



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

September 28, 2026

REGIONAL MEMORANDUM

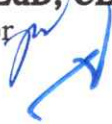
CLMD-2026- **1261**

**VALIDATION OF DIVISION PRESENTERS FOR THE REGIONAL ALTERNATIVE
DELIVERY MODES (ADM) AND TEACHING AND LEARNING DELIVERY
INITIATIVE (TLDI) SUMMIT 2027**

To: Schools Division Superintendent
Division ADM/FLP Focal Persons
All Others Concerned

1. In connection to the **Conduct of the Regional Alternative Delivery Modes (ADM) and Teaching and Learning Delivery Initiative (TLDI) Summit 2027** which will be held on **October 29, 2026 at Melinda's Place and Resort, Borongan City, Eastern Samar**, this Office through the **Curriculum and Learning Management Division (CLMD)** announces the conduct of **Regional Validation of Entries of Schools Division Entries for the said activity**.
2. The Regional Validation of Entries aims to:
 - a. validate the entries submitted by the Schools Divisions Offices (SDOs) for the Regional ADM and TLDI Summit 2027 based on the prescribed criteria and guidelines;
 - b. ensure the accuracy, completeness, relevance, and quality of the submitted entries and supporting documents;
 - c. assess the alignment of the entries with the objectives and standards of the Alternative Delivery Modes (ADM) and Teaching and Learning Delivery Initiatives (TLDI);
 - d. provide technical feedback and recommendations to improve and strengthen the validated entries; and
 - e. finalize the qualified entries for presentation, recognition, and/or showcasing during the Regional ADM and TLDI Summit 2026.
3. All Schools Divisions are enjoined to conduct their own validation of school entries in order to select the best entries for the Regional ADM and TLDI Summit 2026.
4. The validation activity can be done through hybrid form either onsite or virtual depending on the availability of Regional Validators. The schedule of validation in all Schools Divisions and the Team of Validators are stipulated as Annex A while the validation tool as Annex B attached to this Memorandum.
5. The Regional ADM Focal Person shall coordinate with the Division ADM Focal Persons on the conduct of the Regional Validation and consolidation of entries for the Regional ADM and TLDI Summit 2026.

6. The Chief of the Curriculum and Implementation Division and the Division ADM/FLP Focal Person are enjoined to monitor the smooth implementation of this activity.
7. Expenses incurred in the conduct of the activity shall be charged against the ADM/FLP Funds and or Local Funds of the Region subject to the usual accounting and auditing procedures.
8. Immediate dissemination of and strict compliance with this Memorandum are desired.


SALUSTIANO T. JIMENEZ JD, EdD, CESO III
Regional Director 

Enclosure: Validation Tool

References: None

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

ADM

SUMMIT

CLMD-EPF



Annex A:

Schedule of Regional Validation

List of Regional Validators	Schools Divisions to be Validated	Tentative Schedule
Team 1: 1. Emmanuel P. Firmo, Jr. 2. Dandy G. Acuin 3. Amenia C. Aspa 4. Margie S. Balledo 5. Nova P. Jorge 6. Dean Ric M. Endriano	Northern Samar, Calbayog City, Catbalogan City, Samar, Eastern Samar, Borongan City, Tacloban City	October 1-23, 2026
Team 2: 1. Gertrudes C. Mabutin 2. Ernani S. Fernandez, Jr. 3. Anna Marie C. Tolibas 4. Balsy M. Redona 5. Alfredo S. Café 6. Glendale B. Lamiseria 7. Joy B. Bihag	Southern Leyte, Maasin City, Baybay City, Leyte, Ormoc City, and Biliran	October 1-23, 2026

Annex B.

VALIDATION AND EVALUATION TOOL FOR ALTERNATIVE DELIVERY MODES (AMD) AND TEACHING-LEARNING DELIVERY INITIATIVES (TLDIs)**I. RATIONALE**

The Curriculum and Learning Management Division (CLMD), in collaboration with the Schools Division Offices (SDOs), shall establish a systematic, evidence-based, and transparent validation process to identify Teaching-Learning Delivery Initiatives (TLDIs) that demonstrate innovation, effectiveness, scalability, sustainability, and significant impact on learner outcomes.

This validation tool shall guide Schools Division Offices and the Regional Office in evaluating, validating, and selecting the most credible, effective, and impactful TLDIs for presentation in Regional and National Conferences, Research Fora, Innovation Expositions, and Best Practice Showcases.

II. VALIDATION PROCESS**Stage 1: Schools Division Office Validation**

The Division Validation Team shall:

- ✓ Conduct document review
- ✓ Validate supporting evidence
- ✓ Conduct interviews and/or site visits when necessary
- ✓ Score submissions using the TLDI Evaluation Rubric
- ✓ Rank entries and endorse top-performing TLDIs to the Regional Office

Stage 2: Regional Office Validation

The Regional Validation Committee shall:

- ✓ Review endorsed TLDIs
- ✓ Validate evidence and impact claims
- ✓ Conduct onsite validation with the SDO

Title of ADM/TLDI: _____
 Proponent/s: _____
 School/Division: _____
 Evaluator: _____
 Date: _____

III. SCORING RUBRIC

Score	Descriptor	Description
5	Outstanding	Criterion is fully addressed with exemplary quality, comprehensive evidence, and strong impact.
4	Very Satisfactory	Criterion is substantially addressed with adequate evidence and minor areas for enhancement.
3	Satisfactory	Criterion is adequately addressed but requires further strengthening.
2	Needs Improvement	Criterion is partially addressed with limited evidence.
1	Poor	Criterion is not addressed or lacks sufficient evidence.

IV. EVALUATION CRITERIA

A. CONTEXT, RATIONALE, AND ALIGNMENT (20 Points)

Indicators	Weight	Rating (1-5)
Clearly presents educational context and learning challenges	5	
Uses relevant quantitative and qualitative baseline data	5	

Establishes a compelling rationale for the intervention	5	
Demonstrates alignment with MATATAG Agenda, Learning Recovery, Inclusive Education, Foundational Learning, SDG 4, and curriculum priorities	5	
Subtotal	20	

Comments: _____

B. OBJECTIVES AND TARGET BENEFICIARIES (10 Points)

Indicators	Weight	Rating (1-5)
Objectives are clear, measurable, and achievable	5	
Target beneficiaries are appropriately identified and justified	5	
Subtotal	10	

Comments: _____

C. INNOVATION AND SPECIFIC FEATURES OF THE TLDI (20 Points)

Indicators	Weight	Rating (1-5)
Demonstrates creativity and originality	5	
Employs learner-centered and research-based pedagogical approaches	5	
Shows contextualization and localization of learning	5	
Integrates appropriate resources, technologies, or delivery modalities	5	

Subtotal	20	
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Comments: _____

D. IMPLEMENTATION PROCESS AND DELIVERY (15 Points)

Indicators	Weight	Rating (1-5)
Implementation process is systematic and clearly documented	5	
Activities, timelines, resources, and responsibilities are clearly presented	5	
Monitoring and evaluation mechanisms are evident	5	
Subtotal	15	

Comments: _____

E. RESULTS, EVIDENCE, AND IMPACT (25 Points)

Indicators	Weight	Rating (1-5)
Presents credible quantitative evidence of improvement	5	
Presents strong qualitative evidence and stakeholder feedback	5	
Analysis of results is clear, logical, and data-driven	5	
Demonstrates significant impact on learner outcomes	5	
Shows contribution to curriculum implementation and educational improvement	5	

Subtotal	25	
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Comments: _____

F. SUSTAINABILITY, SCALABILITY, AND LESSONS LEARNED (10 Points)

Indicators	Weight	Rating (1-5)
Sustainability mechanisms are clearly articulated	5	
Potential for replication or scaling is evident	5	
Lessons learned and recommendations are practical and meaningful	5	
Subtotal	10	

Comments: _____

G. TECHNICAL WRITING AND DOCUMENTATION (10 Points)

Indicators	Weight	Rating (1-5)
Manuscript follows prescribed format and organization	5	
Tables, figures, appendices, and supporting documents are complete and relevant	5	
Writing quality, grammar, coherence, and citation of references are satisfactory	5	
Subtotal	10	

Comments: _____

SUMMARY OF SCORES

Criterion	Maximum Points	Score Obtained
A. Context, Rationale, and Alignment	20	
B. Objectives and Beneficiaries	10	
C. Innovation and Specific Features	20	
D. Implementation Process and Delivery	15	
E. Results, Evidence, and Impact	25	
F. Sustainability, Scalability, and Lessons Learned	15	
G. Technical Writing and Documentation	15	
TOTAL	120	

FINAL COMPUTATION

Final Score = (Total Score Obtained ÷ 120) × 100

Final Rating: _____ %

Adjectival Rating: _____

ADJECTIVAL RATING

Percentage Score	Adjectival Rating
95–100	Outstanding
90–94	Highly Commendable
85–89	Very Satisfactory
80–84	Satisfactory

75-79	Fair
Below 75	Needs Improvement

V. RECOMMENDATION

- ☐ Recommended for School-Level Recognition
- ☐ Recommended for Division-Level Validation
- ☐ Recommended for Regional-Level Presentation
- ☐ For Revision and Resubmission

Name of Evaluator and Signature: _____

Date: _____

Conforme:

Name of School Head and Signature

Date: _____

Annex C.

Sample Alternative Delivery Modes (ADM) and Teaching and Learning Delivery Initiative (TLDI) Template

TITLE PAGE

Title of the ADM/TLDI: _____

Name of Proponent/s: _____

Position: _____

School/DLC/Division: _____

Region: _____

Implementation Period: _____

Coverage of Implementation

(Grade Level/Key Stage/Section): _____

I. INTRODUCTION**A. Context and Rationale**

Describe the educational context of the school, DLC, district, or division. Present the learning gaps, challenges, or issues that necessitated the development of the initiative.

Provide quantitative and qualitative evidence: (whichever indicator is applicable)

- Mean Percentage Score (MPS)
- Assessment results
- Literacy and numeracy data
- Attendance and completion rates
- Learner performance indicators
- Teacher observations
- Stakeholder feedback

Guide Questions

1. What specific learning problem or challenge was identified?
2. Who were affected by the problem?
3. What evidence supports the existence of the problem?
4. Why is the intervention necessary

B. Alignment with Educational Priorities

Explain how the initiative supports:

- MATATAG Agenda
- Learning Recovery Program

- Inclusive Education
- Foundational Learning
- Literacy and Numeracy Development
- Curriculum Implementation
- Sustainable Development Goal (SDG) 4

II. OBJECTIVES

General Objective:

Specific Objectives

- 1.
- 2.
- 3.

III. TARGET BENEFICIARIES

Specify:

- Grade level/s
- Key stage
- Number of learners
- Teachers involved
- Other stakeholders

IV. SPECIFIC FEATURES OF THE ADM/TLDI

Describe the innovation and explain:

- What makes it unique
- Pedagogical approaches used
- Contextualization and localization features
- Learning resources developed
- Technology integration (if applicable)
- Learner-centered strategies employed

V. MODE OF IMPLEMENTATION

☐ Face-to-Face

☐ Modular

☐ Blended Learning

☐ Other: _____

Briefly explain how the initiative was implemented.

VI. IMPLEMENTATION PROCESS

Pre-Implementation Phase						
Activity	Objective/ s	Timelin e	Needed Resource s	Persons involve d	Outpu t	Remark s

(eg. Data gathering, planning, preparation of materials, intervention resources)						
Implementation Phase (delivery of the TLDI)						
Conduct of actual TLDI (specify the TLDI conducted)						
Post-Implementation Phase						
eg. Data analysis (pre-post test results, interviews, document analysis, etc.)						

VII. INTERVENTION RESULTS

Present quantitative evidence (whichever indicator is applicable)

Sample Table

Indicator	Before Intervention	After Intervention	Difference
MPS			

Literacy Rate			
Numeracy Rate			
Attendance Rate			

Make a short analysis of the result.

Include graphs, charts, and tables when applicable.

VIII. QUALITATIVE EVIDENCES (WHICHEVER IS APPLICABLE)

Present supporting evidence such as: (screenshot or scanned copy of the document/s)

- ✓ Learner Feedback:
- ✓ Teacher Observations:
- ✓ Parent and Stakeholder Testimonials:
- ✓ Significant Stories of Change:

IX. EFFECT/IMPACT ON LEARNING OUTCOMES

Discuss how the initiative contributed to (whichever is applicable):

- Improved academic performance
- Increased learner engagement
- Better attendance and participation
- Enhanced literacy and numeracy skills
- Improved inclusion and equity
- Strengthened curriculum implementation

X. INNOVATION AND ORIGINALITY

Explain how the initiative demonstrates:

- Creativity
- Originality
- Contextualization
- Localization
- Enhanced pedagogical approaches
- Effective use of learning modalities

Discuss how it differs from existing practices.

VII. SUSTAINABILITY PLAN

Describe how the initiative will be sustained (whichever activity is applicable)

- A. Institutionalization
- B. Capacity Building
- C. Resource Mobilization
- D. Stakeholder Engagement
- E. Continuous Monitoring and Improvement
- F. Others, please specify _____

XI. LESSONS LEARNED

Discuss:

- Success factors
- Challenges encountered
- Strategies used to overcome challenges
- Recommendations for future implementation

XII. CONCLUSION

Summarize:

- The significance of the initiative
- Key accomplishments
- Impact on learners
- Contribution to educational improvement

XIII. REFERENCES

List all references using an appropriate citation format.

Examples:

- DepEd Orders
- Policy documents
- Research studies
- Books
- Journals
- Online resources

XIV. APPENDICES

Attach supporting documents and evidence, whichever is applicable:

Appendix A. Baseline Data

Appendix B. Assessment Results

Appendix C. Pre-Test and Post-Test Results

Appendix D. Learner Performance Data

Appendix E. Monitoring and Evaluation Reports

Appendix F. Photos and Documentation

Appendix G. Sample Learning Resources

Appendix H. Stakeholder Feedback and Testimonials

Appendix I. Sustainability Plan

Appendix J. Endorsements and Certifications

TLDI MANUSCRIPT SUBMISSION CHECKLIST

Requirement	Submitted
Title Page	
Introduction and Rationale	
Description of the TLDI	
Implementation Process	
Baseline Data	
Results and Impact Analysis	

Quantitative Evidence	
Qualitative Evidence	
Innovation and Originality Section	
Sustainability Plan	
Lessons Learned	
Conclusion	
References	
Supporting Documents and Appendices	

Recommended Manuscript Format

- Paper Size: A4
- Margins: 1 inch on all sides
- Font: Times New Roman, 12 pt
- Spacing: 1.5
- Alignment: Justified
- Maximum Length: 15–20 pages excluding appendices
- Tables and Figures: Numbered and properly labeled

Guiding Principle

"An exemplary Teaching-Learning Delivery Initiative is evidence-based, learner-centered, innovative, impactful, scalable, sustainable, and capable of improving educational outcomes across diverse learning contexts."



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Annex D.

MASTERLIST OF ALTERNATIVE DELIVERY MODES AND TEACHING-LEARNING DELIVERY INITIATIVES

for SY 2026-2027

Title of Teaching-Learning Delivery Initiatives (TLDI)	Name of Proponent/s	Name of School/ DLC/ Division	Specific Period of Implementation (Term/School Year/s)	Coverage of Implementation (Section/ Grade Level/ Key Stage)	Gaps/Challenges/Issues/Issues Addressed (State the specific learning gaps, challenges, or issues encountered. Provide quantitative data (e.g., MPS, completion rates, assessment results, attendance rates) and	Specific feature of the TLDI (Describe the innovative strategy, pedagogy, delivery system, or contextualized approach. Highlight	Mode of Implementation (Indicate whether the initiative is implemented through Face-to-Face, Modular, Blended, or other learning	Gains and Impact (Present evidence of effectiveness such as pre-test and post-test results, increase in MPS, improvement in literacy/numeracy levels, learner engagement	Sustainability Plan (Explain how the initiative will be institutionalized, scaled up, monitored, funded, and sustained in succeeding school years).
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					qualitative data (e.g., teacher observations, learner feedback, stakeholder concerns) to establish the need for the intervention.)	what makes it unique, responsi ve, and learner- centered)	modalities.)	t, completion rates, attendance, testimonial s, and other supporting documents.)	
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