



Republic of the Philippines
Department of Education
 REGION VIII - EASTERN VISAYAS

June 2, 2021

REGIONAL MEMORANDUM

No. **000300**, s. 2021

BLENDED EVALUATION AND VALIDATION ACTIVITIES ON THE IMPLEMENTATION OF LEARNING DELIVERY MODALITY COURSES

To: Schools Division Superintendents
 Regional Office Division Chiefs
 Public Elementary and Secondary School Heads
 All Others Concerned

1. This Office, through the Human Resource Development Division (HRDD) shall conduct blended evaluation and validation activities of the implementation of the Learning Delivery Modality (LDM) Courses 1 and 2 for the months of June to November 2021.
2. This activity aims to ensure that the processes of the implementation of LDM Courses adheres to the standards and guidelines set by NEAP Central Office; conduct onsite and online validation and evaluation of the outputs of LAC Leaders and Instructional Coaches; and conduct onsite validation of the implementation of the Practicum Phase of the courses.
3. The Schools Division Superintendents are requested to identify three (3) District Offices who will participate in the said activities. The following are the participants of the evaluation and validation processes for each course which will be done in the identified District Offices in observance of the AITF standards.

Learning Delivery Modality (LDM) Course 1		Learning Delivery Modality (LDM) Course 2	
<i>DepEd Personnel Involved</i>	<i>Role in LDM 1</i>	<i>DepEd Personnel Involved</i>	<i>Role in LDM 2</i>
Chief Education Supervisor (CES), Education Program Supervisor (EPS), Public Schools District Supervisor (PSDS)	LAC Leaders	Chief Education Supervisor (CES), Education Program Supervisor (EPS), Public Schools District Supervisor (PSDS)	Instructional Coaches
		School Heads, Identified HT/MT	LAC Leaders



4. The following Validation Teams are composed of HRDD, QAD, FTAD and CLMD Personnel who are responsible to inform the Human Resource Development (HRD) Unit of the Schools Division Offices (SDOs) for the schedule of the activity:

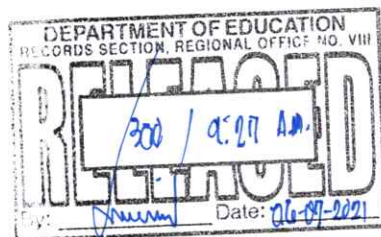
Team A		Team B	
Harvie D. Villamor	HRDD Chief	Alejandra B. Lagumbay	HRDD EPS
Rowena Vacal	HRDD EPS	Dina S. Superable	HRDD SEPS
Clark Dave Arante	HRDD EPS II	Michael C. Parado	HRDD EPS II
Maureen Charisse Maltos	HRDD EPS II	Joy B. Bihag	CLMD EPS
Ryan Tiu	CLMD EPS	Gerardo L. Adtoon	QAD EPS
Melvin Chito Solis	QAD EPS	Geraldine Mangaliman	FTAD EPS
Reynaldo Nayre	FTAD EPS		

5. Enclosures 1, 2, 3 and 4 of this Memorandum are the Learning Delivery Modality (LDM)1 Validation Tool, LDM 1 Evaluation Rubric for Outputs of LAC Leaders, Learning Delivery Modality (LDM) 2 Validation Tool, and LDM 2 Evaluation Rubric for Outputs of LAC Leaders and Instructional Coaches respectively.

6. For further inquiries, contact Dr. Harvie D. Villamor, HRDD Chief through hrdd.region8@deped.gov.ph or telephone number 323-7030.

7. Immediate dissemination of and compliance with this Memorandum are desired


MA. GEMMA MERCADO LEDESMA
 Regional Director



Enclosures: As stated

References: 2021 HRDD Annual Implementation Plan (AIP)

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

EVALUATION LEARNING MODALITY MANAGEMENT VALIDATION

HRDD-ABL

Enclosure 1: Learning Delivery Modality (LDM)1 Validation Tool

LEARNING DELIVERY MODALITY (LDM) COURSE 1 VALIDATION TOOL

A. Instructions: Read each indicator carefully to determine as to what extent do you participate as LAC Leaders in the Learning Delivery Modality (LDM) 1. On a scale of 1 to 5 below, put a check (✓) mark on the space provided.

Numerical Rating	Interpretation	Description
5	Highly Competent	In a very high significant way
4	Competent	In a high significant way
3	Moderately Competent	In a meaningful way
2	Less Competent	In a limited way only
1	Not Competent	Not in any meaningful way

Indicators		Highly Competent (5)	Competent (4)	Moderately Competent (3)	Less Competent (2)	Not Competent (1)
To what extent do I...						
1	Understand the modalities I can confidently impart to the School Heads					
2	Have the knowledge on the aspects of the different modalities					
3	Facilitate the decision-making process of the School Heads in choosing the modalities appropriate during the pandemic					
4	Help the School Heads in assessing the readiness for the chosen modalities					
5	Address the different challenges met as LAC Leader in the Phase 1 LDM 1 implementation					
6	Plan to help the School Heads address the challenges they met during the self-paced activities					
7	Help the school heads assigned to me in the planning for LDM 1 Phase 2 implementation					
8	Have the expertise in planning for the M and E of LDM implementation of the assigned					

	schools					
9	Provide technical assistance in the accomplishments of the outputs of participants					
10	Disseminate information relative to LDM 1 Phase 1 implementation					

Name of Respondent

Name of Validator

Enclosure No. 2: LDM 1 Evaluation Rubric for Outputs of LAC Leaders

LDM COURSE 1 Evaluation Rubric for Outputs of LAC Leaders

<i>CRITERIA</i>	<i>OUTSTANDING (5)</i>	<i>VERY SATISFACTORY (4)</i>	<i>SATISFACTORY (3)</i>	<i>UNSATISFACTORY (2)</i>	<i>POOR (1)</i>
<i>Demonstration of understanding of the LDM training materials /inputs 50%</i>	<p>The outputs demonstrate clear and complete understanding of the concepts, principles and tasks.</p> <p>The outputs must also meet the following indicators:</p> <p>a. Convey excellent understanding of key concepts and processes in each LDM</p> <p>b. Show integration of the LDM inputs through evidence-based outputs</p> <p>c. Demonstrate novel connections/ideas/perspectives on the LDMs</p> <p>d. The information required from each output is complete and</p>	<p>The outputs demonstrate clear understanding of the concepts, principles, and tasks.</p> <p>The outputs meet three of the four indicators.</p>	<p>The outputs demonstrate some understanding of the concepts and principles with one major misunderstanding of the concepts, principles and tasks.</p> <p>The outputs meet two of the four indicators.</p>	<p>The outputs demonstrate minimal understanding of concepts and principles with 2-3 major misunderstandings of the concepts, principles and tasks.</p> <p>The outputs meet one of the four indicators.</p>	<p>The outputs have more than 3 serious errors that reflect misunderstanding of the concepts, principles, and tasks</p> <p>None of the indicators was met.</p>

	concisely presented				
<i>Demonstration of understanding of one's context vis-a-vis LDM implementation</i> 30%	The outputs demonstrate a clear understanding of school and community context through careful analysis and utilization of data in most parts of the output, i.e., all stakeholders (teaching & non-teaching personnel, parents, community leaders and learners) were consulted.	The outputs demonstrate clear understanding of school and community context with reference to data in many parts of the output/s, i.e., only teaching & non-teaching personnel, parents, and learners were consulted.	The outputs demonstrate fair understanding of school and community context with reference to data in some parts of the output, i.e., only the teaching & non-teaching personnel along with the learners were consulted.	The outputs demonstrate minimal understanding of school and community context; reference to data is also minimal, i.e., only teaching and non-teaching personnel were consulted	The outputs do not show any attempt to use data, i.e., no consultation was made to understand the school and community context in relation to LDM implementation.
<i>Language and overall presentation of the output</i> 15%	The ideas are expressed in clear, coherent, and appropriately-worded language with no errors in structure and/or writing conventions.	The ideas are expressed in clear language with very minimal errors in structure and/or writing conventions.	The ideas are expressed well but with incoherence in some areas as well as a few errors in structure and/or writing conventions.	The ideas are expressed using very basic words and structure with incoherence in many areas and several errors in structure and/or writing conventions.	The ideas are rumbled and difficult to understand; Errors in Structure and writing conventions are almost everywhere in the output.
<i>Timeliness of submission</i> 5%	The output/s is/are submitted more than 3 days ahead of the deadline.	The output/s is/are submitted 1-2 days before the deadline.	The output/s is/are submitted on the deadline.	The output/s is/are submitted 1-3 days after the deadline.	The output/s is/are submitted more than 3 days after the deadline.

Enclosure 3: Learning Delivery Modality (LDM) 2 Validation Tool

LEARNING DELIVERY MODALITY (LDM) COURSE 2 VALIDATION TOOL

A. Instructions: Read each indicator carefully to determine as to what extent do you participate as LAC Leaders and Instructional Coaches in the Learning Delivery Modality (LDM) 2. On a scale of 1 to 5 below, put a check (✓) mark on the space provided.

Numerical Rating	Interpretation	Description
5	Highly Competent	In a very high significant way
4	Competent	In a high significant way
3	Moderately Competent	In a meaningful way
2	Less Competent	In a limited way only
1	Not Competent	Not in any meaningful way

Indicators		Highly Competent (5)	Competent (4)	Moderately Competent (3)	Less Competent (2)	Not Competent (1)
To what extent do I...						
1	Understand the modalities I can confidently impart to the teachers					
2	Have the knowledge on the aspects of the different modalities to be adapted by teachers					
3	Facilitate the decision-making process of the Teachers in choosing the modalities appropriate during the pandemic					
4	Help the teachers in assessing the readiness for the chosen modalities					
5	Address the different challenges met as LAC Leader/Instructional Coach in the Phase 1 LDM 2 implementation					
6	Plan to help the teachers address the challenges they met during the self-paced activities					
7	Help the teachers assigned to me in the planning for LDM 2					

	Phase 2 implementation					
8	Have the expertise in planning for the M and E of LDM 2 implementation of the assigned teachers					
9	Provide technical assistance in the accomplishments of the outputs of teachers					
10	Disseminate information relative to LDM 2 Phase 1 implementation					

Name of Respondent

Name of Validator

Enclosure No. 4: LDM 2 Evaluation Rubric for Outputs of LAC Leaders and Instructional Coaches

LDM COURSE 2 Evaluation Rubric for Outputs of LAC Leaders and Instructional Coaches

<i>CRITERIA</i>	<i>OUTSTANDING (5)</i>	<i>VERY SATISFACTORY (4)</i>	<i>SATISFACTORY (3)</i>	<i>UNSATISFACTORY (2)</i>	<i>POOR (1)</i>
<i>Demonstration of understanding of the LDM training materials /inputs 50%</i>	<p>The outputs demonstrate clear and complete understanding of the concepts, principles and tasks.</p> <p>The outputs must also meet the following indicators:</p> <p>a. Convey excellent understanding of key concepts and processes in each LDM</p> <p>b. Show integration of the LDM inputs through evidence-based outputs</p> <p>c. Demonstrate novel connections/ideas/perspectives on the LDMs</p> <p>d. The information required from each output is complete and</p>	<p>The outputs demonstrate clear understanding of the concepts, principles, and tasks.</p> <p>The outputs meet three of the four indicators.</p>	<p>The outputs demonstrate some understanding of the concepts and principles with one major misunderstanding of the concepts, principles and tasks.</p> <p>The outputs meet two of the four indicators.</p>	<p>The outputs demonstrate minimal understanding of concepts and principles with 2-3 major misunderstandings of the concepts, principles and tasks.</p> <p>The outputs meet one of the four indicators.</p>	<p>The outputs have more than 3 serious errors that reflect misunderstanding of the concepts, principles, and tasks</p> <p>None of the indicators was met.</p>

	concisely presented				
<i>Demonstration of understanding of one's context vis-a-vis LDM implementation</i> 30%	The outputs demonstrate a clear understanding of school and community context through careful analysis and utilization of data in most parts of the output, i.e., all stakeholders (teaching & non-teaching personnel, parents, community leaders and learners) were consulted.	The outputs demonstrate clear understanding of school and community context with reference to data in many parts of the output/s, i.e., only teaching & non-teaching personnel, parents, and learners were consulted.	The outputs demonstrate fair understanding of school and community context with reference to data in some parts of the output, i.e., only the teaching & non-teaching personnel along with the learners were consulted.	The outputs demonstrate minimal understanding of school and community context; reference to data is also minimal, i.e., only teaching and non-teaching personnel were consulted	The outputs do not show any attempt to use data, i.e., no consultation was made to understand the school and community context in relation to LDM implementation.
<i>Language and overall presentation of the output</i> 15%	The ideas are expressed in clear, coherent, and appropriately-worded language with no errors in structure and/or writing conventions.	The ideas are expressed in clear language with very minimal errors in structure and/or writing conventions.	The ideas are expressed well but with incoherence in some areas as well as a few errors in structure and/or writing conventions.	The ideas are expressed using very basic words and structure with incoherence in many areas and several errors in structure and/or writing conventions.	The ideas are rumbled and difficult to understand; Errors in Structure and writing conventions are almost everywhere in the output.
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