



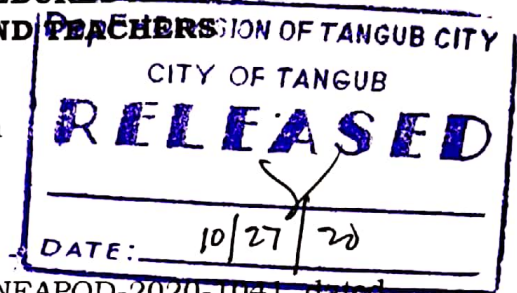
October 26, 2020

DIVISION MEMORANDUM

No. 250, s. 2020

**SCHEDULE OF SUBMISSION OF MODULE (THEORETICAL) AND PRACTICUM
 OUTPUTS AND REDEFINED EVALUATION PROCEDURES AND TOOLS
 FOR LDM 2 INSTRUCTIONAL COACHES AND TEACHERS**

To: Chief, Curriculum Implementation Division
 Chief, School Governance and Operations Division
 Public Elementary and Secondary School Heads
 This Division



1. With reference to DepEd Memorandum OSEC-NEAPOD-2020-1041 dated October 20, 2020 from the Office of the Director IV of the National Academy of the Philippines (NEAP) and Regional Memorandum No. 401, s. 2020 dated October 26, 2020, this Office directs all supervisors, school heads and teachers to submit LDM1/LDM2 pre-implementation (Module-based) outputs/portfolios on or before October 30, 2020. Evaluation of outputs/portfolios shall be done on the last week of November 2020. Please refer to the table below for reference.


Teacher	School LAC Leader	School Head	Division Supervisor /DIC	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/ DICs	Validates portfolio of division and district supervisor/ DICs/ Instructional coaches
	Submits on portfolio to school head	Submits own portfolio to Division Coaches	Submits own portfolio to SDO Coaches	Submits portfolios of division and district supervisors/ DICs to RO coaches	Submits portfolios of division and district supervisors/ DICs/ 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 Validators 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 and Regional Memorandum No. 401, s. 2020 and DepEd Memorandum OSEC-NEAPOD-2020-1041 for your reference.
4. Immediate and wide dissemination of this Memorandum is directed

NS
AGUSTINES E. CEPE, CESO V
Schools Division Superintendent 

AEC/SGOD/rbgr/10-27-2020

Reference:

Regional Memorandum No. 401, s. 2020

DepEd Memorandum OSEC-NEAPOD-2020-1041



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
LDM Coaches > NEAP CO Coaches > NEAP RO Coaches > EF Partner Coaches	LDM1 for School Heads LDM1 for LAC Leaders LDM2 for Instructional Coaches
LDM2 Instructional Coach > 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/l dm1evalslide and bit.ly/l dm2evalslide 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.

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.



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 ARNORLD 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.



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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 lcpcapbldg@gmail.com.
13. Immediate dissemination of this memorandum is desired.

OCT 27 2020
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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



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Email Address: region10@deped.gov.ph
Web site: http://deped10.com



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