



Republic of the Philippines  
**Department of Education**  
Cordillera Administrative Region



28 MARCH 2025

**REGIONAL MEMORANDUM**

No. 231.2025

**SURVEY ON THE IMPLEMENTATION OF DEPED ORDER 35, S. 2016**

To: Assistant Regional Director  
All Schools Division Superintendents  
All Others Concerned

1. In line with the continuous efforts to strengthen policy development and implementation, this Office, through the Human Resource Development Division (HRDD) will conduct a **Survey on the Implementation of DepEd Order 35, s. 2016 (The Learning Action Cell as a K to 12 Basic Education Program School-based Continuing Professional Development Strategy for the Improvement of Teaching and Learning)**.
2. The survey aims to gather feedback from all SDO personnel involved in the implementation of the Division/District/School Learning Action Cell to assess the effectiveness, relevance, identify challenges and recommend policy improvements.
3. To ensure comprehensive data collection and analysis, Public Schools District Supervisors (PSDS) shall facilitate the participation of the following respondents:
  - a. All Public Schools District Supervisors
  - b. All Education Program Supervisors
  - c. 10 Elementary School Heads
  - d. 10 Secondary School Heads
  - e. 10 Elementary and Secondary Head Teachers
  - f. 15 Elementary and 30 JHS/SHS Master Teachers
  - g. 15 Elementary and 30 JHS/SHS Teachers
4. The survey can be accessed via the link **<https://forms.office.com/r/49W2ikBhHn>** and shall be completed by the identified respondents **on or before April 15, 2025**.
5. For queries and clarifications, please contact the Human Resource Development Division (HRDD) OIC Chief Rosita C. Agnasi via 09071734621 or through the email address [car.neapr@deped.gov.ph](mailto:car.neapr@deped.gov.ph).
6. Immediate dissemination of and strict compliance with this memorandum is directed.

  
**ESTELA P. LEON-CARIÑO, EdD, CESO III**  
Director IV / Regional Director 

/HRDD/RCA/DexAnd- Survey On The Implementation Of Deped Order 35, S. 2016  
March 28, 2025



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## Learning Action Cell (LAC) Feedback and Survey

This form would like to collect feedback from the schools in the implementation of the DepEd Order 35, s. 2016: The Learning Action Cell as a K to 12 Basic Education Program School-based Continuing Professional Development Strategy for the Improvement of Teaching and Learning

\* Required

\* This form will record your name, please fill your name.

### 1. Schools Division Office \*

- ☐ Abra
- ☐ Apayao
- ☐ Baguio City
- ☐ Benguet
- ☐ Ifugao
- ☐ Kalinga
- ☐ Mt. Province
- ☐ Tabuk City

### 2. Position \*

- ☐ Education Program Supervisor
- ☐ Public Schools District Supervisor
- ☐ School Principal (I-IV)
- ☐ Head Teacher (I-VI)
- ☐ Master Teachers (I-IV)
- ☐ Teacher (I-III)

### 3. Gender \*

- ☐ Woman
- ☐ Man
- ☐ Other

## 4. Governance Level \*

- ☐ SDO Personnel
- ☐ Elementary
- ☐ Junior High School
- ☐ Senior High School

## 5. DO 35, s. 2016: RATIONALE \*

	Strongly agree	Agree	Disagree	Strongly disagree
Does the rationale reflect the goal to improve the quality of teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does the rationale reflect the goal of a professional learning community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does the rationale reflect the gaps and issues of why there is a need for a professional learning community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does the rationale reflect the ideal situation to which the professional learning community targets to achieve?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 6. DO 35, s. 2016: POLICY STATEMENT \*

	Strongly agree	Agree	Disagree	Strongly disagree
In the policy statement, is Continuing Professional Development within the framework of the School-based Management?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is CPD embodied in the School Improvement Plan?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Should Learning Action Cells (LAC) be focused only on nurturing Knowledge, Skills and Attitudes and Competencies of teachers in terms of curriculum instruction, and assessment in their work stations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are LAC's the school-based communities of practice that are positive, caring and safe spaces?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is the objective to improve the teaching-learning process that will lead to improved learning among the students fully achieved?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is the objective to nurture successful teachers fully achieved?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is the objective to enable teachers to support each other to continuously improve their content and pedagogical knowledge, practice, skills, and attitudes fully achieved?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is the objective to foster a professional collaborative spirit among school heads, teachers, and the community as a whole fully achieved?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is the provision on funding requirements for LAC appropriate and sufficient?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is the theoretical framework encompassing of the DepEd's definition of LAC?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are LAC sessions based on needs assessment and priority areas of learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. TOPICS FOR LAC SESSIONS: Are they still relevant and need further discussions? \*

	Strongly Relevant	Relevant	Not Relevant
Learner diversity and student inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content and Pedagogy of the K to 12 Basic Education Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment and Reporting in the K to 12 Basic Education Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21st Century Skills and ICT Integration in Instruction and Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum Contextualization, Localization, and Indigenization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Linkages and Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DepEd Thrusts and Policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergent and Urgent Issues or Concerns in Teaching-Learning Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 8. In the LAC Implementation Process, which of the following steps needs updating? \*

	Retain	Update	Change
Assessment of Needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prioritization of Topics / Agenda	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formation of LAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Composition of LAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LAC Grouping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identification of Appropriate Intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scheduling of Meetings: 1-2 hours a week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting up of Human Resources and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignment of Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LAC Implementation Norms: Time and Venue, Listening, Confidentiality, Decision Making, Participation, Expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budget Preparation and Allocation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing of LAC Plan and Template	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prioritization and Collaborative discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback on Actions and M&E Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 9. Are there areas that need changing/updating in the roles of the following: \*

	Retain	Update	Change
School Head as the Lead and organizes LAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Head to monitor and evaluate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating and Implementing effective LACs as School Head Performance Evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Head to provide administrative support and academic leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SDO: CID to provide Technical Assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SDO: Identify best practices and highlighting accomplishments and setting up rewards systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SDO: Systematic monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SDO: Encourage action research about pedagogies and assessment in methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SDO: District and Division LAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Region to provide TA to support schools and SDOs in their LAC Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Region to monitor school data over time for impact of LAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Region to highlight and reward LAC Accomplishments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Central Office to conduct rewards system and allocate funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Progress Monitoring and Evaluation \*

	Strongly Agree	Neutral	Strongly disagree
M&E in all phases is fully achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical reflection amongst teachers leading to changes in classroom practice fully met and effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased understanding and knowledge of the curriculum fully met and effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes in teachers' pedagogy or practices which are aimed at improving learners' participation and achievement in school fully met and effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are areas to be monitored fully met?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are the monitoring methods and tools effective?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are the documentation, record keeping and reporting sufficient?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are the limitations and prohibitions achieved?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. What provisions of the Policy do you have suggestions for changes or updates? Provide specifics. \*

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