REGIONAL MEMORANDUM
No. 062, s. 2020

LEARNING DELIVERY MODALITIES (LDM) COURSE 1 MODULES 4 FOR THE DIVISION AND SCHOOL LEADERS

To: Schools Division Superintendents
   Assistant Schools Division Superintendents
   Division Field Technical Assistance Providers/Coaches
   All Others Concerned
   This Region

1. Relative to the Learning Delivery Modalities (LDM) Course 1, this Office through the National Educators Academy of the Philippines Region 2 (NEAP R2) is providing you a copy, both printed and electronic, of additional modules (Modules 4 - 5) of the Learning Delivery Modalities (LDM) Course 1 for Division and School Leaders for your information, reference and guidance.

2. Module 4 can be undertaken after you have completed the readiness assessment of your school and completed your LDM Action Plan, while Module 5 will assist you in setting the technical assistance mechanism needed to organize the support for schools (Module 5B) and teachers (Module 5A) in the implementation of their chosen learning delivery modalities (LDMs).

4. The electronic copy can also be accessed through the link: bit.ly/ldm1modules.

5. Immediate dissemination and compliance of this memorandum is desired.

ESTELA L. CARINO, EdD, CESO IV
Director IV/ Regional Director

Enclosure: As stated
Reference: DM-OSEC-NEAP-OD-2020-0618

To be indicated in the Perpetual Index
Under the following subjects:
NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES
TEACHERS AND SCHOOL LEADERS
TRAINING PROGRAM
MODULES

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MODULE 4: LEARNING DELIVERY MODALITIES IMPLEMENTATION PLANNING

Now that you have completed the readiness assessment of your School and completed your LDM Readiness Action Plan, you can now proceed to planning for implementing your chosen learning delivery modalities (LDMs). Your LDM Implementation Plan will cover organizing learners and monitoring their learning; learning resource management, including the distribution and collection of learning materials; continuing professional development of teachers; risk management; and communicating with education stakeholders.

MODULE OBJECTIVE

By the end of this Module, you will be able to complete a comprehensive implementation plan for your chosen LDMs.

MODULE CONTENT

Lesson 1: Assessing the Readiness of Learners, Teachers and Parents
LAC Session 6*
Lesson 2: Learning from Selected LDM Implementation Models
LAC Session 7*
Lesson 3: Creating Your LDM Implementation Plan
LAC Session 8*
LAC Session 9*

*Optional activities as may be determined by the LAC Members under the guidance of the LAC Leader

ESTIMATED TIME REQUIRED

8 hours
LEsson 1: Assessing the readiness of learners, Teachers and parents

In the previous module, you were asked to assess your school’s readiness to implement your chosen LDMs using a data-driven decision-making process. However, you, as the school leader, need to also make sure that your learners and those that support their learning, namely the teachers and the parents, are ready for the opening of the school year in this time of pandemic. This is to help ensure that your delivery of basic services is learner-centered.

By the end of this lesson, you will be able to identify factors that might affect learning as well as further steps to improve the readiness of your learners, teachers and parents.

Key Topic/Concept
Readiness Checklist for Learners, Teachers and Parents

Resources Required
✓ Readiness Checklist for Learners, Teachers and Parents
✓ Study Notebook

Activity 1.

1. Open the Readiness Checklist for Learners, Teachers and Parents file. Study the Checklist. As you go over the Checklist, jot down your thoughts in your Study Notebook.
2. Accomplish the Readiness Checklist, including the action steps/intervention section.

Activity 2.

Conduct LAC Session 6. Coordinate with your LAC Leader on the date and time for this LAC Session. In this LAC Session, do the following:
1. Share your accomplished Checklist, your proposed interventions, and your reflections on the Checklist.
2. Set a date and time for LAC Session 7, which you will hold at the end of Lesson 2.

Well done! You have completed Lesson 1. You may now proceed to Lesson 2.
LESSON 2: LEARNING FROM SELECTED LDM IMPLEMENTATION MODELS

Having assessed both your school readiness and the readiness of your learners, teachers and parents, you are now going to consider how LDM implementation can be done in your Division/School. Before you proceed to planning the implementation of your chosen LDMs, it would benefit you to see what has been tried out in other Schools/Divisions. By the end of this lesson, you will be able to describe the LDM implementation models of other schools and devise your own.

**Key Topic/Concept**
LDM implementation models

**Resources Required**
✓ Navotas video
✓ Briefs on the dry run of modalities
✓ Study Notebook

**ACTIVITY 1.**

Watch the Navotas video and read the briefs on the dry run of modalities. You may also consider searching the Internet for other implementation models. Write down your reflections on these models in your Study Notebook. Take note of the contexts of the Schools/Divisions in which these models are being implemented.

**ACTIVITY 2.**

1. Of the implementation models that you reviewed, which can be a viable option for your School given your own context? Write your answer down in your Study Notebook with a brief explanation.

2. Think about the model that you envision to use in your school. How will it look? Describe this in your Study Notebook by drawing a diagram. Add captions or brief descriptions of the different elements of your diagram.
ACTIVITY 3. Conduct LAC Session 7. In this LAC Session, discuss the following:

1. Your thoughts on the implementation models and which one is a viable option for your school
2. Your implementation model diagram
3. Revise your implementation model diagram based on the discussion, if appropriate.
4. Set the date and time for LAC Session 8, which you will hold at the end of Lesson 3.

Good job! You are done with Lesson 2. You may now proceed to Lesson 3.
LESSON 3: CREATING YOUR LDM IMPLEMENTATION PLAN

This lesson will walk you through the LDM Implementation Plan Template. By the end of this lesson, you will be able to
1. discuss the different parts of the Template and how to complete them
2. complete your School Implementation Plan
3. improve on your School Implementation Plan based on feedback from your peers

Key Topic/Concept
LDM Implementation Plan

Resources Required
✓ LDM Implementation Plan Template
✓ Study Notebook

ACTIVITY 1.

Open the LDM Implementation Plan Template file. Go over the Template and determine what information you need in order to create your plan. Jot down your thoughts in your Study Notebook.

ACTIVITY 2. Conduct LAC Session 8. In this LAC Session, do the following:
1. Discuss your understanding of the Template and the information that you need to accomplish it.
2. Set a deadline for each School to complete their implementation plan.
3. Set a date and time for LAC Session 9. This should be after all the School LDM Implementation Plans of your LAC Members have been completed.
ACTIVITY 3.

1. Fill up the Template and complete your School LDM Implementation Plan. Make sure you have all the data you need at hand. Seek advice from your LAC Leader or Coach if necessary.

2. Conduct **LAC Session 9**. In this LAC Session, do the following:
   a. Share and discuss the completed School LDM Implementation Plans. Check whether you have completed it according to your common understanding of the Template.
   b. Revise your School LDM Implementation Plan based on feedback from other LAC Members, your LAC Leader and your designated Coach.
   c. Submit your revised Plan to your LAC Leader who, after checking your submission, will then submit it to your Coach.
   d. Set a date and time for LAC Session 10, which you will hold as you go through Module 5.

Congratulations for completing Module 4! You are now ready for Module 5.
LEARNING DELIVERY MODALITY COURSE 1
MODULE 4

Region : 
Division : 
School : 
School Head : 
Email/Contact No. : 

READINESS CHECKLIST FOR LEARNERS, TEACHERS AND PARENTS

This checklist will allow you to look into factors that might affect the implementation of your LDM. More importantly, it should inform your interventions to make them more targeted.

Tick the space that corresponds to your answer.

<table>
<thead>
<tr>
<th>FOR THE LEARNERS: HAVE YOU CHECKED YOUR LEARNERS'</th>
<th>YES</th>
<th>PARTIALLY</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Psychosocial preparedness for the opening of classes?</td>
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<tr>
<td>2. Health status?</td>
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<tr>
<td>3. Reading level?</td>
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<td>4. Level of learning independence?</td>
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<td>5. Learning environment in terms of study space, home conditions and immediate environment?</td>
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<td>6. Learning resources?</td>
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</table>

<table>
<thead>
<tr>
<th>FOR THE TEACHERS: HAVE YOU CHECKED YOUR TEACHERS'</th>
<th>YES</th>
<th>PARTIALLY</th>
<th>NO</th>
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</thead>
<tbody>
<tr>
<td>1. Psychosocial preparedness for the opening of classes?</td>
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<tr>
<td>2. Health status?</td>
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<tr>
<td>3. Teaching resources such as materials, devices, internet access?</td>
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<thead>
<tr>
<th>FOR THE PARENTS: HAVE YOU CHECKED THE PARENTS'</th>
<th>YES</th>
<th>PARTIALLY</th>
<th>NO</th>
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<tbody>
<tr>
<td>1. Psyhosocial preparedness for the opening of classes?</td>
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<tr>
<td>2. Health status?</td>
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<tr>
<td>3. Confidence level to guide/support the learning of their child/ward?</td>
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<td>4. Time available to guide/support the learning of their child/ward?</td>
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<td>5. Reading level?</td>
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<tr>
<td>6. Learning support resources such as materials, devices, internet access?</td>
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<tr>
<td>7. Home conditions and immediate environment?</td>
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</table>

**ACTION PLAN/INTERVENTION**

For the items that you have checked PARTIALLY or NO, indicate the action steps that you will take to improve the readiness of your learners, teachers and parents.

<table>
<thead>
<tr>
<th>WHAT DO YOU PLAN TO DO (INTERVENTION?)</th>
<th>WHEN?</th>
<th>WHO WILL BE RESPONSIBLE?</th>
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</table>
THE LEARNING DELIVERY MODALITY IMPLEMENTATION PLAN

Note: Entries are samples

PART I: LEARNING MANAGEMENT
Objective: Establish the mechanism of organizing learners and managing learning

A. LEARNER/CLASS ORGANIZATION

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>EXPECTED OUTPUT/ RESULTS</th>
<th>DATE OF IMPLEMENTATION / TIME FRAME</th>
<th>BUDGETARY REQUIREMENTS, IF ANY</th>
<th>PERSON-IN-CHARGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize classes</td>
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<tr>
<td>Prepare weekly learning plan</td>
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<tr>
<td>Prepare Individual Monitoring Plan</td>
<td></td>
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<tr>
<td>Organize Teachers for Community Learning Sessions</td>
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<tr>
<td>Organize/ Orient home and/or community learning facilitators</td>
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</tbody>
</table>

B. LEARNING PERFORMANCE MONITORING

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>EXPECTED OUTPUT/ RESULTS</th>
<th>DATE OF IMPLEMENTATION / TIME FRAME</th>
<th>BUDGETARY REQUIREMENT, IF ANY</th>
<th>PERSON-IN-CHARGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify learner performance and progress monitoring reports</td>
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<tr>
<td>Set schedule for learner progress</td>
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<tr>
<td>ACTIVITIES</td>
<td>EXPECTED OUTPUT/ RESULTS</td>
<td>DEADLINE</td>
<td>BUDGETARY REQUIREMENTS, IF ANY</td>
<td>PERSON-IN-CHARGE</td>
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<tr>
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<tr>
<td>Setup inventory system of LRs</td>
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<tr>
<td>Acquire/ Request for LRs</td>
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<tr>
<td>Develop LRs</td>
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<tr>
<td>Quality assure locally developed LRs</td>
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</table>

**PART II: LEARNING RESOURCES**

**A. LEARNING RESOURCE MANAGEMENT**
Objective: Improve availability of LR to reach 100% in all learning areas and grades across the quarters

**B. LEARNING RESOURCE DISTRIBUTION AND COLLECTION MANAGEMENT**
Objective: Ensure that all learners receive their learning materials and are collected for assessment
PART II: CONTINUING PROFESSIONAL DEVELOPMENT FOR TEACHERS AND OTHER SCHOOL PERSONNEL

Objective: Improve PPST-based competencies of teachers in managing learning in the learning delivery modality

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>Timeline</th>
<th>Person-in-Charge</th>
<th>Budgetary Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Assessment, Consolidation, Prioritization</td>
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<tr>
<td>Planning for PD interventions</td>
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<tr>
<td>Developing and Implementing School-based Interventions</td>
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<tr>
<td>Monitoring Teacher PD Activities</td>
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<tr>
<td>Assessing Teacher PD</td>
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</table>

NOTE: You may need to consult the teachers on their professional development needs.

PART III. RISK MANAGEMENT

Objective: Identify risk to prevent it from happening or to mitigate its impact on the key implementation

<table>
<thead>
<tr>
<th>COMPONENTS OF LDM IMPLEMENTATION</th>
<th>RISK DESCRIPTION</th>
<th>LIKELIHOOD TO HAPPEN (High, Medium, Low)</th>
<th>SEVERITY OF RISK (High, Medium, Low)</th>
<th>PREVENTIVE ACTION</th>
<th>MITIGATING ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Management</td>
<td></td>
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<tr>
<td>Learning Resources</td>
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<tr>
<td>Teacher CPD</td>
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<td>Others</td>
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</table>

PART IV: COMMUNICATION PLAN FOR THE IMPLEMENTATION OF LDM

<table>
<thead>
<tr>
<th>AUDIENCE</th>
<th>KEY MESSAGES</th>
<th>COMMUNICATION MEDIA/ PLATFORM</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners</td>
<td>Your learning continues to secure your future</td>
<td>TV/Radio/Social Media</td>
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<tr>
<td><strong>How LDM can make learning happen in midst of pandemic</strong></td>
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<td>---</td>
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</tr>
<tr>
<td><strong>Parents</strong></td>
<td>Your child’s education is important and has to be supported at home. Their role in the LDM.</td>
<td>TV/Radio/Flyers</td>
<td></td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td>We fulfill our mission to educate the child amidst these challenges. How to make LDM succeed.</td>
<td>Social Media, Telephone, Formal Meetings</td>
<td></td>
</tr>
<tr>
<td><strong>Community Stakeholders</strong></td>
<td>Education is a collective responsibility; Community support is critical in the LDM implementation.</td>
<td>Social Media, Townhall</td>
<td></td>
</tr>
</tbody>
</table>
MODULE 5A (FOR SCHOOL HEADS): ESTABLISHING AND MANAGING THE TECHNICAL ASSISTANCE MECHANISM IN THE SCHOOL

This Module will assist you in setting up the technical assistance (TA) mechanism needed to support your teachers in their implementation of your chosen learning delivery modalities (LDMs). You must have completed your School LDM Implementation Plan before proceeding with this Module.

This Module is a supplement to the instructional supervision practices in the school that look after teacher improvement.

Learning through this Module can best be achieved by having LAC sessions with other school heads.

MODULE OBJECTIVE

By the end of this Module, you will be able to put together a School Plan for the provision of TA and coaching to teachers as they facilitate learning based on your chosen LDMs.

MODULE CONTENT

Lesson 1: Technical Assistance and Coaching: Definitions, Frameworks and Mechanism
LAC Session 10*
Lesson 2: Technical Assistance Needs Assessment and Planning

*Optional activity as may be determined by the LAC Members under the guidance of the LAC Leader

ESTIMATED TIME REQUIRED

9 hours
LESSON 1: TECHNICAL ASSISTANCE AND COACHING: DEFINITIONS, FRAMEWORKS AND MECHANISM

In this lesson, you will gain basic understanding of TA and coaching in terms of definitions, frameworks and mechanism. By the end of this lesson, you will be able to:
1. define TA and coaching
2. describe the mechanism and processes involved in TA and coaching

Key Topics/Concepts
definition of terms, TA and coaching framework, TA mechanism and processes

Resources Required
✓ Learning Delivery Modality Technical Assistance and Coaching Guidebook
✓ Thought Organizers for Module 5A
✓ Study Notebook

ACTIVITY 1.

Begin by articulating what you know and what you want to learn about the key concepts in this lesson. Use the Thought Organizers for Module 5A for this activity.

ACTIVITY 2.

1. Download and read the Learning Delivery Modality Technical Assistance and Coaching Guidebook.
2. Read the following topics:
   a. Definition of Technical Assistance and Coaching
   b. Objectives of Technical Assistance and Coaching for the Learning Modality
   c. Levels of Assistance
   d. Principles
   e. Technical Assistance and Coaching Process
   f. Competencies of TA Providers and Coaches
   g. Terms of Reference of TA Providers/Coaches
3. Answer the question: How can you enhance your instructional supervision using the processes of TA and coaching? Jot down your thoughts in your Study Notebook.
ACTIVITY 3.

1. Conduct **LAC Session 10.** In this LAC Session, discuss the following:
   a. Principles of TA and coaching
   b. TA and coaching process
   c. TORs and competencies of TA providers and coaches
2. Share your answer to the question: How can you enhance your instructional supervision using the processes of TA and coaching?
3. Schedule LAC Session 11, which you will hold as you go through Module 6A.

**NOTE:** Before participating in LAC Session 10, get inputs regarding the question above from your master teachers and/or subject area coordinators.

Well done! You have completed Lesson 1. You may now proceed to Lesson 2.
LESSON 2: TECHNICAL ASSISTANCE NEEDS ASSESSMENT AND PLANNING

In this lesson, you will determine the TA needs of your teachers and in the cases of large schools, the departments within the schools. By the end of this lesson, you will be able to:

1. describe the process of identifying TA and coaching needs
2. engage your teachers in determining their TA and coaching needs (may include master teachers, department chairs and/or subject area coordinators)
3. develop a plan for providing TA and coaching to your teachers (in the case of large schools, departments and/or subject area groups)

**Key Topics/Concepts**
TA needs assessment, TA planning

**Resources Required**
- ✓ Learning Delivery Modality Technical Assistance and Coaching Guidebook
- ✓ Thought Organizers for Module 5A

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**ACTIVITY 1.**

Go through the **Learning Delivery Modality Technical Assistance and Coaching Guidebook** again, focusing on:

a. Needs Assessment part of the TA process
b. Grow model for Coaching

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**ACTIVITY 2.**

With your departments and/or subject area coordinators, list down the data that can help you determine the TA and coaching needs of your teachers in relation to the implementation of the Most Essential Learning Competencies (MELCs) using the LDMs adopted by the school. Think about the individual coaching needs of your teachers and/or the TA needs of your departments or subject area groups. Use the **Thought Organizers for Module 5A** for this.
ACTIVITY 3. After your School Team has gathered the data needed as identified in Activity 2 of this lesson:

1. Discuss and analyze with your School Team the data gathered. Sort out the requirements based on what are needed at the organizational level (e.g., groups in the school) and individual level (e.g., gaps in teacher competencies, clarification of roles, etc.).


3. Discuss with your School Team the template and its elements. Accomplish the template with the Team.

4. Submit the accomplished template to your LAC Leader.

Congratulations! You have completed Module 5A. You may proceed to Module 6A.
MODULE 5B (FOR LAC LEADERS): ESTABLISHING AND MANAGING THE TECHNICAL ASSISTANCE MECHANISM FOR SCHOOL HEADS

This Module will assist you in setting up the technical assistance (TA) mechanism needed to organize the support for your Schools in their implementation of their chosen learning delivery modalities (LDMs). Schools must have completed their School LDM Implementation Plan before proceeding with this Module.

MODULE OBJECTIVE

By the end of this Module, you will be able to put together a Division Plan for the provision of TA to schools as they implement their chosen LDMs.

MODULE CONTENT

Lesson 1: Technical Assistance and Coaching: Definitions, Frameworks and Mechanism
LAC Session 10*
Lesson 2: Technical Assistance Needs Assessment and Planning

*Optional activity as may be determined by the LAC Members under the guidance of the LAC Leader

ESTIMATED TIME REQUIRED

9 hours
LESSON 1: TECHNICAL ASSISTANCE AND COACHING: DEFINITIONS, FRAMEWORKS AND MECHANISM

In this lesson, you will gain basic understanding of TA and coaching in terms of definitions, frameworks and mechanism. By the end of this lesson, you will be able to:

1. define TA and coaching
2. describe the mechanism and processes involved in TA and coaching

Key Topics/Concepts
definition of terms, TA and coaching framework, TA mechanism and processes

Resources Required
✓ Learning Delivery Modality Technical Assistance and Coaching Guidebook
✓ Thought Organizers for Module 5B
✓ Study Notebook

ACTIVITY 1.

Begin by articulating what you know and what you want to learn about the key concepts in this lesson. Use the Thought Organizers for Module 5B for this activity.

ACTIVITY 2.

1. Download and read the Learning Delivery Modality Technical Assistance and Coaching Guidebook.
2. Read the following topics:
   a. Definition of Technical Assistance and Coaching
   b. Objectives of Technical Assistance and Coaching for the Learning Modality
   c. Levels of Assistance
   d. Principles
   e. Technical Assistance and Coaching Process
   f. Competencies of TA Providers and Coaches
   g. Terms of Reference of TA Providers/Coaches
3. Answer the question: How can you enhance your instructional supervision using the processes of TA and coaching? Jot down your thoughts in your Study Notebook.
ACTIVITY 3.

1. Conduct **LAC Session 10.** In this LAC Session, discuss the following:
   a. Principles of TA and coaching
   b. TA and coaching process
   c. TORs and competencies of TA providers and coaches

2. Based on your readings, discuss with your LAC the crucial element or “key message” in each of the four main steps of the TA and coaching process. Identify which TA principle is used in each of the steps. Use the Thought Organizers for Module 5B to guide the discussion.

3. Discuss/share your answer to the question: How can you enhance your instructional supervision using the processes of TA and coaching?

4. Schedule LAC Session 11, which you will hold as you go through Module 6B.

Well done! You have completed Lesson 1. You may now proceed to Lesson 2.
LESSON 2: TECHNICAL ASSISTANCE NEEDS ASSESSMENT AND PLANNING

In this lesson, you will determine the TA and coaching needs of schools and school heads. By the end of this lesson, you will be able to:

1. describe the TA needs assessment process
2. engage school heads in determining their TA and coaching needs
3. develop a plan for providing TA to schools and school heads

Key Topics/Concepts
TA needs assessment, TA planning

Resources Required
✓ Learning Delivery Modality Technical Assistance and Coaching Guidebook
✓ Thought Organizers for Module 5B

ACTIVITY 1.

Go through the Learning Delivery Modality Technical Assistance and Coaching Guidebook again, focusing on:

a. Needs Assessment part of the TA process
b. Grow model for Coaching

ACTIVITY 2.

With your Division Management Team, list the data that can help you determine the TA needs of schools in relation to the implementation of LDMs. Think about the coaching needs of the school heads in leading the schools through the new delivery modalities. Determine how the data can be obtained. Use the Thought Organizers for Module 5B for this activity.
ACTIVITY 3. After your Division Management Team has gathered the data needed as identified in Activity 2:

1. Discuss and analyze with your Division Management Team the data gathered. Sort out the requirements based on what are needed at the organizational level (e.g., school as a whole) and individual level (e.g., capability, clarification of roles, etc.).


3. Discuss with your Division Management Team the template and its elements. Accomplish the template with the Team.

4. Submit the accomplished template to your assigned Coach.

Congratulations! You have completed Module 5B. You may proceed to Module 6B.
THOUGHT ORGANIZERS FOR MODULE 5A

THOUGHT ORGANIZER FOR LESSON 1, ACTIVITY 1

<table>
<thead>
<tr>
<th>KEY CONCEPTS</th>
<th>WHAT I KNOW ABOUT THE KEY CONCEPTS BASED ON MY OWN EXPERIENCE AND PERSPECTIVES</th>
<th>WHAT DO I WANT TO LEARN ABOUT THESE KEY CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTRUCTIONAL SUPERVISION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COACHING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TECHNICAL ASSISTANCE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

THOUGHT ORGANIZER FOR LESSON 1, ACTIVITY 3

<table>
<thead>
<tr>
<th>TA PROCESS STEPS</th>
<th>“KEY ELEMENT”</th>
<th>WHAT PRINCIPLE IS APPLIED IN THIS STEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: TA NEEDS ASSESSMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 2: TA PLANNING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 3: IMPLEMENTATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 4: EVALUATION</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Thought Organizer for Lesson 2, Activity 2

<table>
<thead>
<tr>
<th>Target of Coaching: TEACHERs/DEPARTMENT CHAIRS/MASTER TEACHERs</th>
<th>What Data Should Be Gathered to Understand the Coaching Needs of Teachers</th>
<th>How to Gather the Data</th>
<th>Where to Get the Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actions needed to fully understand the coaching needs of the teachers/department chairs/master teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As Appropriate (e.g. schools with departments)

<table>
<thead>
<tr>
<th>Target of TA: GROUPS IN SCHOOL SUCH AS DEPARTMENTS/SUBJECT AREA</th>
<th>What Data Should Be Gathered to Understand the TA Needs of the Departments/Subject Area Groups</th>
<th>How to Gather the Data</th>
<th>Where to Get the Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actions needed to fully understand the TA needs of the groups in school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THOUGHT ORGANIZERS FOR MODULE 5B

THOUGHT ORGANIZER FOR LESSON 1, ACTIVITY 1

<table>
<thead>
<tr>
<th>KEY CONCEPTS</th>
<th>WHAT I KNOW ABOUT THE KEY CONCEPTS BASED ON MY OWN EXPERIENCE AND PERSPECTIVES</th>
<th>WHAT DO I WANT TO LEARN ABOUT THESE KEY CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTRUCTIONAL SUPERVISION</td>
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<td></td>
</tr>
<tr>
<td>COACHING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TECHNICAL ASSISTANCE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

THOUGHT ORGANIZER FOR LESSON 1, ACTIVITY 3

<table>
<thead>
<tr>
<th>TA PROCESS STEPS</th>
<th>&quot;KEY ELEMENT&quot;</th>
<th>WHAT PRINCIPLE IS APPLIED IN THIS STEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: TA NEEDS ASSESSMENT</td>
<td></td>
<td></td>
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<tr>
<td>Step 2: TA PLANNING</td>
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</tr>
<tr>
<td>Step 3: IMPLEMENTATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 4: EVALUATION</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Thought Organizer for Lesson 2, Activity 2

<table>
<thead>
<tr>
<th>Target of TA:</th>
<th>What Data Should Be Gathered to Understand the TA Needs of the Schools as Organizations</th>
<th>How to Gather the Data</th>
<th>Where to Get the Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schools as Organizations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Actions Needed to Fully Understand the TA Needs of the Schools</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target of Coaching:</th>
<th>What Data Should Be Gathered to Understand the Coaching Needs of School Heads</th>
<th>How to Gather the Data</th>
<th>Where to Get the Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Heads</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Actions Needed to Fully Understand the Coaching Needs of the School Heads</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COACHING GUIDEBOOK
TECHNICAL ASSISTANCE AND LEARNING DELIVERY MODALITY
I. INTRODUCTION

II. LDM TECHNICAL ASSISTANCE AND COACHING FRAMEWORK
A. DEFINITION OF TECHNICAL ASSISTANCE AND COACHING
B. OBJECTIVES OF TECHNICAL ASSISTANCE AND COACHING FOR THE LEARNING MODALITY
C. LEVELS OF ASSISTANCE
D. PRINCIPLES
E. TECHNICAL ASSISTANCE AND COACHING PROCESS
F. ASSIGNMENT OF TA PROVIDERS AND COACHES

III. TERMS OF REFERENCE OF TA PROVIDES/COACHES

IV. PROCEDURE IN THE SELECTION AND ASSIGNMENT OF COACHES

V. ROLES AND RESPONSIBILITIES OF LEVELS OF GOVERNANCE

VI. BASIC PROTOCOLS AND TOOLS
A. DEFINITION OF TECHNICAL ASSISTANCE AND COACHING FRAMEWORK

This book is about the implementation of the Learning Delivery Models (LDMs) in the context of the COVID-19 pandemic. The LDMs include: (1) the blended learning model, (2) the online learning model, and (3) the face-to-face learning model. The LDMs are designed to address the needs of teachers and students in the context of the pandemic. The LDMs aim to provide flexible and effective learning experiences that can be adapted to different learning environments.
Learning Delivery Modality: Technical Assistance and Coaching Guidebook

C. LEVEL OF ASSISTANCE

...concerns and enhance performance.

For objectives five (5), TA/coaching complements the conduct of monitoring and evaluation, it aids in tracking the progress and results and helps address

5. Determine, through reflective practice, if the learned competencies translate to improved instruction.
4. Effectively apply in teaching the pedagogical and learning assessment approaches that are appropriate for the LDM being implemented.
3. Set-up the division and school level continuous learning mechanisms that reinforce learning on the modalities, as well as address specific challenges
2. Effectively manage the implementation of learning delivery modalities, both at the division and school level.
1. Decide on the appropriate learning delivery modality for their specific context.

Operationally, this means that the direction of TA and coaching is to build the capability of education leaders and teachers to:

Learning is reinforced, applied and measured.

The improvement of learning outcomes, specific to the LDM, the primary purpose of providing TA/coaching, is to the efficacy and effectiveness of the BE-CP for the learning delivery modality.

B. OBJECTIVES OF TECHNICAL ASSISTANCE AND COACHING FOR THE LEARNING MODALITY

...expressed intention of providing professional support to address certain learning and development needs of concern.

In-depth TA responsibilities and accountabilities is highlighted at the field (Region and SGD) because of their proximity to the schools. As for NEAP, the direct

in the event of workshops, group discussions, or group sessions. These could be achieved by the conduct

...losses incurred of best practices that could be shared within other components of the organization.

Group and work management - building others in accomplishing outputs, or tasks related to their work plans. It includes the documentation of

- Capability-building - Development of competencies or knowledge, skills, and activities like skills in the use of technology.
The figure below provides an illustration of the flow of support at both levels of technical assistance and coaching.

### Levels of Support

<table>
<thead>
<tr>
<th>Focus of TA / Coaching</th>
<th>Recipient of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Level:</strong> National Coaches Working and School Division Office (SDO)</td>
<td>Teachers and Education Leaders</td>
</tr>
<tr>
<td><strong>2nd Level:</strong> SDOs and District Supervisors</td>
<td>School Leaders and Teachers</td>
</tr>
<tr>
<td><strong>3rd Level:</strong> Team ROI - TA Teams</td>
<td>(Called TA Providers - TAP)</td>
</tr>
</tbody>
</table>

**Modularis:**
- Instructional component of the Learning Delivery Module which covers TA and coaching.

**Instructional Leaders:**
- Teachers apply what they have learned and build their teaching portfolio.
- Teachers and education leaders are undergoing the training on the LDM course.

**School Leaders:**
- School Leaders in relation to Instructional Component of the Learning Delivery.
- On the role of the SDO and District Supervisors as TA Providers to Teachers and School Leaders.

**School Division Office (SDO):**
- Management of the LDM in the SDOs and Schools.
E. TECHNICAL ASSISTANCE AND COACHING PROCESS

When members work together and share ideas towards a common goal,

TA/coaching should offer suggestions, facilitate the thinking process and encourage interaction and independence. Where learning is best achieved,

TA/coaching should be responsive to the providers of the TA and coaching. Hence, support, technical guidance, TA and coaching. Hence, support, technical guidance and coaching.

1. **Learning is a cooperative and collaborative process:** Technical assistance is a two-way process and a shared responsibility. TA and coaching.

2. **Technical assistance is aligned with the organization's vision and mission is based on the organization's needs.** For the LDM Program.

3. **Accumulative measures are effective by Jack Canfield and Dr. Peter Chess (49 Principles for Coaching Success):**

   - People are responsible for their own growth and development. People can set their own goals and achieve them. Hence, TA should facilitate the process.

   - Literature offers several TA and coaching principles. For the LDM Program, the following principles were selected from both disciplines to guide the process.

D. PRINCIPLES

- Apply and have the learning opportunities to reinforce learning as they perform the instructional support mandate.

- At the Z9 level of teachers, it is at the Z9 level of TA and coaching. The school leaders' strategies and district supervisors should enable teachers to implement and apply the skills and knowledge of the learning of the TA and coaching.

- At the Z5 level, the Regional TA team will also serve as the conduit of the National Coaches in the delivery of TA and coaching. It shall also play a role in the support of schools.

It should be noted that:
II. Needs Assessment

For each of the major steps of T/L/coaching, the following requirements are offered to ensure T/L/coaching success:

- Preparation
- Implementing
- Monitoring
- Adjusting Plans
- Feedback
- Evaluation

Figure 2. TA and Coaching Process

Figure 2 illustrates what goes in each of the steps. The intent of each step is to help the client help themselves and not on solving problems for them. The key is to help the client help themselves.

Learning Delivery: Modality Technical Assistance and Coaching Guidebook
In terms of process, the TA providers at both levels of TA assistance may employ the following to obtain both quantitative and qualitative information:

<table>
<thead>
<tr>
<th>Level</th>
<th>Focus of Needs Assessment (basis of TA / Coaching)</th>
<th>Levels of Support</th>
<th>Response of Needs Assessment of Support / Receptivity of Support</th>
</tr>
</thead>
</table>
| Individual Level | Organization Level | School District Supervisors - 2nd Level: 20/20 and SDO and District Supervisors |**School Leaders and Teachers:**
- Early educators and Grade 8/9
- School Division Office (SDO)
- Leadership and colleagues of the school to organize and implement the LDM
- Readiness of the school (as an organizational commitment)
- Readiness of the TA providers - TA (called)
- STRATEGIES/CHALLENGES OF THE SCHOOL TO IMPLEMENT LDM
- Capabilities of teachers to adapt/develop
- The shift to pedagogical approaches
- Learning competencies - METCs
- Modifiable curriculum (the most essential)
- The LDM to effectively implement the LDM
- Development of the meta-skill set
- Essential learning competencies as outlined in the curriculum
- Implementation - focus on content
- Assuring the change in curriculum
- Strengths and challenges of the SDO in
- Capabilities to contextualize/adapt
- Continuous professional development

**District Supervisors - 2nd Level:**
- SDO and District Supervisors
- School Leaders and Teachers
- Early educators and Grade 8/9
- School Division Office (SDO)
- Leadership and colleagues of the school to organize and implement the LDM
- Readiness of the school (as an organizational commitment)
- Readiness of the TA providers - TA (called)
- STRATEGIES/CHALLENGES OF THE SCHOOL TO IMPLEMENT LDM
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- Capabilities to contextualize/adapt
- Continuous professional development

**TA (called):**
- STRATEGIES/CHALLENGES OF THE SCHOOL TO IMPLEMENT LDM
- Capabilities of teachers to adapt/develop
- The shift to pedagogical approaches
- Learning competencies - METCs
- Modifiable curriculum (the most essential)
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- Implementation - focus on content
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- Strengths and challenges of the SDO in
- Capabilities to contextualize/adapt
- Continuous professional development
Learning Delivery: Modular Technical Assistance and Coaching Guidebook
Coaching, small group lessons, "learning as a main purpose.

Given that both are conducted for both individual and organizational capacity improvement, the monitoring and evaluation of the TA provision:

sustainability in conformity to the objectives set in the program design.

Evaluation is the process of determining the worth or significance of the outputs and results in terms of efficiency, relevance, effectiveness and

that step into motion a series of measurable actions, for assessing the realization of set objectives.

Monitoring is the continuous function and systemic process of collecting, analyzing, interpreting, storing of data and reporting information.

4. Monitoring, Evaluation and Learning

a. Make judgments in the plan based on the analyses of progress made

b. Provide feedback to the client/coach

c. Plan developed any positive effect on the performances of the school heads, teachers, and the students.

d. Promote the TA activities alongside activities of the client / coach / performance contract. Provide time to reflect whether the coaching

e. Is community.

f. Any TA and/or coaching conversations are collectively viewed and improved. The coach becomes professional well-briefed the whole school and

g. Develop together the TA/coach norms and protocols based on the standards set by Deped through NEAP and BHRD

h. Match TA needs with available TA resources / providers. This may involve some "return" steps.

i. Establish the mechanism for feedback

This step is mainly on the execution of the TA plan. Process may include the following:

3. Implementation

2.d. Staging of TA commitments by the TA provider and the SDO / RDO

- Organize the schedule of TA in relation to the extent and means of providing TA.
- Matching TA needs with available TA resources. At the regional level, this includes assuring the TA team to support specific SDOs.
- Map TA needs across the RDO / SDO.

2.c. Develop a region of SDO-wide TA plans.
### Areas of Monitoring, Evaluation, and Learning (MEL) Inquiry

**The areas of Inquiry would be as follows:**

1. Provision/Coaching is support to learning, shall use the Kirkpatrick model as framework for its (MEL).

**Areas of Monitoring, Evaluation, and Learning (MEL) Inquiry:**

- **Performance results of the teacher/coach:**
  - On the other hand, evaluation of T/A/Coaching is advisable to be conducted at the end of the support to give ample time to see the outcomes of this and to ensure that the support provided is relevant and effective. Feedback provided will enhance the understanding to ensure that the support provided is relevant and effective. Feedback between the provider/coach and the client/coach will enhance the understanding to ensure that the support provided is relevant and effective. Feedback provided will enhance the understanding to ensure that the support provided is relevant and effective. Feedback provided will enhance the understanding to ensure that the support provided is relevant and effective.

- **Extension of opportunity:**
  - The provision of TA/Coaching also needs to be regularly monitored and evaluated for timely and relevant feedback. Ultimately, it will provide valuable information on the effectiveness of the TA & Coaches provided. The integrity of periodic TA/Coaching reports provide the building blocks to facilitate effective TA/Coaching.

---

### Table: Key Elements of Inquiry

<table>
<thead>
<tr>
<th>Source</th>
<th>Method</th>
<th>Level</th>
<th>Inquiry Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Focused</td>
<td>Reaction</td>
<td>Learning of Teachers to deliver the curriculum</td>
</tr>
<tr>
<td>Management</td>
<td>Focused</td>
<td>Reaction</td>
<td>Learning of Teachers to deliver the curriculum</td>
</tr>
<tr>
<td>Teaching-Learning School</td>
<td>Positive</td>
<td>Reaction</td>
<td>Learning of Teachers to deliver the curriculum</td>
</tr>
<tr>
<td>What is taught?</td>
<td>What was learned?</td>
<td>Reaction</td>
<td>Learning of Teachers to deliver the curriculum</td>
</tr>
<tr>
<td>Did the practices of teachers / school leaders improved their level of performance?</td>
<td>Did the practices of teachers / school leaders improved their level of performance?</td>
<td>Reaction</td>
<td>Learning of Teachers to deliver the curriculum</td>
</tr>
<tr>
<td>Monitoring Progress of T/A/C</td>
<td>Levels</td>
<td>Performance</td>
<td>Learning of Teachers to deliver the curriculum</td>
</tr>
</tbody>
</table>

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**Note:**

- The table above outlines the key elements of inquiry, focusing on the aspects of performance, reaction, and learning to assess the effectiveness of TA/Coaching.
Competencies of TA Providers

In order to deliver their technical assistance in a more effective manner, TA providers have to develop the following competencies:

1. Skills in Identifying and Prioritizing TA Needs - These skills require analytical expertise in providing and interpreting data so that TA provider can

2. Facilitation Skills - These skills include: Listening skills, questioning skills, observing skills, and interpersonal skills (LOCOM). These skills are utilized in all the steps and processes in providing technical assistance. The application of facilitation skills will help the technical assistance provider in

3. Implementation of Building Principles Mentioned Earlier:

- Making immediate judgments and decisions;
- Taking action and taking the client's perspective;
- Identifying and prioritizing TA needs;
- Identifying and prioritizing TA needs.

Competencies of TA Providers and Coaches

F. Assignment of TA Providers and Coaches

- Preparing the TA report
- Identifying recommendations for future TA or coaching requirements and interventions
- Analyzing further performance gaps
- Compiling results with targets

Activities include
The Terms of Reference of Regional Field Technical Assistance Teams (All Regional Supervisors from Functional Divisions), National Coaches from Central Office (Specialists from Bureau, Services, and Offices), and External Coaches (Experts provided by External Partners).

1.promotes others by setting a good example
2. has an open mind and is tolerant of diverse views
3. keeps information confidential and is trusted by others
4. balances the opinion and initiative of others
5. encourages with application
6. enjoys learning
7. seeks others to succeed
8. has a positive view of human nature
9. is honest, genuine and authentic

An effective coach.

In terms of coaching, the following are described attributes of a good coach, per CFC Coaching Guidebook, 2016:

1. Learning
   - All technical assistance provide information for decision-making at the division level and recommendations for policy formulation at the regional level.
   - The ability to evaluate the impact of results of technical assistance provided. The result of the
   - Evaluation is an important aspect of the technical assistance provided according to
   - Standards set and other recommendations for adjustment.

2. Monitoring and Analysis of TA Progress - This is the ability to check on the process and progress of the technical assistance provided and clients to increasing their

3. Skills in Giving and Receiving Feedback - These skills would greatly help both the technical assistance provided and the clients in increasing their

4. Integrating Skills - This is the ability to synthesize or summarize points of ideas. This will help the learner identify what been learned and

5. Problem-solving Continuous work to be able to catch and express ideas needed by the client or learner.

and maintaining feedback report with the client or learner will enable Ta closely attend to client's needs. This is recommended that the

6. Attending Skill - This is caring for the client by responding to the learning needs being noted and observed by the Ta provider.
| 1. | Provide technical assistance and coaching on LD1 Course | 5. | Evaluate portfolio of LD1 Course Participants for certification |
| 2. | Coordinate with NEDP, CO on Regional and Division Assessments and implementation in the Regions and LDM Implementations | 4. | Maintenance as may be called |
| 3. | Coordinate with RO, FTA team in the development of FY/coaching plans in the assigned Region in collaboration with other team |
| 4. | Plan in the assigned Region in collaboration with other team |

**Specific Terms of Reference**

1. All teachers are expected to submit all documents and the coaching competency reports to the LCD coaching lead of the Region.

2. Provide technical assistance and coaching on LD1 Course.

3. Coordinate with NEDP, CO on Regional and Division Assessments and implementation in the Regions and LDM Implementations.

4. Maintenance as may be called.

5. Evaluate portfolio of LD1 Course Participants for certification.

6. Provide technical assistance and coaching on LD1 Course.

7. Coordinate with RO, FTA team in the development of FY/coaching plans in the assigned Region in collaboration with other team.

8. Plan in the assigned Region in collaboration with other team.

9. Evaluate portfolio of LD1 Course Participants for certification.

10. All teachers are expected to submit all documents and the coaching competency reports to the LCD coaching lead of the Region.
<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Submit a report on TA/coaching activities to the head of office</td>
</tr>
<tr>
<td>2.</td>
<td>Coordinate the school heads and teachers in the development of the coaching plan</td>
</tr>
<tr>
<td>3.</td>
<td>Coordinate the school heads and teachers in the development of the coaching plan</td>
</tr>
<tr>
<td>4.</td>
<td>Attend meetings as may be called by appropriate authorities</td>
</tr>
<tr>
<td>5.</td>
<td>Evaluate portfolio of LDM course participants for certification</td>
</tr>
<tr>
<td>6.</td>
<td>Evaluate portfolio of LDM course participants for certification</td>
</tr>
<tr>
<td>7.</td>
<td>Evaluate portfolio of LDM course participants for certification</td>
</tr>
<tr>
<td>8.</td>
<td>Submit a report on TA/coaching activities to the head of office</td>
</tr>
</tbody>
</table>

**Top of Regional Assistance Providers/Coaches**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide technical assistance and coaching on LDM course</td>
</tr>
<tr>
<td>2.</td>
<td>Coordinate with NEAP CO on regional and division assignments</td>
</tr>
<tr>
<td>3.</td>
<td>Coordinate with NEAP CO on regional and division assignments</td>
</tr>
<tr>
<td>4.</td>
<td>Recommend to the NEAP- Director for the Regional Director for the Region</td>
</tr>
<tr>
<td>5.</td>
<td>Devise an implementation plan for the region</td>
</tr>
<tr>
<td>6.</td>
<td>Coordinate with the other TA/coaching team members' submission</td>
</tr>
<tr>
<td>7.</td>
<td>Submit a report on TA/coaching activities in the assigned region to NEAP CO</td>
</tr>
<tr>
<td>8.</td>
<td>Submit a report on TA/coaching activities in the assigned region to NEAP CO</td>
</tr>
</tbody>
</table>
3. Set the criteria for selecting TA and coaching team members.

2. Facilitate the assignment of coaching teams to the regions.

1. Constitute the national coaching team for the LDM course and implementation

A. NEAP CO

Inherent mandates in DepED:
The following are the expected responsibilities of each level of governance in the management and implementation of the LDM program, based on the roles and responsibilities of levels of governance.

V. ROLES AND RESPONSIBILITIES OF LEVELS OF GOVERNANCE

coaches to the regions is equitable.

D. The national and external partner coaches are given the prerogative which region or regions they wish to serve provided the number of assigned activity and the recording of progress reports in the professional development information system (PDIS) of the divisions and schools.

C. Each region will need to designate the LCP Coaching Lead. The core lead and team of administrative staff who will oversee the documentation of the

B. All member of the RFOAD, National Coaches and External Partner Coaches have been pre-selected by their respective offices.

6. Should be familiar with LDM process especially the TA mechanisms

5. Should be willing to share their expertise with their assigned regions, divisions and schools and willing to spare time to provide technical assistance/coaching

4. Should be willing to work the external partners so as to build partnerships from the regions.

3. Preferably with experience in the implementation of the LDM through existing DepED programs such as MIOSA, IMPACT E-IMPACT, OPEN

2. Should have a working knowledge of the curriculum (NELTS), the learning delivery standards.

1. Should have a working knowledge of the enabling policies on the implementation of learning delivery modules.

A. The National Coaching Team members should have the following qualifications:

IV. PROCEDURE IN THE SELECTION AND ASSIGNMENT OF COACHES

In order to organize the selection and assignment of coaches, the following stipulations are provided:
p. Regional Functional Technical Assistance Division

- Under the guidance and leadership of the Regional Director, lead in planning for the FLA Implementation in the Region in relation to the LDM courses and LDM Implementation.

 q. V. Support coordination and division of the LDM CoE in the Region.

 r. Monitor the implementation of the LDM courses in the Region.

 s. Initiate FLA coordination to ensure the implementation of the LDM courses in the Region.

 t. Coordinate with NEAP-CO regarding the implementation of the LDM courses in the Region.

 C. Regional Office

 1. Coordinate the Regional Field Technical Assistance Teams.

 2. Monitor the performance of the specialists as TA and coaching team members.

 3. Monitor the TA and coaching activities in the Region.

 4. Submit report to NEAP-CO on the TA and coaching activities in the Region.

 5. Coordinate with schools' divisions in the assignment of Regional, FAAT and National FAAT.

 B. Coordination Units

 1. Identity and nominate specialists within the office to serve as TA and coaching team members.

 2. Issue certificates of participation with corresponding PD credit units to participants of the LDM courses as recommended by their respective courses.

 3. Implement the TA and coaching mechanisms for the LDM courses and implementation.

 4. Coordinate with the units' levels of governance and external partners in the identification of TA and coaching specialists.

 5. Open the national TA and coaching team.

 6. Develop the TA and coaching mechanisms for the LDM courses and implementation.

 7. Monitor and evaluate the implementation of the TA and coaching mechanisms.

 8. Issue certificates of participation with corresponding PD credit units to participants of the LDM courses recommended by their respective courses.
Each TA episode should be subject to evaluation by the recipients and shall be given to the team leader. The results of such evaluation will be consolidated on a weekly basis and discussed in the team to serve as a guide on how to improve the TA mechanism and activities.

6. Providers of TA/Coaching should strive to understand the context of the TA/Coaching activity, including the cultural, religious, and socio-economic aspects of the coaching and should strive to understand the context of the activity.

5. TA/Coaching should be provided on a regular basis to ensure that students are provided with a solid foundation.

4. A technical assistance report on a regular basis to be determined by the Group must be made by individual coaches.

3. TA activities and any adjustments herein should be agreed upon by the national and regional coaching teams.

2. TA activities and any adjustments herein should be agreed upon by the national and regional coaching teams.

1. General guidelines

VII. BASIC PROTOCOLS AND TOOLS

1. Coordinate with the Schools Division in the assignment of TA and coaching teams in the school.

2. Monitor the TA and coaching activities in the school in relation to the LCM course implementation.

3. Submit to SDO the TA/Coaching activities in the school in relation to the LCM course implementation.

4. Submit report on the TA and coaching activities in the school in relation to the LCM course implementation.

5. Submit report on the TA and coaching activities in the school in relation to the LCM course implementation.
### Summary of Needs

**Identification of Non-Learning Needs:**

- To help with analysis, categorize the requirements of the school in terms of Learning and Non-Learning needs.

### Plan Basis

<table>
<thead>
<tr>
<th>Question</th>
<th>Description of the Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>What challenges and gaps should the school address to be able to implement/carry out the selected modality?</td>
<td></td>
</tr>
<tr>
<td>What &quot;enablers&quot; do they have to carry out the selected modality?</td>
<td></td>
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<tr>
<td>What is the result of the &quot;readiness assessmen of the school?</td>
<td></td>
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<tr>
<td>What is the result of the decision?</td>
<td></td>
</tr>
</tbody>
</table>

### Commitment Contract for Technical Assistance

**General TA/Coaching Plan**

- **TA Provider/Coach:**
- **Date Covered:** Aug 2020 to 30 Oct 2020
- **Region/Division/School/Session:**
- **Target Recipient of TA/Coach:** CDO - 3 schools

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<table>
<thead>
<tr>
<th>Budget</th>
<th>Materials</th>
<th>Responsible Person(s)</th>
<th>Time Frame</th>
<th>Expected Results</th>
<th>Strategies/Activities</th>
<th>TA Objectives</th>
<th>Challenges</th>
<th>Prioritized Needs of the Clients</th>
</tr>
</thead>
</table>

**Detailed Technical Assistance Plan** (applicable to both organization or individual)

---

**THE TA OVERALL OBJECTIVES**

**WHAT ARE THE THINGS THAT YOU CAN DO TO HELP?**

1. **Capacity of Players**
2. **Learning Needs**

---

**PLAN BASIS**

LEARNING DELIVERY MODALITY: TECHNICAL ASSISTANCE AND COACHING GUIDEBOOK
This Agreement is made by and between the following parties:

<p>| | | | | | |</p>
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</table>

Panel B: R/O DO Technical Assistance

Party A: Division/ School Head of:

Submitted to:

Team/

Position

Position

Name

Name

Contract No.

(Name of School/ SDO/ Teacher)

Learning Delivery Modality Technical Assistance and Coaching Guidebook
| 1. Appropriate learning approach and delivery of the TA due to T/A/C | null |
| 2. Learning objectives due and addressed and barriers encountered need of the client | null |
| 3. Intermediate needs of client? Learning matched the plan objectives? Actual based on TA | null |
| 4. Learning result | null |

**MONITORING, EVALUATION & LEARNING PLAN FOR TECHNICAL ASSISTANCE / COACHING**

The following table provides a way to map the work on monitoring and evaluating the Technical assistance / coaching provided.

**ANNEX 2: MONITORING, EVALUATION & LEARNING PLAN**

Learning delivery modality Technical assistance and coaching guidebook
<table>
<thead>
<tr>
<th>Evaluation of TA/C in Behavior Change Terms of Afflicting Client</th>
<th>MBI Inquiry on Technical Assistance/Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client performance change on learning and expected positive effects</td>
<td>MBI Inquiry on Technical Assistance/Coaching</td>
</tr>
<tr>
<td>The approaches that worked</td>
<td>MBI Inquiry on Technical Assistance/Coaching</td>
</tr>
<tr>
<td>External learnings were applied in the workplace</td>
<td>MBI Inquiry on Technical Assistance/Coaching</td>
</tr>
<tr>
<td>Were the learnings been applied in the workplace</td>
<td>MBI Inquiry on Technical Assistance/Coaching</td>
</tr>
<tr>
<td>Due to TA/C</td>
<td>MBI Inquiry on Technical Assistance/Coaching</td>
</tr>
</tbody>
</table>

**Framework**
- Aspect of the MEL (This is Learning) - Use of MEL Results
- Analyze Data
- Method
- Time of Data Collection
- Method
- Data Collection
- Method
- Indication

**Questions**
1. What indicators will be gathered to respond to the technical assistance? Refer to TA/C.
2. How will you gather the indicators?
3. When will you gather the indicators?
4. How will you analyze the indicators?
5. GATHER THE DATA AND ANALYZE DATA FROM WHO WILL BE THE USERS OF THE DATA.
6. WHAT WILL BE THE DECISION TO MAKE REPORTS ON WHAT ARE THE USERS WILL THEY DO MORE IN THE LEARNING RESULTS.
<table>
<thead>
<tr>
<th>Framework</th>
<th>Aspect of the MEL</th>
<th>Use of MEL results</th>
<th>Data collection method</th>
<th>Analysis method</th>
<th>Timing of data collection</th>
<th>Indicators</th>
<th>M&amp;E Inquiry on Technical Assistance / Coaching</th>
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</table>

**4. CSE Coaching Guidebook**

3. A Guide to Support Coaching and Mentoring for School Improvement
2. PIMS Manual for Teachers and School Heads
1. Deped Coaching Guidebook

**References:**

- Goals of Deped contributed to the "new practices"
- To what extent did the level of proficiency, leadership improved their teachers / school
- Did the practices of the central regional
- Evaluation of TAC IN based on evidence from TP systems and division levels to the central regional

Learning Delivery Modality: Technical Assistance and Coaching Guidebook