



Republic of the Philippines  
**Department of Education**  
 REGION X - NORTHERN MINDANAO  
 DIVISION OF MALAYBALAY CITY

DM 2020-10-420  
 DEPED MALAYBALAY CITY DIVISION  
 RELEASED

DATE: \_\_\_\_\_ TIME: 8:30

BY: 28 2020 *giam*

**DIVISION MEMORANDUM**

No. 420, s. 2020

To: Assistant Schools Division Superintendent  
 Chief Education Supervisors, SGOD and CID  
 Education Program Supervisors  
 Public Schools District Supervisors  
 All School Heads  
 All Others Concerned

From: **VICTORIA V. GAZO, PH.D., CESO V**  
 Schools Division Superintendent

Date: October 27, 2020

Subject: **FINAL SCHEDULE ON THE SUBMISSION OF MODULE  
 (THEORETICAL) AND PRACTICUM OUTPUTS AND THE REFINED  
 EVALUATION PROCEDURES AND TOOLS FOR LDM 2  
 INSTRUCTIONAL COACHES AND TEACHERS**

1. In view of Regional Memorandum No. 401, s.2020.Re:*Schedule of Submission of Module Theoretical and Practicum Outputs and the Refined Evaluation Procedures and Tools For LDM 2 Instructional Coaches And Teachers*, this Office reiterates the Final Submission of outputs and validation process of the coaches (raters) for LDM 1 & 2 and the corresponding handlers and raters. Attached is the Regional Memorandum and Validators Guide for reference (Enclosure 1)

2. Please be guided according to the dates of submission stated below:

Date	Activity
October 30, 2020	Submission of Outputs to the LAC Leaders
November 27, 2020	Submission of rating of the theoretical outputs to RO

3. Should there be queries contact, **EVERNOLD C. BERAL, PhD**, Public Schools District Supervisor at 09512477000.

Copy furnished:

Enclosure as stated  
 Records Unit/HRD-WWBM



Address: Sayre Hi-way, Purok 6, Casisang, Malaybalay City  
 Telefax No.: 088-314-0094; Telephone No.: 088-813-1246  
 Email Address: [malaybalay.city@deped.gov.ph](mailto:malaybalay.city@deped.gov.ph)

Republic of the Philippines  
**Department of Education**  
REGION X – NORTHERN MINDANAO

OCT 27 2020  
JUS34

**RELEASED**

Office of the Regional Director

October 26, 2020

REGIONAL MEMORANDUM  
No. 401, s. 2020

**DISSEMINATION OF DEPED MEMORANDUM OSEC-NEAPOD-2020-1041  
(SCHEDULE OF SUBMISSION OF MODULE (THEORETICAL)  
AND PRATICUM OUTPUTS AND THE REFINED EVALUATION  
PROCEDURES AND TOOLS FOR LDM2 INSTRUCTIONAL  
COACHES AND TEACHERS)**

To: Schools Division Superintendents  
NEAP-R10 Focal Person  
Regional Coaches  
Divisional LAC Leaders and Coaches  
All others Concerned

1. With reference to DepEd Memorandum OSEC-NEAPOD-2020-1041 dated October 20, 2020 from the Office of the Director IV of the National Educators Academy of the Philippines (NEAP), the Department of Education (DepEd) Region X directs all School Division Offices (SDOs) to submit LDM2 pre-implementation (Module-based) outputs/portfolios of teachers, school heads, and supervisors (division and district) on or before October 30. Evaluation of outputs/portfolios shall be done on the last week of November. Please refer to the table below for reference.

Teacher	School LAC Leader	Principal/ School Heads	Division Supervisor/ PSDS	SDO Coach	Regional Coach
Submits portfolio to school LAC leaders	Gathers portfolios of teachers and submit the same to school head	Evaluates and rates portfolio of school LAC leaders and teachers	Evaluates and rates portfolio of school heads	Evaluates and rates portfolio of division and district supervisors	Validates portfolio of division and district supervisors/ instructional coaches
	Submits own portfolio to school head	Submits own portfolio to Division Coaches	Submits own portfolio to SDO Coaches	Submits portfolios of division and district supervisors to RO coaches	Submits portfolio of division and district supervisors/ instructional coaches to Central office



2. The schedule of submission of the practicum outputs or implementation portfolio will be the last week of July 2021. However, the LAC leaders and coaches shall do coaching in February 2021 to help improve the practicum outputs of teachers. This may also be the time to address their professional needs that may be identified during this formative assessment.
3. Attached are the Validator's Guide and the LDM Coaching and Validation Process that will help facilitate the assessment of the modules, outputs, and their respective ratings, along with the technical assistance and coaching process, which will be done all throughout the school year.
4. Also attached is the DepEd Memorandum for reference.
5. Immediate and wide dissemination of this Memorandum is desired.

  
**DR. ARTURO B. BAYOCOT, CESO III**  
Regional Director

ATCH: As stated

To be indicated in the Perpetual Index  
under the following subjects:

LEARNING DELIVERY MODALITIES

TEACHERS      INSTRUCTIONAL COACHES

HRDD/becky - 10/27/2020



Republic of the Philippines  
**Department of Education**

*National Educators Academy of the Philippines*

**MEMORANDUM**

OSEC-NEAPOD-2020-1041

**TO: Minister, BARMM - Basic, Higher and Technical Education**  
**Directors, DepEd Regional Offices**  
**Superintendents, DepEd Schools Division Offices**  
**School Heads, Public Elementary and Secondary Schools**  
**External Partners**  
**All Others Concerned**

**FROM:  JOHN ARNOLD S. SIENA**  
Director IV

**SUBJECT: SCHEDULE OF SUBMISSION OF MODULE (THEORETICAL) AND PRACTICUM OUTPUTS AND THE REFINED EVALUATION PROCEDURES AND TOOLS FOR LDM2 INSTRUCTIONAL COACHES AND TEACHERS**

**DATE: 20 October 2020**

1. The main professional development program of the Basic Education-Learning Continuity Plan (BE-LCP) of the Department of Education, the Learning Delivery Modality (LDM 1 and 2), is currently being implemented nationwide through the National Educators Academy of the Philippines (NEAP).
2. This Program is aimed at:
  - a. improving the readiness of teachers and school leaders for the implementation and management of learning delivery modalities consistent with policies and COVID-19 response framework adopted by the government; and,
  - b. providing guidance to the field officials in making informed decisions related to the implementation of the different learning delivery modalities appropriate to their context.
3. Both LDM 1 and 2 Courses have passed the quality standards set and are recognized professional development programs by the Department of Education.
4. Emphasizing the value of assessment of learning of LDM 1 and 2 participants and the provision of coaching and technical assistance to them, NEAP has released the evaluation procedures and tools for both courses.



Republic of the Philippines  
**Department of Education**

*National Educators Academy of the Philippines*

5. This evaluation procedures and tools are predicated to the underlying objective of ensuring that all school leaders, instructional coaches and teachers should have the necessary skills to help prepare their schools for the implementation and management of their chosen LDMs.
6. It also puts emphasis not just on the completion of the modules but more importantly, on the quality of the content and veracity of the information found in every activity of each module.
7. Special care and attention shall be given to each participant's outputs through provision of feedback, technical assistance, and coaching. It is advised that evaluators ground their feedback to the participants' outputs on the professional standards where the LDM outputs are mapped and aligned.
8. The LDM Evaluation Procedures serve as a guide so the evaluator can objectively evaluate each output. The participant's outputs will also serve as valuable input for all concerned personnel as we provide valuable technical assistance and coaching to them.
9. LDM2 pre-implementation (Module-based) outputs shall have all been submitted by the end of October and be evaluated by the last week of November. Should an extension in the submission and evaluation of the theoretical outputs be needed, in consideration of the context of the division/region, NEAP-R focal persons are requested to relay this request to the LDM Program Management Team.
10. The schedule of submission of the practicum outputs or implementation portfolio will be the last week of July 2021. However, NEAP underlines the importance of formative assessment on the participants' portfolios by LAC Leaders and Coaches by the middle of the school year (by February 2021). This is meant to provide the necessary guidance and coaching not only to improve the practicum outputs but to address professional development needs that may be identified in the process of formative assessment.
11. Attached are the Validator's Guide and the LDM Coaching and Validation Process that will help facilitate the assessment of the modules outputs and their respective ratings, along with the technical assistance and coaching process which will be done all throughout the school year.
12. For queries and additional information, please contact the National Educators Academy of the Philippines through email at [lepca@bldg@gmail.com](mailto:lepca@bldg@gmail.com).
13. Immediate dissemination of this memorandum is desired.



## LDM Validation and Coaching Process

### 1. First, analyze participant data.

- a) Begin by analyzing the **Summary of Ratings (LDM1/2 Forms 1B, 2B, or 3B)**. You may start by looking at outliers and inconsistencies in the data:
  - Do you notice individual scores that are either too low or too high compared to the majority of LAC members?
  - Is there a LAC group that has a significantly higher or lower average scores than other LAC groups assigned to you?
- b) After looking at the Summaries of Ratings, perform an analysis of **Individual Ratings (Forms 1A, 2A, or 3A)**. Look for notable outliers and trends in the data.
  - **Rubrics.** Is there a rubric criterion that a participant/LAC Group is consistently having difficulty with? (i.e. participants/groups consistently low scores in Presentation, or in Understanding of LDM inputs, etc.)
  - **Module outputs scores.** Is there a specific module where participants/LAC Groups consistently score lower compared to other outputs? (e.g. participant has low scores in Module 3B, but good scores in other modules)
  - **General trends.** Do you notice a common trend in the scores of different LAC groups and participants?
- c) If necessary, you may consult the submitted outputs of participants to do your validation.

### 2. Next, initiate a coaching conversation. This can be done either with a participant or the LAC leader.

- a) Depending on the validation you need to perform, you may initiate a coaching conversation directly with the LAC Member (if you only notice individual outliers in the data), or with the LAC Leaders (if you notice a common trend).
- b) If necessary, remind them that the objective of the coaching conversation is to explore ways together so they can to improve their LDM implementation, and that it is an opportunity for openness and collaboration.
- c) As much as possible, let the participant develop their own reflections and development plans. To guide these coaching conversations, here are a few sample guide questions you can use as prompts:
  - *What are your challenges in accomplishing and submitting LDM outputs? How can I help to/What can you do to overcome these challenges?*
  - *Which modules did you have difficulty in accomplishing outputs for? What kind of support do you need?*
  - *Which LDM topics do you still need clarification on? How can I help in clarifying these topics for you?*

### 3. Finally, Establish a coaching agreement.

- a) Establish an agreement with the participant/LAC Group on a course of action based on your coaching conversation. Agree on a concrete action they can conduct and a timeline on accomplishing this. Make sure that you can monitor their progress based on your mutual agreement.
- b) Aside from facilitating the coaching conversation, as a coach, you may also provide participants with useful resources in improving their LDM implementation. This may be included in your coaching agreement.
- c) To ensure the fulfilment coaching agreements, make sure that you **document** the results of your conversation. For LDM Instructional Coaches, these documents may be an additional attachment to your TA Activities Documentation output in Module 4, or as part of your LDM2 Practicum Portfolio. Make sure that you and the participant sign this agreement:
  - **For minor coaching conversations,** create a document that outlines: 1) the coaching concern, 2) the agreed course of action, and 3) the timeline
  - **For more significant coaching conversations,** you may use the General TA/Coaching Plan template in Annex 1 of the TA Coaching Handbook.



## Learning Delivery Modalities Course Guide for Validators

1. The **LDM Guide for Validators** is a document outlining a procedure of validating the outputs of participants in the LDM Courses. Please note that this **document serves only as a recommended procedure** that validators could modify according to the appropriate form of validation applicable to their needs. Additionally, **the validation process does not need to be conducted for all participants**. In-depth validation may be done in cases of trends, inconsistencies, and outliers in the gathered ratings.
2. Validation will be done by the appropriate LDM Coach for that course. As such, the table below outlines the assigned validators for LDM1 and LDM2:

Validator	Source of LDM Course Outputs
<b>LDM Coaches</b> > NEAP CO Coaches > NEAP RO Coaches > EF Partner Coaches	LDM1 for School Heads LDM1 for LAC Leaders LDM2 for Instructional Coaches
<b>LDM2 Instructional Coach</b> > District and Division Supervisors	LDM2 for Teachers LDM2 for LAC Leaders

3. The LDM Validation Process will use the tools and rubrics used during the evaluation. You may refer to [bit.ly/lm1evalslide](http://bit.ly/lm1evalslide) and [bit.ly/lm2evalslide](http://bit.ly/lm2evalslide) to locate these resources.
4. Validators are encouraged to establish that the validation process be a **participant-centered, coach-facilitated** activity. This means that more than verifying the integrity of LDM ratings of participants, validation must serve as a **coaching springboard** to explore the areas of improvement and development needs of LDM participants.
5. As with the rest of the elements of the LDM Course, the recommended validation process follows the three principles from the TA Coaching Guidebook. Validators are encouraged to keep these principles in mind during in coaching and validation activities:
  - A. People are responsible for their own growth;
  - B. Technical assistance is aligned with the organization's vision and mission and is based on the organization's needs, and;
  - C. Learning is a cooperative and a collaborative process.