summarizing Texts
- Principles of Cohesion and Coherence
- Elements of Literary and Informational Texts
- Teaching Strategies in Language, Reading and Writing
- Writing Information, Persuasive and Argumentative Essays
- Transcoding Information from Linear to Non-Linear Texts and Vice - Versa

11) Write the three (3) topics discussed in the May 2018 INSET you found most important:

..........................................................

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..........................................................

12) Write the three (3) topics discussed in the May 2018 INSET you found least important:

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..........................................................

14) Suggest at most three (3) topics that should be discussed in the future INSETs.

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..........................................................
B. Impact of the INSET

15) Indicate the extent of your agreement or disagreement to the statements below.

a. Topics and resource persons

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Most of the topics discussed in the INSET were relevant or were what the teacher participants really needed</td>
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<tr>
<td>2. Resource persons demonstrated expertise on the topics discussed</td>
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<tr>
<td>3. Resource persons demonstrated expertise on the topics discussed</td>
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<tr>
<td>4. Resource persons used effective strategies and materials</td>
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</tbody>
</table>

b. Conduct of the INSET

<table>
<thead>
<tr>
<th>Statement</th>
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<th>Disagree</th>
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</thead>
<tbody>
<tr>
<td>1. Overall, SDO Marikina showed a strong support system.</td>
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<td>2. Strong support from academic supervisors were ensured.</td>
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<td>3. The INSET was well-attended and well-represented.</td>
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<td>4. The INSET was implemented smoothly and successfully.</td>
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</table>

c. Impact of the INSET

<table>
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<tbody>
<tr>
<td>1. I learned new things from the topics discussed which were useful in my teaching.</td>
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<tr>
<td>2. I learned new teaching strategies that were useful in my teaching.</td>
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<tr>
<td>3. Instructional materials were useful in my teaching.</td>
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<tr>
<td>4. My skills in planning and delivering the lessons and evaluating the learners’ performance improved.</td>
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<tr>
<td>5. The training was contributory to my promotion.</td>
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</table>
6. The academic performance of my students improved because of the INSET.

7. Overall, the performance of the learners in the division improved as evidence by the NAT results.

8. The INSET provided by the FAL faculty is relevant and should continue.

16) What do you think were the strengths of the INSET given by the FAL faculty?

17) What do you think were the weaknesses of the INSET given by the FAL faculty?

18) Suggest ways by which FAL could improve its INSET for the SDO Marikina teachers:

19) On a scale of ten (10 is the highest), how would you rate the overall impact of the INSET given by the PNU?

10 9 8 7 6 5 4 3 2 1

20) Why?

21) Do you think PNU and SDO Marikina should continue with their extension partnership?

_____ YES  _____ NO

22) Why?

THANK YOU!
Dear Teacher Respondent:

The Faculty of Arts and Languages (FAL) of the Philippine Normal University is conducting an impact evaluation study on the INSET offered to the SDO Marikina teachers in October 2018. The evaluation is aimed at finding out the impact of the training on the teachers, students and other stakeholders. The results will serve as input in improving the INSET provided by the faculty as one of its extension projects.

Please answer the items honestly and completely. Your responses will be kept confidential and will be used solely for the study.

We look forward to having more teacher trainings and strengthened extension partnership between the PNU and SDO Marikina.

Thank you so much.

The FAL Extension Projects Research Team

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_____________________________________________________________________

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Page 2
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17) What do you think were the weaknesses of the INSET given by the FAL faculty?

18) Suggest ways by which FAL could improve its INSET for the SDO Marikina teachers:

19) On a scale of ten (10 is the highest), how would you rate the overall impact of the INSET given by the PNU?

[Scale 10-1]

20) Why?

21) Do you think PNU and SDO Marikina should continue with their extension partnership?

_____ YES  _____ NO

22) Why?

THANK YOU!
## INTERVIEW QUESTIONS

**Respondents:**
- Schools Division Superintendent
- Schools Division Extension Coordinator
- Academic Supervisor (English and Literature, Filipino, Music and Art)
- School Head (Elementary & Secondary)
- Subject Coordinators (English and Literature, Filipino, Music and Art) (Elementary & Secondary)

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<th>RESPONSE/S</th>
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<td>1. How did you find the INSET provided by the Philippine Normal University Faculty of Arts and Languages (FAL) to the basic education teachers in the SDO Marikina?</td>
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<tr>
<td>2. How did the INSET provided by the PNU FAL benefit the following:</td>
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<td>b. Students (academic performance, performance in the NAT, etc.)</td>
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<td>c. SDO Marikina (in designing INSET program, looking for resource persons, budget, etc.)</td>
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<td>Other stakeholders</td>
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INTERVIEW QUESTIONS

Respondents:
- Schools Division Superintendent
- Schools Division Extension Coordinator
- Academic Supervisor (English and Literature, Filipino, Music and Art)
- School Head
- Subject Coordinators (English and Literature, Filipino, Music and Art)

1. How did you find the INSET provided by the Philippine Normal University Faculty of Arts and Languages (FAL) to the basic education teachers in the SDO Marikina?

2. How did the INSET provided by the PNU FAL benefit the following:
   a. Teachers (planning and delivering lessons, assessing and evaluating learners' academic performance; choice and use of instructional materials, promotion, etc.)
   b. Students (academic performance, performance in the NAT, etc.)
   c. SDO Marikina (in designing INSET program, looking for resource persons, budget, etc.)
   d. Other stakeholders

3. What do you think are the strengths of the INSET provided by the PNU FAL?

4. What do you think are the weaknesses of the INSET provided by the PNU FAL?

5. What would you consider as the biggest or the most important impact of the INSET provided by the PNU FAL?

6. What are your suggestions for PNU FAL to consider to improve the implementation of its INSET for SDO Marikina teachers?
7. Do you think PNU FAL and SDO Marikina should continue with their extension partnership in training the basic education teachers in your division? Why?
MAY 2018 INSET, SDO MARIKINA

SCHOOLS

1. Industrial Valley Elem. School
2. Kalumpang Elem. School
3. Leodegario Victorino Elem. School
4. Malanday Elem. School
5. Marikina Elem. School
6. San Roque Elem. School
7. Sto. Niño Elem. School
8. Concepcion Elem. School
9. Concepcion Integrated School
10. Fortune Elem. School
11. Hermogenes Bautista Elem. School
12. Kapitan Moy Elem. School
13. Nangka Elem. School
14. Parang Elem. School

OCTOBER 2018 INSET, SDO MARIKINA

SCHOOLS

1. Barangka National High School
2. Jesus Dela Pena High School
3. Kalumpang National High School
4. Malanday National High School
5. Marikina Science High School
6. San Roque National High School
7. Sto. Nino High School
8. Tanong High School
9. Sta. Elena High School
10. Concepcion Integrated School
11. Fortune High School
12. Marikina High School
13. Nangka High School
14. Parang High School
15. Marikina Heights High School