MEMORANDUM TO:

OIC, Office of the Assistant Schools Division Superintendent
Chief Education Supervisors, SGOD and CID
Elementary and Secondary Principals
Officers-in-Charge
Public Schools Only
All Others Concerned

ORIENTATION ON THE IMPLEMENTATION GUIDELINES OF LEARNING DELIVERY MODALITIES (LDM) COURSES UNDER THE BASIC EDUCATION LEARNING CONTINUITY PLAN (BE-LCP)

This has reference to the attached NCR DepEd Memorandum No. 194, s. 2020 titled Regionwide Implementation of Learning Delivery Modalities (LDM) Courses under the Basic Education Learning Continuity Plan (BE-LCP), content of which is self-explanatory, for guidance and information.

In this view, the division will conduct orientation on the implementation guidelines of LDM Courses on July 24, 2020, 2:00 PM. The participants of this activity are the school heads, public schools district supervisors, education program supervisors and education program specialists for ALS. The link of the webinar will be given a day prior to the implementation.

Attached also are the Division LDM Course Implementation Plan and the training matrix of the orientation.

Immediate and wide dissemination of this Memorandum is desired.

SHERYL L T. GAYOLA
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent
ORIENTATION ON THE IMPLEMENTATION GUIDELINES OF LEARNING DELIVERY MODALITIES (LDM) COURSES UNDER THE BASIC EDUCATION LEARNING CONTINUITY PLAN (BE-LCP)

Training Matrix
July 24, 2020/ 2:00 PM

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prayer</td>
<td>2:00-2:05 PM</td>
<td>Noemi A. Velario</td>
</tr>
<tr>
<td>Acknowledgement of Participants</td>
<td>2:05-2:10 PM</td>
<td>SEPS, SGOD-HRDS</td>
</tr>
<tr>
<td>Inspirational Message</td>
<td>2:10-2:15 PM</td>
<td>SHERYLL T. GAYOLA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ASDS, OIC, Office of the SDS</td>
</tr>
<tr>
<td>Overview of the Orientation</td>
<td>2:15-2:20 PM</td>
<td>ELISA O. CERVEZA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chief ES, CID</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OIC, Office of the ASDS</td>
</tr>
<tr>
<td>Orientation Proper</td>
<td>2:20-3:00 PM</td>
<td>REMIA RICABAR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSDS</td>
</tr>
<tr>
<td>Closing Remarks</td>
<td>3:00-3:05 PM</td>
<td>ELIZALDE Q. CENA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chief ES</td>
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<td>SGOD</td>
</tr>
</tbody>
</table>
MEMORANDUM
No. 194, s. 2020

TO: Schools Division Superintendents

FROM: MALCOLM S. GARMA
        Director IV

SUBJECT: Regionwide Implementation of Learning Delivery Modalities (LDM) Courses Under the Basic Education Learning Continuity Plan (BE-LCP)

DATE: July 16, 2020

1. To realize the implementation of the Basic Education Learning Continuity Plan (BE-LCP), this Region through the Human Resource Development Division-National Educators Academy of the Philippines (HRDD-NEAP) shall lead the conduct of the above-captioned activity.

2. The LDM Courses will have two (2) streams namely Management Stream and Instructional Stream. The Management Stream is intended for division and school leaders who are expected to lead the implementation as well as manage the processes that ensure access of all learners to quality education in the new normal. The Instructional Stream aims to equip the teachers with the general principles of teaching and learning delivery in the new modalities.

3. LDM Courses will be implemented first as part of the preparations for the opening of SY 2020-2021 set on August 24, 2020 while Course 2, Learner Well-Being and Welfare and Course 3 Personal Welfare implementation schedule will be announced in a separate issuance.

4. Schools Division Offices are advised to submit to this Region through HRDD-NEAP their localized calendar of activities with reference to NEAP-Central Office LDM Courses implementation set timelines using the attached template for submission on or before July 23, 2020 thru neapnocrhrdd@gmail.com.
5. Likewise, each Division is directed to conduct firming-up activities agreed during the Virtual Meeting of HRDD-NEAP NCR with SGOD Chiefs, HRD SEPS and NEAP Facilitators last July 14, 2020 as part of the next immediate steps of SDOs after the conduct of the Regional Orientation activity, July 10, 2020 through DepEd TV NCR, Solar Learning Channel.

6. Below are the links to be used in uploading the modules on staggered basis.
   
   LDM1 Course: bit.ly/ldm1modules
   LDM2 Course: bit.ly/ldm2modules

7. To serve as reference materials, attached are the LDM Courses Infographics, Regional Calendar of Activities, and the Implementation Guidelines.

8. For further inquiries, contact or send an email to Dr. Felicino C. Trongco, Chief, HRDD-NEAP thru neapnrhrdd@gmail.com.

9. Immediate and wide dissemination of this Memorandum is desired.
LDM Courses Infographics Material

Route MAP for Learning Delivery Modalities Courses (LDM) for the Basic Education Learning Continuity Plan

Theme: #NCR Leaders Raising the Bar of Excellence in Education Delivery amidst the New Normal

Executive Committee

Theme: #NCR Leaders Raising the Bar of Excellence in Education Delivery amidst the New Normal
LDM Course in a nutshell...

Rationale
Learning continuity plan - response to COVID-19 crisis
DepEd Order No. 001, s.2020
"Guidelines for NEAP Recognition of Professional Development Programs & Courses for Teachers and School Leaders"
DepEd Memo No. 50, s.2020
"Professional Development Priorities"

Goals
Realization of "Solog Edukidad"
K12 Curriculum Review & Update Improvement of Learning Environment Teachers’ upskilling & retooling Engagement of Stakeholders for Support & Collaboration
Quality Instructional Delivery in "The New Normal"

Objectives
Course 1: Management Stream
- Improved readiness for remote/multi-model learning delivery
- Informed decision-making in choosing appropriate learning delivery modalities
Course 2: Instructional Stream
- Improved pedagogical content knowledge and assessment

Modules
Stream 1: Management
- Training of LDM for Division and School Leaders
- LDM LCP Courses

Stream 2: Instructional
- Training of Coaches for Division and District Supervisors
- Training for Teachers

The Management Stream is intended for division and school leaders who are expected to lead the implementation and to manage the processes that ensure access of learners to quality education. Under this stream are the following modules:

LDM COURSE 1
Module 1: Orientation
Module 2: The Learning Delivery Modalities
Module 3: The Decision Tree and Readiness Assessment
Module 4: Planning for Implementation
Module 5: TA Mechanism
Module 6: M and E Mechanism
Module 7: Practicum

The Instructional Stream purports to equip teachers with general principles of teaching and learning delivery in the new modalities. This stream has the following modules:

LDM COURSE 2
For Training of 300 Coaches
Module 1: Orientation
Module 2: Lesson Designing and Assessment in the Modalities
Module 3: Planning for Capacity Building of Teachers on LDM
Module 4: Coaching Protocols, Tools and Strategies
Module 5: Practicum

For Training of Teachers
Module 1: Orientation
Module 2: Most Essential Learning Competencies
Module 3: Lesson Design and Assessment in the Modalities
Module 4: Planning for Continuing Professional Development in the Modalities, Pedagogies, Assessment and LAC Planning
Module 5: Practicum
Duration

STREAM 1: Management
LDM COURSE 1 (10 Days)
JULY 6-17, 2020

Module 1  2 Days  3 Days  2 Days  1 Day  1 Day
1 Day  2 Days  3 Days  2 Days  1 Day  1 Day
Module 7
August-November, 2020

STREAM 2: Instructional
TRAINING OF COACHES FOR LDM COURSE 2 (for Division and District Supervisors) (5 Days)
JULY 20-24, 2020

Module 1  2 Days  3 Days  2 Days  4-5 Days  1 Day
1 Day  2 Days  3 Days  2 Days  1 Day  1 Day
Module 5
September-November, 2020

LDM COURSE 2 for TEACHERS (5 Days)
JULY 27-31, 2020

Module 1  2 Days  3 Days  2 Days  4-5 Days  1 Day
1 Day  2 Days  3 Days  2 Days  1 Day  1 Day
Module 5
September-November, 2020

Delivery Mechanism

Guided Self Study via self-learning modules

Electronic Version - Online or Offline

Learning Action Cells Mechanism

Printed Modules

Coaching and Technical Assistance provision from CO/External Coaches, RFTAT, and SDO Coaches/NEAP Certified LFs
Support Mechanisms for Teachers and School Leaders

- Development of Micro-Learning Videos on MELCS and Modalities with the help of SERG and FIT-ED; will be uploaded to DepEd Commons/Another Platforms.
- Setting up of Help-Desk to support Continuing Professional Development through online and offline in different platforms.
- Provision of continuous coaching through LAC or individual coaching via online/ F2F / blended.

Assessment and Certification Process

- Recognition:
  - Teachers, School Heads, and Supervisors undergo the NEAP's recognized program/course.
- Assessment:
  - Teachers submit Portfolio for assessment to Division Coetch/es on per module basis.
  - School Heads submit Portfolio for assessment to Regional/Division Coetch/es on per module basis.
  - Supervisors submit Portfolio for evaluation to National Coetch/es on per module basis.
- Certification:
  - Teachers and School Heads receive a certificate with corresponding Credit Units issued by NEAP-PR for every module completed and assessed, and another certificate with corresponding Credit Units after having successfully completed their Portfolios.
  - Supervisors receive a certificate with corresponding Credit Units issued by NEAP-CO for every module completed and assessed, and another certificate with corresponding Credit Units after having successfully completed their Portfolios.
Monitoring and Evaluation

COURSE IMPLEMENTATION

MODULE COMPLETION
Coaches are primary responsible for monitoring the module completion
- Coach and participant shall agree on the date of the completion of the module
- Coach shall keep records of submitted requirements to track progress and coordinate with LAC Leaders

NEAP-COAD & RO-QAD:
- perform and coordinate the M & E activities
- prepare M&E plan using Kirkpatrick’s model
  - Reaction
  - Learning
  - Behavior
  - Results

LAC AND COACHING
Coaches and LAC Leaders shall monitor the LAC and its schedule and coaching sessions
- Copies of videos of coaching and/or LAC whether online or F2F may be obtained with participants’ consent and shall strictly observe RA 10173 (Data Privacy Act)

“Education must continue even in times of crisis whether it may be a calamity, disaster, emergency, quarantine or even war.”
- Sec. Leonor Magtolis Briones
### Regional Calendar of Activities on the Implementation of LDM Courses

<table>
<thead>
<tr>
<th>Activity</th>
<th>Strategy</th>
<th>Time frame</th>
<th>Person/Office Responsible</th>
<th>Resources needed</th>
<th>Expected Output</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. National Orientation for Learning Delivery Modalities (LDM) Courses</strong></td>
<td>Orientation and Workshop via Zoom and Facebook</td>
<td>July 1, 2020</td>
<td>NEAP-CO</td>
<td>Laptop Internet Connection</td>
<td>Oriented RO Officials and SDSs on the LDM Courses</td>
</tr>
<tr>
<td><strong>2. National Training for Coaches</strong></td>
<td>Workshop via Facebook</td>
<td>July 2-3, 2020</td>
<td>NEAP-CO</td>
<td>Laptop Internet Connection</td>
<td>Capacitated Regional Coaches and RTAT Team Members on Coaching and TA Provision</td>
</tr>
<tr>
<td><strong>3. Regional Orientation on LDM Courses via DepEd NCR Tayo FB Livestreaming and Solar TV</strong></td>
<td>Orientation through Infographics</td>
<td>July 10, 2020</td>
<td>HRDD-NEAP</td>
<td>LDM Courses Infographics</td>
<td>Oriented participants on the LDM Courses</td>
</tr>
<tr>
<td>Activity</td>
<td>Strategy</td>
<td>Time frame</td>
<td>Person/Office Responsible</td>
<td>Resources needed</td>
<td>Expected Output</td>
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<tr>
<td><strong>4. LDM1 Course: Management Stream</strong></td>
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<tr>
<td>• Theoretical Modules 1-6</td>
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<tr>
<td>• Practicum Module (7)</td>
<td>Portfolio Building</td>
<td>August-November, 2020</td>
<td>Division and School Leaders</td>
<td>Compiled Portfolio</td>
<td></td>
</tr>
</tbody>
</table>

| **5. LDM2 Course: Instructional Stream** | | | | | |
| • Training of Coaches for LDM Course 2 Theoretical Modules 1-4 | Training Workshop | July 20-24, 2020 | Division and District Supervisors | Online Link from NEAP-CO | Trained SDO Coaches and TA Providers for Teachers |
| • Practicum Module 5 | LAC | September-November, 2020 | Division and District Supervisors | Compiled Portfolio | |
| • Practicum Module 5 | Assessment | September-November, 2020 | Division and District Supervisors | Compiled Portfolio | |
IMPLEMENTATION GUIDE FOR THE LEARNING DELIVERY MODALITIES (LDM) COURSES UNDER THE BASIC EDUCATION LEARNING CONTINUITY PLAN (BE-LCP)

NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES (NEAP)
DEPARTMENT OF EDUCATION (DEPED)
2020

INTRODUCTION

This implementation guide provides the details for the implementation of the Learning Delivery Modality Courses in the field. Considering the interplay of the various courses under the Basic Education Learning Continuity as well as the layers of governance involved in its implementation, it is important very specific guidance be provided and communicated to all offices and personnel concerned.

The LDM courses are a critical intervention at this point when the Philippine education system is highly motivated to continue to provide quality education to all the learners across the country, while at the same being mindful that the health, safety and wellbeing of everyone is primordial. Amidst the demand to shift from the all too familiar face-to-face delivery modality to other learning delivery modalities that have to be done remotely, the Department of Education is determined to provide the seamless transition by ensuring that our teachers are trained to implement these “new” learning delivery modalities.

Hence, the smooth and effective implementation of the LDM courses will set the tone for the entire country in the adoption of the learning delivery modalities. While it may not be able to cover the wide range of concerns of education stakeholders with respect to the modalities given the wide disparities in contexts across the country, the courses will provide perspective in terms of national policy and direction as well as some way forward to address very specific and needs of education communities.

It is hoped that this Implementation Guide will indeed serve as a constant companion for our implementing partners in the field.

JOHN ARNOLD S. SIENA
Director IV
National Educators Academy of the Philippines
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3. The Delivery Modality of the Courses
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5. Implementation of the Courses
6. Monitoring and Evaluation of the Course Implementation
7. Completion and Award of Certificate of Participation
8. Observance of Data Privacy Law and Other Pertinent Laws
9. Financial Requirements of the Training
LIST OF ACRONYMS

BE-LCP  - Basic Education Learning Continuity Plan
CO    - Central Office
FTAD  - Field Technical Assistance Division
LAC    - Learning Action Cell
LDM    - Learning Delivery Modality
M and E    - Monitoring and Evaluation
MELCs - Most Essential Learning Competencies
NEAP - National Educators Academy of the Philippines
NEAP R - National Educators Academy of the Philippines in the Region
PD    - Professional Development
QAD    - Quality Assurance Division
RA    - Republic Act
RO    - Regional Office
SDO    - Schools Division Office
TAP    - Technical Assistance Provider
TA    - Technical Assistance

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Table 6 - Training Course for Coaches of LDM 2: Duties and Responsibilities of Offices and Personnel

LEARNING CONTINUITY PLAN TRAINING PROGRAM: COURSES ON THE LEARNING DELIVERY MODALITIES

IMPLEMENTATION GUIDE

A. THE RATIONALE OF THE PROGRAM

Due to the continuing COVID-19, the Department of Education has to adopt learning delivery modalities that do not involve face-to-face. However, for these implemented, DepEd needs to prepare the teachers and school leaders by providing them training and other professional development interventions. Initial survey results (Asia Foundation and DepEd surveys) showed that majority of the teachers have expressed their lack of confidence in the use of the new learning delivery modalities. They specifically mentioned that they need training on various instructional aspects of the Learning Delivery Modalities such as lesson design and assessment. This is in addition to the issues of connectivity and availability of appropriate devices for teaching and learning.

FIGURE 1. FRAMEWORK OF THE LCP COURSES

[Diagram of capacity of teachers and school leaders framework]
B. THE COURSES
The LDM courses will have two streams: the management stream and the instructional stream. The management stream is intended for division and school leaders who are expected to lead the implementation and to manage the processes that ensure access of learners to quality education.

Meanwhile, the instructional stream aims to equip the teachers with the general principles of teaching and learning delivery in the new modalities. Included in this stream is the training of instructional leaders namely Division and District supervisors who provide the technical assistance and coaching to teachers who will undertake the training. It is important to note that providing technical assistance and coaching to teachers on the instructional component of learning delivery modalities is integral in the duties and responsibilities of these instructional leaders.

Below are the topics and modules of each of the streams.

<table>
<thead>
<tr>
<th>TABLE 1. COURSE TOPICS AND MODULES</th>
</tr>
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<tbody>
<tr>
<td><strong>STREAM 1</strong></td>
</tr>
<tr>
<td><strong>LDM COURSE 1</strong></td>
</tr>
<tr>
<td>Module 1 - Orientation</td>
</tr>
<tr>
<td>Module 2 - The Learning Delivery</td>
</tr>
<tr>
<td>Modalities</td>
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<tr>
<td>Module 3 - The Decision Tree and</td>
</tr>
<tr>
<td>Readiness Assessment</td>
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<tr>
<td>Module 4 - Planning for Implementation</td>
</tr>
<tr>
<td>Module 5 - TA Mechanism</td>
</tr>
<tr>
<td>Module 6 - M and E Mechanism</td>
</tr>
<tr>
<td>Module 7 - Practicum</td>
</tr>
<tr>
<td><strong>TRAINING OF COACHES FOR LDM</strong></td>
</tr>
<tr>
<td><strong>COURSE 2</strong></td>
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<tr>
<td>Module 1 - Orientation</td>
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<tr>
<td>Module 2 - Lesson Designing and</td>
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<tr>
<td>Assessment in the Modalities</td>
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<tr>
<td>Module 3 - Planning for the Capacity</td>
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<tr>
<td>Building of Teachers on LDM</td>
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<tr>
<td>Module 4 - Coaching Protocols,</td>
</tr>
<tr>
<td>Tools and Strategies</td>
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<tr>
<td>Module 5 - Practicum</td>
</tr>
<tr>
<td><strong>LDM COURSE 2</strong></td>
</tr>
<tr>
<td>Module 1 - Orientation</td>
</tr>
<tr>
<td>Module 2 - Most Essential Learning</td>
</tr>
<tr>
<td>Competencies</td>
</tr>
<tr>
<td>Module 3 - Lesson Design and Assessment in the Modalities</td>
</tr>
<tr>
<td>Module 4 - Planning for Continuing Prof</td>
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<tr>
<td>Development in the Modalities, Pedagogies and Assessment and LAC Planning</td>
</tr>
<tr>
<td>Module 5 - Practicum</td>
</tr>
</tbody>
</table>

C. THE DELIVERY MODALITY
The training program will involve the following delivery modalities
a. Synchronous Learning
   1. Familiarity of the participants
   2. Ease of user interface
   3. Compatibility with other platforms and online tools
   4. Optimal use of bandwidth
b. Guided Self-Study
c. Learning Action Cell
d. Coaching

Synchronous Learning via online platforms will be used for the Orientation Modules of all the courses. Some of the platforms that may be used are:
1. Google Meet
2. MS Teams
3. Zoom
4. Facebook

The following may be used as guide in choosing the platform:
1. Familiarity of the participants
2. Ease of user interface
3. Compatibility with other platforms and online tools
4. Optimal use of bandwidth

Online tools that can be used for various activities such as sharing ideas include padlet, mentimeter, etc. You may explore other tools depending on their appropriateness to the activity if you have access to them.

All other Modules will be done through Guided Self-Study through the use of Self-Learning Modules. For this modality, peer learning through the Learning Action Cell, and coaching shall be utilized to support the learners undertaking the Guided Self-Study.

Technical Assistance and Coaching Team shall be constituted as indicated in Table 2 below.

<table>
<thead>
<tr>
<th>TABLE 2 - COACHING TEAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE</td>
</tr>
<tr>
<td>LDM 1 - Division and School Leaders</td>
</tr>
<tr>
<td>LDM 2 - Teachers</td>
</tr>
<tr>
<td>Training for LDM 2 Coaches</td>
</tr>
<tr>
<td>Schools and Schools Divisions</td>
</tr>
<tr>
<td>Regional Supervisors as Field Technical Assistance Provider</td>
</tr>
</tbody>
</table>
To prepare the Assigned National Coaches from CO and External Partners, and Regional Supervisors as Field Technical Assistance Providers and coaches for their role as defined in the TA and Coaching Guidebook, an orientation-training was conducted prior to their deployment to the regions and schools divisions.

The Learning Action Cells (LACs) shall be constituted before or during the Orientation Module. The LAC, which should not exceed 15 members, shall decide among themselves who shall take the roles as defined in DepEd Order No. 35 s. 2016, which are as follows:

1. LAC Leader
2. LAC facilitator
3. LAC documenter
4. LAC Members

The roles may be changed depending on the decision of the LAC. However, it is strongly suggested that senior Division officials be designated as the LAC leader.

They shall also adopt a set of norms that everyone in the LAC is expected to abide by. Some of these norms include areas such as:

1. Attendance and Punctuality
2. Participation
3. Respect and openness for ideas of others
4. Willingness to contribute and to learn

Since face-to-face interaction is not yet allowed due to the continuing threat of COVID-19, LAC and coaching may likewise use online platforms as may be available to the participants.

**ORGANIZING THE LEARNING ACTION CELLS**

To organize the Learning Action Cells for LDM 1, the following arrangements may be adopted:

1. The RO through NEAP R in coordination with the SDO through SGOO can organize the Learning Action Cells among the prospective participants such that each LAC, composed of no more than 15 members per DepEd Order 35 s. 2016, will have a senior official as the LAC leader. Senior Official can refer to:
   a. SDO/ASDS
   b. Chiefs of the Divisions
   c. Division Supervisors
   d. District Supervisors
   e. Identified Senior Principals

f. Other Education Official who has the proven competence and potential to lead the Learning Action Cell (LAC)

2. The LAC leader shall closely coordinate with the Regional/National coach assigned to the LAC in terms of the following:
   a. Assignment of roles of other LAC members
   b. Organizing and leading the team in the LAC sessions
   c. Monitoring of progress of individual members in the LDM Course

3. The RO through FTAD, in coordination with NEAP-R, shall facilitate and coordinate the assignment of Regional and national Coaches (RO Supervisors, CO specialists from NEAP, Bureaus and other CO units, External Partners) who shall be assigned to the Division LACs. Each Regional and National Coach shall be assigned to no more than 5 LACs.

4. Aside from other duties and responsibilities as mentioned in the TACoaching Handbook and in the LDM 1 Course Section of this Implementation Guide, the regional and national coach assigned to the Learning Action Cells shall be responsible for coordinating with the LAC leaders as identified in item number 1 of this section in terms of
   i. organizing and assigning roles in the LAC
   ii. monitoring progress of the LAC
   iii. monitoring progress of individual members of the LAC in the course modules
   iv. providing individual technical assistance and/or coaching as may be requested and as indicated in the TACoaching Plan
   v. other concerns and areas related to the implementation of the course modules as may be necessary

For the organization of the Learning Action Cells for the Training Course for coaches of LDM 2, the following may be adopted:

1. The RO through NEAP R in coordination with the SDO through SGOO can organize the Learning Action Cells among the prospective participants such that each LAC, composed of no more than 15 members per DepEd Order 35 s. 2016, will have an identified LAC leader from among the participants.

2. The LAC leader shall closely coordinate with the Regional/National coach assigned to the LAC in terms of the following:
   a. Assignment of roles of other LAC members
   b. Organizing and leading the team in the LAC sessions
   c. Monitoring of progress of individual members in the LDM Course

3. The RO through FTAD, in coordination with NEAP-R, shall facilitate and coordinate the assignment of Regional and national Coaches (RO Supervisors, CO specialists from NEAP, Bureaus and other CO units, External Partners) who shall be assigned to the Division LACs. Each Regional and National Coach shall be assigned to no more than 5 LACs.
4. Aside from other duties and responsibilities as mentioned in the TACoaching Handbook and in the Training Course for LDM 2 Coaches Section of this Implementation Guide, the regional and national coach assigned to the Learning Action Cells shall be responsible for coordinating with the LAC leaders as identified in item number 1 of this section in terms of:
   i. organizing and assigning roles in the LAC
   ii. monitoring progress of the LAC
   iii. monitoring progress of individual members of the LAC in the course modules
   iv. providing individual technical assistance and/or coaching as may be requested and as indicated in the TACoaching Plan
   v. other concerns and areas related to the implementation of the course modules as may be necessary

For the organization of the Learning Action Cells for LDM 2, the following may be adopted:

1. The SDO through SGDO in coordination with the School Heads can organize the Learning Action Cells among the prospective teacher-participants such that each LAC, composed of no more than 15 members per DepEd Order 35 s. 2016, will have a senior teacher as LAC leader. Senior teacher refers to:
   a. Master Teacher
   b. Head Teacher
   c. Department Head
   d. Other senior teachers who have proven competence and potential to lead the Learning Action Cell (LAC)

2. The LAC leader shall closely coordinate with the Division Coach assigned to the LAC in terms of the following:
   a. Assignment of roles of other LAC members
   b. Organizing and leading the team in the LAC sessions
   c. Monitoring of progress of individual members in the LDM Course

3. The SDO through SGDO shall facilitate and coordinate the assignment of Division Coaches (District and Division Supervisors, Senior Principals who have proven competence and potential to serve as TA provider/ coach) who shall be assigned to the LACs of teachers. Division coach shall be assigned to no more than 5 LACs.

4. Aside from other duties and responsibilities as mentioned in the TACoaching Handbook and in the LDM 2 Course Section of this Implementation Guide, the division coach assigned to the Learning Action Cells shall be responsible for coordinating with the LAC leaders as identified in item number 1 of this section in terms of:
   i. organizing and assigning roles in the LAC
   ii. monitoring progress of the LAC
   iii. monitoring progress of individual members of the LAC in the course modules
   iv. providing individual technical assistance and/or coaching as may be requested and as indicated in the TACoaching Plan
   v. other concerns and areas related to the implementation of the course modules as may be necessary

D. THE COURSE IMPLEMENTATION ARRANGEMENTS, ROLES OF OFFICES AND CONCERNED PERSONNEL

The course implementation schedule is reflected in Figure 2.

FIGURE 2. LDM IMPLEMENTATION SCHEDULE

Learning Delivery Modality (LDM) Courses Implementation

STREAM 1: MANAGEMENT OF MODALITIES IMPLEMENTATION

Orientation for Regional TA Team and SOS (1 July 2020)

LDM 1 (6-17 July 2020) - Division and School Leaders

TRAINING OF LDM 1 COACHES (2-3 July 2020)

TRAINING OF LDM 2 COACHES (July 20-24 2020)

LDM 2 (1 week - 27-31 July 2020) - Teachers

STREAM 2: METHODOLOGICAL ASPECT OF MODALITIES
Tables 3 shows the suggested duration of the Modules in each of the courses. The duration, however, may be adjusted provided the entire program will not go beyond July 2020.

**TABLE 3 – COURSE DURATION**

<table>
<thead>
<tr>
<th>MODULE</th>
<th>STREAM 1</th>
<th>STREAM 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SUGGESTED TIME ALLOTMENT</td>
<td>TRAINING OF COACHES FOR LDM COURSE 2</td>
</tr>
<tr>
<td>TITLE</td>
<td>10 Days</td>
<td>TITLE</td>
</tr>
<tr>
<td>1</td>
<td>Course Orientation</td>
<td>1 day</td>
</tr>
<tr>
<td>2</td>
<td>The Learning Delivery Modalities</td>
<td>2 days</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The Decision Tree and Readiness Assessment</td>
<td>3 days</td>
</tr>
<tr>
<td>4</td>
<td>Planning for Implementation</td>
<td>2 days</td>
</tr>
</tbody>
</table>

| 5 | Module 5 - TA Mechanism | 1 days | Module 5 - Practicum | September to November 2020 | Module 5 - Practicum | September to November 2020 |
| 6 | Module 6 - M and E Mechanism | 1 days |
| 7 | Module 7 - Practicum | August to November 2020 |

To provide clarity to the delineation of roles, Tables 4, 5, and 6 show the duties and responsibilities of offices and personnel concerned in the implementation of each of the LDM courses.

**TABLE 4 – DUTIES AND RESPONSIBILITIES OF OFFICES AND CONCERNED OFFICIALS IN THE LEARNING DELIVERY MODALITIES COURSE 1 (LDM 1)**

<table>
<thead>
<tr>
<th>NEAP CO AND PARTNERS</th>
<th>NATIONAL COACHING TEAM</th>
<th>REGIONAL OFFICE</th>
<th>SCHOOLS DIVISION</th>
<th>DIVISION TAPS (Division and District Supervisors and Other Instructional Leaders)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop the program, course Modules</td>
<td>Provide TAV coaching to assigned Region and divisions in coordination with NEAP CO and RO through FTAD and NEAP -R</td>
<td>NEAP-R lead in the implementation of the course</td>
<td>Ensure participation and completion of division and school leaders of LDM 1 Course</td>
<td>Attend and complete LDM 1 Course</td>
</tr>
<tr>
<td>Monitor the implementation</td>
<td>Assist NEAP CO in monitoring the course implementation</td>
<td>Orient the schools divisions c/o SGOD HR on the implementation of the course</td>
<td>Assist the Regional Office through NEAP R in the implementation of the course in the Schools Division</td>
<td>Assist the SDO in the monitoring and evaluation of the LDM implementation in the Division</td>
</tr>
<tr>
<td>Constitute the national team for TA and Coaching</td>
<td>Evaluate module completion of assigned participants</td>
<td>Coordinate with coaches in the monitoring course implementation and evaluation of module completion</td>
<td>Assist the Regional Office through FTAD in the implementation of the coaching and technical assistance component of the course</td>
<td>Assist the SDO in providing technical assistance to schools in the implementation of the LDM in the Division</td>
</tr>
<tr>
<td>Orient the Coaches and Regional Team/ Train national coaching/TAP team</td>
<td>Recommend to NEAP CO participants for</td>
<td></td>
<td></td>
<td>When so designated, serve as LAC leaders</td>
</tr>
<tr>
<td>Orient RO on the program implementation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Provide technical assistance to NEAP R in the implementation of the course | Provide TA/ coaching to assigned Region and divisions  
Submit TA/ Coaching report to NEAP-CO and mother office | Provide TA/ coaching to assigned Region and divisions  
Submit TA/ Coaching report to NEAP-CO and mother office | Provide TA/ coaching to assigned teachers  
Monitor progress of assigned teachers in the course implementation  
Coordinate with assigned coach and fellow teacher-participants in the organization of the LAC and LAC sessions  
Ensure application of learning in professional practice and gather evidence of application for the portfolio (documents, videos, others) | Attend and complete the LDM Course 2  
Coordinate with assigned coach and fellow teacher-participants in the organization of the LAC and LAC sessions  
Ensure application of learning in professional practice and gather evidence of application for the portfolio (documents, videos, others) |
|---|---|---|---|---|
| Provide technical assistance to Regional FTAD in the implementation of the coaching/ TAP to the field | Coordinate with the SDO on the organization of LACs among the teacher-participants  
Coordinate with QAD and LDM2 coaches in the monitoring of course implementation and evaluation of module completion | Co-lead the implementation of the course in the division  
Ensure participation and completion of teachers of LDM 2  
In coordination with the region, monitor and evaluate the course implementation of the LDM 2  
Facilitate and coordinate the organization of LAC among the teacher-participants  
Monitor the progress and performance of LACs and teacher | Provide TA coaching to assigned teachers  
Monitor progress of assigned teachers in the course implementation  
Keep a record of TA/coaching activities including videos  
Evaluate module completion of assigned participants  
Recommend participants for certificate of participation and credit units to NEAP RO, through the SDS | Attend and complete the LDM Course 2  
Coordinate with assigned coach and fellow teacher-participants in the organization of the LAC and LAC sessions  
Ensure application of learning in professional practice and gather evidence of application for the portfolio (documents, videos, others) |
| Provide technical assistance to the Regional GAD in the monitoring and evaluation of the LDM implementation | Coordinate with the SDO on the organization of LACs among the teacher-participants  
Coordinate with QAD and LDM2 coaches in the monitoring of course implementation and evaluation of module completion | Co-lead the implementation of the course in the division  
Ensure participation and completion of teachers of LDM 2  
In coordination with the region, monitor and evaluate the course implementation of the LDM 2  
Facilitate and coordinate the organization of LAC among the teacher-participants  
Monitor the progress and performance of LACs and teacher | Provide TA coaching to assigned teachers  
Monitor progress of assigned teachers in the course implementation  
Keep a record of TA/coaching activities including videos  
Evaluate module completion of assigned participants  
Recommend participants for certificate of participation and credit units to NEAP RO, through the SDS | Attend and complete the LDM Course 2  
Coordinate with assigned coach and fellow teacher-participants in the organization of the LAC and LAC sessions  
Ensure application of learning in professional practice and gather evidence of application for the portfolio (documents, videos, others) |
| In coordination with the SDO, facilitate and coordinate the organization of LACs among the participants | In coordination with NEAP-R, facilitate the organization of LACs in the Schools Division  
Assist the Regional Office through QAD the monitoring and Evaluation of the LDM course implementation | Submit reports as may be required to the SDO | Submit M and E report to NEAP CO through NEAP-R |
Regional QAD in the monitoring and evaluation of the LDM implementation
Submit reports to appropriate authorities as may be required

Upon recommendation of the LDM 2 coaches, issue the certificate of participation to participants
FTAD coordinate assignment of technical assistance providers and coaches
Monitor the performance of National and Regional TA providers and coaches
Prepare and submit report on TA and coaching to NEAP CO through NEAP-R
QAD coordinate with SDO on the monitoring and evaluation of the implementation of the learning delivery modalities courses in the schools divisions and schools per M and E framework and plan
Monitor and evaluate the functioning of the TA mechanism in the schools division in relation to the implementation of the LDM courses
Submit M and E report to NEAP CO through NEAP-R
Participate in complementary training programs to deepen one's learning on the LDM and its associated pedagogies

<table>
<thead>
<tr>
<th>implementation of the LDM courses</th>
<th>participants to the course</th>
<th>Submit report of coaching activities and accomplishments</th>
<th>Participate in complementary training programs to deepen one’s learning on the LDM and its associated pedagogies</th>
</tr>
</thead>
</table>

### Table 6: Duties and Responsibilities of Offices and Concerned Officials in the Training Course for Coaches of LDM Course 2

<table>
<thead>
<tr>
<th>NEAP AND PARTNERS</th>
<th>NATIONAL COACHING TEAM</th>
<th>REGIONAL TEAM</th>
<th>SCHOOLS DIVISION</th>
<th>DIVISION TAPs/ Coaches (Division and District Supervisors and Other Instructional Leaders)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop the program, course Modules and other training materials as may be needed</td>
<td>Provide TA/coaching to assigned Region and divisions in coordination with NEAP CO and RO through FTAD and NEAP-R</td>
<td>NEAP-R lead in the implementation of the course</td>
<td>Ensure participation and completion of Division TAPs</td>
<td>Attend and complete Training Course for LDM2 Coaches</td>
</tr>
<tr>
<td>Monitor the implementation of the course</td>
<td>Assist NEAP CO in monitoring the course implementation</td>
<td>Orient the schools divisions c/o SGOD HR on the implementation of the course</td>
<td>Assist the Regional Office through NEAP R in the implementation of the course in the Schools Division</td>
<td>When so designated, serve as LAC leaders</td>
</tr>
<tr>
<td>Provide technical assistance to NEAP R in the implementation of the course</td>
<td>Evaluate module completion of assigned participants</td>
<td>Coordinate with coaches in the monitoring of course implementation and evaluation of module completion</td>
<td>Coordinate with coaches in the Schools Division</td>
<td></td>
</tr>
<tr>
<td>Provide technical assistance to Regional FTAD in the implementation of the coaching/ TAP to the field</td>
<td>Recommend to NEAP CO participants for certificate of participation and credit units</td>
<td>In coordination with the SDO, facilitate and coordinate the organization of LACs among the participants</td>
<td>Assist the Regional Office through FTAD in the implementation of the coaching and technical assistance component of the course</td>
<td></td>
</tr>
<tr>
<td>Provide technical assistance to the</td>
<td>Submit TA/Coaching Report based on the Plan</td>
<td>NEAP-R</td>
<td>In coordination with NEAP-R, facilitate the organization of LACs among TAPs/ coaches in the Schools Division</td>
<td></td>
</tr>
</tbody>
</table>

FTAD
| Coordinate the assignment of technical assistance providers and coaches | Monitor the performance of National and Regional TA providers and coaches | Prepare and submit report on TA and coaching to NEAP CO through NEAP-R  
QAD  
Lead and coordinate the monitoring and evaluation of the implementation of the learning delivery modalities in the schools divisions and schools per M and E framework and plan  
Monitor and evaluate the functioning of the TA mechanism in the region in relation to the implementation of the LDM courses  
Submit M and E report to NEAP CO through NEAP-R | Assist the Regional Office through QAD the monitoring and Evaluation of the LDM course implementation |

**E. COURSE IMPLEMENTATION**

Below are the activities that can be done to smoothly implement the courses. This is not an exhaustive listing but they are essential considerations when implementing the courses. The implementing unit is expected to cover these areas as well as other areas that can potentially impact on the quality of the implementation of the courses.

1. **Organization of the Training Team**  
Constitute the Regional Training Team. Your Regional Training Team may be composed of the following:  
Team Leader  
Asst. Team Leader  
Sub-Teams  
Technical Team (Facilitators, Resource Persons/Experts, TA providers and/or Coaches)  
Administrative Team (Budget, Logistics,  
Secretariat (Registration,  
IT Team

Identify the tasks to be done.  
Assign tasks to members. As much as possible consider the role of the members in the assignment of tasks for consistency.

2. **Review and Walkthrough of the Course and the Resource Package such as**
   i. Design  
   ii. Modules  
   iii. Session Guides  
   iv. Presentation Slides  
   v. Audio-Visual Materials  
   vi. Others

This may also involve contextualization and adjustments in the materials and implementation arrangements.

3. **Participants’ Confirmation and Registration**  
Ensure that participants confirm  
Assign someone from the Secretariat to establish contact with the participants and their respective offices.

4. **Setting up of the Online Platform**  
To ensure functionality of the platform, it is advised to hold technical rehearsal for the Online Learning using the chosen platform. This will enable your team to identify areas of concern and do adjustments as may be necessary.
F. MONITORING AND EVALUATION OF THE COURSE IMPLEMENTATION
The National Educators Academy of the Philippines (NEAP) through the Quality Assurance Division (QAD), in coordination with Regional Quality Assurance Division, will ensure that the course implementation is monitored and evaluated. It shall prepare an M and E plan that encompasses the various levels of M and E of the course using Kirkpatrick’s model. It shall likewise coordinate with appropriate offices for the M and E activities that may be conducted.

In so far as specific aspects of the course are concerned, the following shall be the guidelines for their monitoring:

1. MONITORING OF MODULE COMPLETION
   The coaches assigned to the participants will have the primary responsibility to monitor the module completion.
   To do this, the coach and the participant should agree on the date of the completion of the module, i.e., submission of requirements for the module and/or assessment.
   The coach-monitors should keep a record of the participants’ submission to keep track of their progress. They may work with LAC leader to facilitate the monitoring of Module Completion.

2. MONITORING OF LAC AND COACHING
   In coordination with the LAC leader, the coaches assigned to the participants will have the primary responsibility to monitor the LAC and coaching sessions.
   To do this, the coach acting as monitor, should keep a schedule of the LAC and coaching sessions as may be agreed with the participants. Likewise, copies of videos of coaching and/or LAC whether online or face-to-face may also be obtained provided the participants have given their express consent and provisions of Data Privacy Act or RA 10173 are observed.

G. COMPLETION AND AWARD OF CERTIFICATE OF PARTICIPATION
   As indicated in the implementation discussion, the coaches will have the primary responsibility for the evaluation of the participants in the form of submission of requirements and/or assessment.

   The certificate of participation will be given to the participants that have successfully completed the course and/or passed the assessment. The certificate will indicate professional development credit units that will be recorded in the participants’ professional development account as part of the Professional Development Information System (PDIS), as may be applicable.

H. OBSERVANCE OF DATA PRIVACY ACT (RA 10173) AND OTHER PERTINENT LAWS
   In the gathering of data and evidences of coaching and LAC, express consent of each and every participant should be secured to be reduced into writing if possible. The provisions of Data Privacy Law and other pertinent laws should be observed at all times.

I. FINANCIAL REQUIREMENTS OF THE TRAINING
   A separate set of guidelines will be issued to provide the details for the financial requirements of the participation of teachers and school leaders.

   END
Attachment 4: Division Implementation Plan for LCP-LDM Implementation

Schools Division Office: ____________________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Strategy</th>
<th>Timeline</th>
<th>Resources Needed</th>
<th>Responsible Person/s</th>
<th>Expected Output</th>
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</table>

Prepared by:

LDM Courses Focal Person

Noted:

SGOD Chief

Approved:

Schools Division Superintendent