



Republic of the Philippines  
**Department of Education**  
CORDILLERA ADMINISTRATIVE REGION

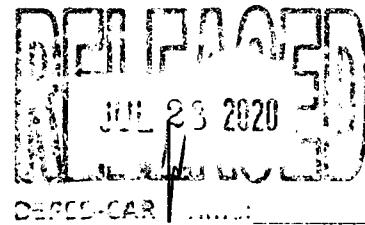
Office of the Regional Director

July 21, 2020

**REGIONAL MEMORANDUM**

No. 203.2020

To: Assistant Regional Director  
Regional Office Division Chiefs  
Schools Division Superintendents  
All Others Concerned  
All Divisions



**ADDENDUM TO REGIONAL MEMORANDUM NO. 195, s. 2020**  
(Organization of Learning Action Cell for Learning Delivery  
Modality (LDM) Courses)

1. This has reference to the Regional Memorandum No. 195, s. 2020 on the Organization of LAC for LDM Courses to prepare teachers to adopt to new leaning modalities.
2. This addendum shall facilitate the clarity of roles and procedures for Evaluating LDM 1 Outputs of School Heads and LAC leaders (PSDS, EPS and other Instructional Leaders).
3. The Enclosure of this addendum shall clarify the roles and procedures to be observed in the evaluation of outputs of LDM 1, instructions to the evaluators and evaluation rubrics.
4. All other provisions of Regional Memorandum No. 195 s. 2020 will remain in place.
5. For queries regarding this addendum please contact Field Technical Assistance Division at [ftad.depedcar@gmail.com](mailto:ftad.depedcar@gmail.com) or telephone no. (074) 424-5167.
6. Immediate dissemination of and compliance with this Memorandum is directed.

**MAY B. ECLAR PhD, CESO V**  
Regional Director

FTAD/EET/ ctb



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**LEARNING DELIVERY MODALITY COURSE 1****PROCEDURE FOR EVALUATING LDM1 OUTPUTS OF SCHOOL HEADS**

For clarity of roles and procedures, the following will be observed in the evaluation of outputs of LDM 1 training participants (School Heads):

**A. ROLES AND RESPONSIBILITIES**

The roles and responsibilities of the concerned personnel in the evaluation of training outputs are detailed in Table 1 below.

Table 1- Roles and Responsibilities in the Evaluation of Training Outputs

ROLE	Personnel Concerned	RESPONSIBILITIES
LAC MEMBERS, Participants	School Heads	Submit outputs for Portfolio for School Heads to LAC leader
<b>LAC LEADERS, Participants</b>	<b>PSDS, EPS</b>	<b>Collect and evaluate Portfolio of School Heads in the assigned LAC based on the Procedure and Criteria in these Guidelines</b>  <b>Submit outputs required as LAC Leaders to Assigned Regional/ National Coach</b>
ASSIGNED REGIONAL/NATIONAL TECHNICAL ASSISTANCE/ COACH THROUGH THE RFTAT	Regional Supervisors CO Specialists - NEAP - OUCI Bureaus and Offices Educ. Forum Partners	Validate, if needed, the outputs of School Heads submitted by LAC leaders  Collect and evaluate Portfolio of LAC leaders

For School Heads as participants to the LDM 1 course, the evaluators of outputs will be their respective LAC leaders, who may be the PSDS, EPS, or other SDO-designated Instructional Leaders such as Senior Principals.

**B. INSTRUCTIONS TO EVALUATORS**

1. Collect from the participants all the required module outputs as summarized in the table below. Electronic submission is preferred due to restrictions in travel and face-to-face interaction. Deadline for submission is 3 days after the end of each Module. It is recommended that participants keep their own copies of the outputs to be organized into a portfolio at the end of the training period for future use and reference.

Table 2. Summary of Module Requirements for School Heads

<b>MODULES</b>	<b>REQUIRED OUTPUTS</b>
1 - Course Introduction/Getting Started	Learning Plan
2- Modalities	Accomplished Modalities Matrix
3- Decision Tree and Readiness Assessment Tool	Decision Tree Readiness Assessment Results
4 - Planning for Implementing LDM	Accomplished LDM Implementation Plan
5- Setting Up Technical Assistance for Teachers in the Implementation of LDM	Accomplished TA Plan for Teachers
6- Monitoring and Evaluation of LDM Implementation in the School	Accomplished M and E Plan
7- Practicum Module - Preparing to Build the	List of Evidences of Practice based on Professional Standards Action Plans

2. Monitor submission of outputs by keeping a record of submission. You may do this manually or you may use an online Platform such as Google Classroom, where participants can submit their requirements.

3. Evaluate the outputs using the following rubric

Table 3 - Evaluation Rubric for Outputs of School Heads

<b>CRITERIA</b>	<b>EXCELLENT (5)</b>	<b>VERY SATISFACTORY (4)</b>	<b>SATISFACTORY (3)</b>	<b>MARGINAL(2)</b>	<b>UNSATISFACTORY(1)</b>
<b>DEMONSTRATION OF UNDERSTANDING OF THE LDM TRAINING MATERIALS /INPUTS (50%)</b>	The output/s demonstrate solid and clear understanding of the concepts, principles and tasks with added insights	The outputs demonstrate clear understanding of the concepts, principles, and tasks	The outputs demonstrate some understanding of the concepts and principles with one major misunderstanding of the concepts, principles and tasks	The outputs demonstrate minimal understanding of concepts and principles with 2-3 major misunderstanding of the concepts and principles, tasks	The outputs have more than 3 serious errors that reflect misunderstanding of the concepts, principles, and tasks

<b>DEMONSTRATION OF UNDERSTANDING OF ONE'S CONTEXT VIS-A-VIS LDM IMPLEMENTATION (30%)</b>	The output/s demonstrate clear understanding of school and community context through careful analysis of data and utilization of data in most parts of the output	The output/s demonstrate clear understanding of school and community context with reference to data in many parts of the output	The output/s demonstrate fair understanding of school and community context with reference to data in some parts of the output	The output/s demonstrate minimal understanding of school and community context; reference to data is also minimal	The output/s do not show any attempt to use data to better understand the school and community context in relation to LDM implementation
<b>LANGUAGE AND OVERALL PRESENTATION OF THE OUTPUT (15%)</b>	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 and few errors in structure an/or writing conventions	The ideas are expressed using very basic words and structure with incoherence in many areas and several errors in structure an/or writing conventions	The ideas are rumbled and difficult to understand; Errors in Structure and writing conventions are almost everywhere in the output
<b>TIMELINESS OF SUBMISSION (5%)</b>	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

4. To determine the rating for the output, use the following procedure (See example):
- Assign a rating from a scale of 1-5 with 5 as the highest for each of the criteria
  - Multiply the rating by the weight of the criterion.
  - Add all the weighted ratings for each of the criteria to get the total rating for the output

Table 4- Sample computation of the ratings

MODULE AND	Understandi ng of the	Understandi ng of the	Language and Overall	Timeliness (5%)	Total Rating
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OUTPUT	LDM Materials (50%)	Context (30%)	Presentation of the Output (15%)		
Module 1 - Course Introduction					
Output 1	Example: 4 x 50%= 2.0	Example: 4 x 30% = 1.2	Example: 5 x 15% = 0.75	Example: 5 x 0.05 = 0.25	4.2
Output 2	Example: 4 x 50%= 2.0	Example: 5 x 30% = 1.5	Example: 4 x 15% = 0.6	Example: 5 x 0.05 = 0.25	4.35

5. To determine the rating for the Module, add the total rating of outputs in the module and get their average. If there is only one required output for the Module, the rating for this output automatically becomes the rating for the Module.

Example:

Module 1 -    Output 1 Rating = 4.2  
                   Output 2 Rating = 4.35  
                   Average Rating =  $4.2 \times 4.35$   
                                           =  $8.55/2$   
                                           = 4.275 or 4.28

6. Use the LDM 1 Form 1- Individual Report of Rating for School Heads to reflect the ratings (See Annex 1).

7. Submit a summary of rating of the participants to the NEAP-R through the Regional/National Coach assigned to your Learning Action Cell.

### C. DETERMINATION OF CERTIFICATION

1. NEAP -R facilitates the issuance of the Certificate of Participation signed by the Regional Director.
2. A participant gets a Certificate of Participation when he or she gets an overall descriptive rating of at least Satisfactory.
3. When the participant gets a rating below Satisfactory, the coach assigned to the LAC may conduct a validation in coordination with the LAC leader. Validation may be done by looking at the Portfolio outputs, or interview the participant and/or his or her colleagues, as may be deemed necessary.

**-END-**

**Annex 1 - PROCEDURE FOR EVALUATING LDM1 OUTPUTS OF SCHOOL HEADS**

**LDM1 Form 1- Individual Report of Rating for School Heads**

Region : \_\_\_\_\_  
 Division : \_\_\_\_\_  
 School : \_\_\_\_\_  
 School Head : \_\_\_\_\_  
 Email/Contact Number : \_\_\_\_\_

**SUMMARY OF RATINGS**

Criteria	Understanding of the LDM Material (50%)	Understanding of the LDM Context (30%)	Language and Presentation (15%)	Timeliness (5%)	Overall Rating (100%)	Descriptive Rating
Module 1						
Module 2						
Module 3						
Module 4						
Module 5						
Module 6						
Module 7						

Descriptive Rating=  
 4.3-5.0= Excellent  
 3.4-4.2= Very Satisfactory  
 2.6-3.4= Satisfactory  
 1.9-2.6= Very Unsatisfactory  
 1.0-1.8 = Poor

**NB:** *This document is confidential. NO ENTRY in the portfolio evaluation can be divulged with anyone except the concerned participant and appropriate authorities for purposes of evaluation, validation and certification of participation.*

**- NOTHING FOLLOWS-**

## LEARNING DELIVERY MODALITY COURSE 1

### PROCEDURE FOR EVALUATING TRAINING OUTPUT OF LAC LEADERS (PSDS, EPS, Others)

Evaluators - Regional/National Coaches/ Technical Assistance Providers Assigned to the LAC Leaders

For clarity of roles and procedures, the following will be observed in the evaluation of outputs of LDM 1 training participants (School Heads)

#### A. ROLES AND RESPONSIBILITIES

The roles and responsibilities of the concerned personnel in the evaluation of training outputs are detailed in Table 1 below.

Table 1- Roles and Responsibilities

ROLE	Personnel Concerned	RESPONSIBILITIES
LAC MEMBERS, Participants	School Heads	Submit outputs for Portfolio for School Heads to LAC leader
LAC LEADERS, Participants	PSDS, EPS	Collect and evaluate Portfolio of School Heads in the assigned LAC based on the Procedure and Criteria in these Guidelines  Submit outputs required as LAC Leaders to Assigned Regional/ National Coach
<b>ASSIGNED REGIONAL/NATIONAL TECHNICAL ASSISTANCE PROVIDER/ COACH THROUGH THE RFTAT</b>	<b>Regional Supervisors CO Specialists</b> <ul style="list-style-type: none"><li>- NEAP</li><li>- OUCI Bureaus and Offices</li></ul> <b>Educ. Forum Partners</b>	<b>Validate, if needed, the outputs of School Heads submitted by LAC leaders</b>  <b>Collect and evaluate Portfolio of LAC leaders</b>

For the LAC leaders, who may be PSDS, EPS or other instructional leaders designated by SDO as LAC leaders, the evaluators of outputs will be the regional/ national technical assistance provider/coach assigned to the Learning Action Cell.

**B. INSTRUCTIONS TO EVALUATORS**

1. Collect from the participants all the required module outputs as summarized in the table below. Electronic submission is preferred due to restrictions in travel and face-to-face interaction. Deadline for submission is 3 days after the end of each Module. It is recommended that participants keep their own copies of the outputs to be organized into a portfolio at the end of the training period for future use and reference.

Table 2 - Summary of Module Minimum Required Outputs for LAC Leaders

<b>MODULES</b>	<b>MINIMUM REQUIRED OUTPUTS</b>
1 - Course Introduction/Getting Started	Learning Plan Accomplished LAC Teams
2- Modalities	Accomplished Modalities Matrix Short Reflection <i>Reflection Question: As an education leader, what knowledge and understanding of the Modalities can you confidently impart to the School Heads? Which aspect of the modalities do you need to improve your understanding on? Describe this briefly and how you plan to address this?</i>
3- Decision Tree and Readiness Assessment Tool	Decision Tree Readiness Assessment Results Short Reflection <i>Reflection Question: As an education leader, what helped you in facilitating the decision-making process of the School Heads in choosing the modalities as well as in assessing their readiness for the modalities chosen. What were your challenges? Describe them and how you plan to address them.</i>
4 - Planning for Implementing LDM	Accomplished LDM Implementation Plan Short Reflection <i>Reflection Question: As an education leader, what helped you in facilitating the planning for LDM implementation of the school heads assigned to you? What were your challenges? Describe them and how you plan to address them.</i>
5B- Setting Up Technical Assistance for Schools in the Implementation of LDM	Accomplished TA Plan for Schools (School Heads and Teachers)
6B- Monitoring and Evaluation of LDM Implementation in the School	Accomplished M and E Plan Short Reflection <i>Reflection Question: As education leader, what helped you in facilitating the planning for the M and E of LDM</i>



	<i>implementation in your assigned schools? What were your challenges? Describe them and how you plan to address them.</i> Study Notebook
7- Practicum Module - Preparing to Build the	List of evidences for the TA and coaching provided to schools and other education stakeholders for the implementation of the LDM in assigned schools

2. Monitor submission of outputs by keeping a record of submission. You may do this manually or you may use an online Platform such as Google Classroom, where participants can submit their requirements.

3. Evaluate the outputs portfolio using the following rubric

Table 3 - Evaluation Rubric for Outputs of LAC Leaders

<b>CRITERIA</b>	<b>EXCELLENT (5)</b>	<b>VERY SATISFACTORY (4)</b>	<b>SATISFACTORY (3)</b>	<b>MARGINAL (2)</b>	<b>UNSATISFACTORY (1)</b>
<b>QUALITY OF OUTPUTS (50%)</b>	The output/s demonstrate solid and clear understanding of the concepts, principles and tasks with added insights	The outputs demonstrate clear understanding of the concepts, principles, and tasks	The outputs demonstrate some understanding of the concepts and principles with one major misunderstanding of the concepts, principles and tasks	The outputs demonstrate minimal understanding of concepts and principles with 2-3 major misunderstanding of the concepts and principles, tasks	The outputs have more than 3 serious errors that reflect misunderstanding of the concepts, principles, and tasks
<b>(30%) QUALITY OF REFLECTIONS</b>	Reflection is clearly related to the professional standards and to professional and personal development goals	Reflection is related to a great extent to the professional standards and to the professional and personal development goals	Reflection is related to a certain extent to the professional standards and to the professional and personal goals	Reflection is related to a limited extent to the professional standards and to the professional and personal goals	Reflection has no relation to the professional standards and to the professional and personal goals
<b>LANGUAGE AND OVERALL PRESENTATION</b>	The ideas are expressed in clear, coherent,	The ideas are expressed in clear language	The ideas are expressed well but with incoherence in	The ideas are expressed using very basic words and	The ideas are rumbled and difficult to understand;

<b>ION OF THE OUTPUT (15%)</b>	and appropriately-worded language with no errors in structure and/or writing conventions	with very minimal errors in structure and/or writing conventions	some areas and few errors in structure an/or writing conventions	structure with incoherence in many areas and several errors in structure an/or writing conventions	Errors in Structure and writing conventions are almost everywhere in the output
<b>TIMELINESS OF SUBMISSION (5%)</b>	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

4. To determine the rating for the output, use the following procedure:
- Assign a rating from a scale of 1-5 with 5 as the highest for each of the criteria
  - Multiply the rating by the weight of the criterion
  - Add all the weighted ratings for each of the criteria to get the total rating for the output
  - Assign a rating for each of the criteria multiply by the weight of the criteria

Table 4 - Sample computation of ratings

MODULE AND OUTPUT	Understanding of the LDM Materials (50%)	Quality of Reflections (30%)	Language and Overall Presentation of the Output (15%)	Timeliness (5%)	Total Rating
Module 1					
Output 1	Example: $4 \times 50\% = 2.0$	Example: $4 \times 30\% = 1.2$	Example: $5 \times 15\% = 0.75$	Example: $5 \times 0.05 = 0.25$	4.2
Output 2	Example: $4 \times 50\% = 2.0$	Example: $5 \times 30\% = 1.5$	Example: $4 \times 15\% = 0.6$	Example: $5 \times 0.05 = 0.25$	4.35

5. To determine the rating for the Module, add the total rating of outputs in the module and get their average. If there is only one required output for the Module, the rating for this output automatically becomes the rating for the Module.

Example:

Module 1 -     Output 1 Rating = 4.2  
                  Output 2 Rating = 4.35  
                  Average Rating =  $4.2 \times 4.35$   
                                      =  $8.55/2$   
                                      = 4.275 or 4.28

6. Use the LDM 1 Form 2- Individual Report of Rating for LAC Leaders as detailed below to reflect the ratings (See Annex 1).

7. Submit a summary of the participants and their corresponding ratings to the NEAP-CO through NEAP-R.

### **C. DETERMINATION OF CERTIFICATION**

1. NEAP -CO facilitates the issuance of the Certificate of Participation signed by the NEAP Director % Regional Implementation Team.
2. A participant gets a Certificate of Participation when he or she gets an overall descriptive rating of at least Satisfactory.
3. When the participant gets a rating below Satisfactory, NEAP-CO may conduct a validation in coordination with the assigned coach and the Regional Office through NEAP-R. Validation may be done by looking at the Portfolio outputs, or interview the participant and/or his or her colleagues, as may be deemed necessary.

**-END-**

**Annex 1 to - PROCEDURE FOR EVALUATING TRAINING OUTPUT OF LAC LEADERS  
(PSDS, EPS, Others)**

**LDM1 Form 2- Individual Report of Rating for LAC Leaders**

Region : \_\_\_\_\_  
 Division : \_\_\_\_\_  
 LAC Leader : \_\_\_\_\_  
 Email/Contant Number : \_\_\_\_\_

**SUMMARY OF RATINGS**

Criteria	Understanding of the LDM Material (50%)	Quality of Reflection (30%)	Language and Presentation (15%)	Timeliness (5%)	Overall Rating (100%)	Descriptive Rating
Module 1						
Module 2						
Module 3						
Module 4						
Module 5						
Module 6						
Module 7						

Descriptive Rating=  
 4.3-5.0= Excellent  
 3.4-4.2= Very Satisfactory  
 2.6-3.4= Satisfactory  
 1.9-2.6= Very Unsatisfactory  
 1.0-1.8 = Poor

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**- NOTHING FOLLOWS-**