



Republic of the Philippines
Department of Education
Region I

DEPED REGIONAL OFFICE I

RELEASED

DEC 10 2020

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Office of the Regional Director

DEC 10 2020

REGIONAL MEMORANDUM
No. 785, s. 2020

**UTILIZATION OF HOMEROOM GUIDANCE MODULES, OBSERVATION FORMS,
AND PROGRAM MONITORING TOOLS FOR KINDERGARTEN, ELEMENTARY,
JUNIOR, SENIOR HIGH SCHOOLS FOR SCHOOL YEAR 2020-2021**

To: Schools Division Superintendents

1. In consonance with DM-CI-2020-00155 s. 2020 entitled "Policy Guidelines on the Implementation of Homeroom Guidance during Crisis Situation for S.Y. 2020-2021" and DepEd Advisory (BCD-CSDO-0-2020-2069), this Office, through the Curriculum and Learning Management Division (CLMD) hereby requires the field to utilize the Homeroom Guidance Modules, Observation Forms, and Program Monitoring Tools for Kindergarten, Elementary, Junior, Senior, High Schools this School Year 2020-2021.
2. The Homeroom Guidance (HG) Modules which can be downloaded from the DepEd Portal shall be used from first to fourth quarter.
3. The Edukasyon sa Pagpapakatao (EsP) Supervisor, in coordination with the Designate Guidance and Counseling Focal Person of the Education Support Services Division (ESSD), shall act as the program manager in the region and shall coordinate with Schools Division program manager to ensure that the HG is implemented in accordance with existing policy. The program manager shall lead the monitoring in the Regional Level focusing on the entire implementation of HG Program. An annual report on the conduct of HG shall be submitted to the Bureau of Curriculum Development (BCD) every second week of April starting 2021.
4. Moreover, Division EsP Supervisors shall coordinate with the Designate Guidance and Counseling Focal Persons of School Governance and Operations Division (SGOD) and shall serve as the division program manager of the HG and coordinates with the school Guidance Counselor/Guidance Designate. Division Coordinators are expected to monitor the conduct of HG program in the Division level using the HG Monitoring Tool (Annex 2). A quarterly Monitoring Report shall be submitted to the Regional Supervisor and Designated Guidance and Counseling Focal Person.
5. The Homeroom Guidance Observation Tools (Annex 3) shall be utilized by the School Guidance Counselor/Guidance Designate/Guidance Advocate/who is then required to get the summary data per class of the accomplished observation tools.

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6. The HG Observation Tool found in Annex 1 for school level and Annex 2 for SDO level shall be used by school heads and Division Supervisor as they take the lead in the monitoring and evaluation of the program in coordination with the Guidance Counselor/Guidance Designate/Guidance Advocate.

7. The School Head shall also furnish the Division Office with the analysis of the school consolidated results which shall serve as basis for proper intervention to ascertain that the K to 12 learners are equipped with the expected life skills and ensure their personal/social, academic, and career development even during crisis situation.

8. The Division Consolidated Monitoring Results shall be submitted to the Regional Edukasyon sa Pagpapakatao Supervisor through email address clmd.region1@deped.gov.ph copy furnish maryanngrace.dulay@deped.gov.ph on or before last Friday of the last month of every quarter.

9. For information and compliance.


TOLENTINO G. AQUINO
Director III
OIC, Office of the Regional Director

Encl.: as stated

Reference: DM-CI-2020-00155 and DepEd Advisory (BCD-CSDO-0-2020-2069)

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

CRISIS SITUATION
GUIDANCE
HOMEROOM
POLICY

CLMD/magd/MEMNumCLMD
December 10, 2020





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Annex 1: Homeroom Guidance Monitoring Tool (School Level)

HOMEROOM GUIDANCE MONITORING TOOL

_____ Grading _____ School Year

Name of Adviser: _____ **Rating:** _____

Date/Time: _____ **Grade/Section Handled:** _____

To the observer: Check the box to indicate your assessment guided by the scale below.

- 0- No Chance to Observe
- 1- Not Observed
- 2- Observed but insufficient
- 3- Sufficiently Observed
- 4- Sufficiently Observed and Commendable

The teacher	4	3	2	1	0
1. makes sure that the learning modality is conducive for learning and activities.					
2. effectively organizes learning situations to meet the objectives of the class presentation.					
3. uses instructional methods that encourage relevant learner participation in the learning process.					
4. implements the module in accordance to the guidelines.					
5. communicates clearly and effectively to the level of learners.					
6. explains important ideas in a clear and practical way.					
7. demonstrates command of the topic discussed.					
8. responds appropriately to learner questions and comments.					
9. provides time and direction for individual thought prior to group discussions (if applicable)					
10. prepares/checks, distributes efficiently the materials for activities.					
11. adequately prepares learners to undertake the specific activity.					
12. provides learners adequate time to reflect on the activity utilizing a variety of process skills -(i.e. demonstrate, predict, analyze, conclude, synthesize, etc.)					



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13. attends to the learner's concerns in different modalities.					
14. provides individual attention when appropriate (non-submission, non-compliance)					
15. provides minimal yet sufficient information to successfully complete their task(s).					
16. provides adequate feedback, reflections, encouragement on individual/group efforts and progress.					
17. encourages learners to appropriately use tools, ideas, methods, or "ways of knowing" to accomplish the activity and/or solve the problem.					
18. relates the lesson to learners' daily life experiences.					
19. encourages the learners to apply their realizations on the lesson (insights).					
20. maintains safety procedures in facilitating learner's tasks					

TOTAL = $\frac{\text{Sum of scores}}{\text{(No. of items with 1 to 4 Scores)}} \times 100\%$

Verbal Description: _____

23% and below- Needs Improvement
 24%-45%- Below Average
 46%-68%- Average
 69-91- Above Average
 92%-and above- Outstanding

Commendations:

Recommendations _____

This evaluation was shown and discussed to me:

 Adviser's signature over printed name

 Date



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Evaluated by:

Evaluator's signature over printed name



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Annex 2: Homeroom Guidance Monitoring and Evaluation Tool (SDO Level)

Homeroom Guidance Monitoring and Evaluation Tool

Name of School: _____ Division & Region: _____
 School Head: _____ Date of Monitoring: _____

Directions: Check the box that corresponds to your answer in each item using the legend below.

LEGEND: E- Evident EI- Evident but Inadequate NE- Not Evident NA- Not Applicable

AREAS TO BE MONITORED	EVIDENCE	E	EI	NE	NA
I. Curriculum Implementation and Compliance					
1. HG MELCs is being followed properly.	Class schedule and learner's output / portfolio				
2. Objectives of the program are achieved at the end of the school year.	Learner's output and minutes of meeting of advisers per grade level with Guidance Counselor/designate re HG's impact on learners				
II. Delivery Process					
1. HG Classes are programmed for the whole school year.	Class Program and Teacher Loading				
2. Learners and parents are acquainted with the competencies that they need to master per domain in each quarter	Letter to parents prepared by Adviser regarding the competencies for the quarter (Based on Learner's Development Assessment Annex C)				
3. Class Advisers are being monitored as they implement the HG.	Results of Monitoring Tool and post conference of Guidance Counselor/designate with advisers				
III. Evaluation of Learner's Development					
1. Learners are oriented on the learning objective and how their development will be evaluated.	Documentation of learner's orientation about the learning objectives and evaluation of their development				
2. Assessment results are explained to the learners, leading to their realization of the areas for improvement.	Documentation of conference with the learners about their development				



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AREAS TO BE MONITORED	EVIDENCE	E	EI	NE	NA
3. Learners can keep track of their progress in the program	Learners' checklist of competencies with remarks of adviser and parent				
IV. Supervision of Homeroom Guidance Implementation					
1. A clear Monitoring Plan (Guidance Counselor/Designate and School Head) before the start of the program is evident.	Monitoring Plans of School Head and Guidance Counselor/Designate				
2. Monitoring Plan is properly implemented.	Documentation of the actual monitoring results				
3. Monitoring results are discussed with the concerned personnel so as to encourage actions needed to improve the program delivery.	Minutes of Meeting with the concerned personnel and the accomplished HG Monitoring Tool (School Level)				
4. Monitoring results are utilized to improve the program delivery.	Matrix of Monitoring Results and the actions taken				
5. Proper coordination, planning, and corrective feedback system are being enforced.	Minutes of Meeting and Post Conference documentation				
6. Capacity building for HG is being conducted.	Documentation of teachers and personnel training with the attached utilized budget and recorded training				
V. Administrative Concerns					
1. Orientation for learners and their parents is conducted by the School before the start of School Year.	Documentation of learners and parents' orientation (e.g. attendance sheet, photos etc.)				
2. An adequate budget is allotted for HG expenses.	Approved budget vs Financial Report of HG (e.g materials, training expenses etc.)				
3. Materials and relevant supplies (online or printed learning materials) are available for the learners and teachers of HG.	Inventory of supplies and materials vs reports of utilization				



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AREAS TO BE MONITORED	EVIDENCE	E	EI	NE	NA
4. The learning modality is appropriate and conducive for the conduct of the program.	Number of learners in each learning modality				
5. Duties and responsibilities of personnel are clearly defined.	Documentation of orientation for the personnel and teachers				
6. Correct reports are submitted.	Mid-year and year-end reports by the school				
7. Issues and concerns based on the reports are acted upon.	Matrix of issues and concerns from the reports and actions taken				

SUMMARY OF RESULTS

Write the total number of checks per area and identify those that are not evident and evident but inadequate which merit actions to be taken.

AREAS TO BE MONITORED	EVIDENT	NOT EVIDENT	EVIDENT BUT INADEQUATE	NOT APPLICABLE
I. Curriculum Implementation and Compliance				
II. Delivery Process				
III. Evaluation of Learner's Development				
IV. Supervision of Homeroom Guidance Implementation				
V. Administrative Concerns				

AREAS NOT EVIDENT/ EVIDENT BUT INADEQUATE <i>To be filled up by Monitor</i>	ACTIONS TO BE TAKEN <i>To be filled-up at the Post-Conference by School Head with the School HG Implementer</i>	ACCOUNTABLE PERSON & POSITION	FOLLOW UP Date: _____ <i>Indicate whether actions to be taken are <u>Implemented</u> or <u>Not Implemented</u> in the next monitoring</i>
Ex. Curriculum Guide is being followed properly.	Ensure that CG will be followed properly	Juan de la Cruz, School Head	
Ex. Issues and concerns based on the reports are acted upon.	To draft an action plan addressing the issues and concerns from the reports		



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AREAS NOT EVIDENT/ EVIDENT BUT INADEQUATE <i>To be filled up by Monitor</i>	ACTIONS TO BE TAKEN <i>To be filled-up at the Post-Conference by School Head with the School HG Implementer</i>	ACCOUNTABLE PERSON & POSITION	FOLLOW UP Date: _____ <i>Indicate whether actions to be taken are <u>Implemented</u> or <u>Not Implemented</u> in the next monitoring</i>

This certifies that the monitoring and evaluation results have been discussed with me. I understand that my signature does not necessarily indicate agreement, but acknowledges receipt of the report, and that I may respond to any and all issues contained in this evaluation. Written response must be submitted to the undersigned supervisor within 10 working days of date noted below.

School Head: _____
Signature over printed name

Date: _____

Monitored by: _____
Signature over printed name

Designation: _____



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ANNEX 3:

HOMEROOM GUIDANCE LEARNER'S DEVELOPMENT ASSESSMENT
School Year 2020 - 2021

KINDERGARTEN

Name of Learner: _____ **Section:** _____
Name of Section Adviser: _____ **Learning Modality:** _____

To the class adviser: Check the box to indicate your assessment guided by the scale below.

- 0- No Chance to Observe
- 1- Needs Improvement
- 2- Developing
- 3- Sufficiently Developed
- 4- Developed and Commendable

Competency	4	3	2	1	0
<i>1st Quarter</i>					
At the end of the quarter, the student can now:					
Value oneself					
Value others					
Respect individual differences					
Gain understanding of oneself and others					
<i>2nd Quarter</i>					
Provide proper steps toward responsible decision-making					
Evaluate experiences in decision-making towards achieving common good					
<i>3rd Quarter</i>					
Apply effective ways of protecting oneself and others					
Share skills helpful to solve problems					
Describe the chosen field					
<i>4th Quarter</i>					
Participate in school activities relevant to the needs of the community					
Engage oneself in meaningful programs and initiatives for the common good					
Strengthen self-empowerment to respond to the needs of the community					
Respond to personal and social needs that can contribute to the promotion of international standards					
State steps to fulfill the goal in life					



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HOMEROOM GUIDANCE LEARNER'S DEVELOPMENT ASSESSMENT
 School Year 2020 - 2021

GRADE 1 -3 (Primary Level)

Name of Learner: _____ Grade/Section: _____

Name of Section Adviser: _____ Learning Modality: _____

To the class adviser: Check the box to indicate your assessment guided by the scale below.

- 0- No Chance to Observe
- 1- Needs Improvement
- 2- Developing
- 3- Sufficiently Developed
- 4- Developed and Commendable

Competency	4	3	2	1	0	Remarks
<i>1st Quarter</i>						
Value oneself						
Value others						
Respect individual differences						
Gain understanding of oneself and others						
<i>2nd Quarter</i>						
Share the lessons learned from school and community that can be used in daily living						
Apply lessons from home, school and community to daily living with consideration to family and society						
Examine the different factors in decision-making for the achievement of success						
Provide proper steps toward responsible decision-making						
Evaluate experiences in decision-making towards achieving common good						
Gather information about life, profession and vocation						
Strengthen the connection among knowledge, skills and roles of parents or guardians and significant adults in choosing a profession, vocation and future plans						
<i>3rd Quarter</i>						
Prepare using knowledge and skills toward academic success						
Apply effective ways of protecting oneself and others						



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Live effective ways in resolving issues that involve oneself and others						
Share skills helpful to solve problems						
4th Quarter						
Participate in school activities relevant to the needs of the community						
Demonstrate academic excellence based on global needs						
Live ways that respect and protect the environment						
Engage oneself in meaningful programs and initiatives for the common good						
Strengthen self-empowerment to respond to the needs of the community						
Respond to personal and social needs that can contribute to the promotion of international standards						
State steps to fulfill the goal in life						



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HOMEROOM GUIDANCE LEARNER'S DEVELOPMENT ASSESSMENT
School Year 2020 - 2021

GRADE 4-6 (Intermediate Level)

Name of Learner: _____ **Grade/Section:** _____
Name of Section Adviser: _____ **Learning Modality:** _____

To the class adviser: Check the box to indicate your assessment guided by the scale below.

- 0- No Chance to Observe
- 1- Needs Improvement
- 2- Developing
- 3- Sufficiently Developed
- 4- Developed and Commendable

Competency	4	3	2	1	0	Remarks
<i>1st Quarter</i>						
Value oneself						
Value others						
Respect individual differences						
Gain understanding of oneself and others						
Identify the methods of effective study habits toward lifelong learning						
Demonstrate effective study habits						
<i>2nd Quarter</i>						
Provide proper procedure toward responsible decision-making						
Evaluate experiences in decision-making toward achieving common good						
Share the lessons learned from school and community that can be used in daily living						
Apply lessons from home, school and community to daily living with consideration to family and society						
Understand the importance of guidance from parents or guardians and significant adults in choosing a profession, vocation and future plans						
<i>3rd Quarter</i>						
Enrich knowledge and skills toward academic achievement						
Reflect on the decisions made for life and						



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profession						
4th Quarter						
Share one's abilities for the development of others and community						
Strengthen self-empowerment to respond to the needs of the community						
Respond to personal and social needs that can contribute to the promotion of international standards						
Demonstrate academic excellence based on global needs						



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HOMEROOM GUIDANCE LEARNER'S DEVELOPMENT ASSESSMENT
School year 2020 - 2021

GRADE 7-10 (Junior High School)

Name of Learner: _____ **Grade/Section:** _____

Name of Section Adviser: _____ **Learning Modality:** _____

To the class adviser: Check the box to indicate your assessment guided by the scale below.

- 0- No Chance to Observe
- 1- Needs Improvement
- 2- Developing
- 3- Sufficiently Developed
- 4- Developed and Commendable

Competency	4	3	2	1	0	Remarks
<i>1st Quarter</i>						
Identify the methods of effective study habits toward lifelong learning						
Share knowledge, skills, and positive attitude helpful in lifelong learning						
Value oneself						
Respect individual differences						
Gain understanding of oneself and others						
Identify factors related to life and profession						
<i>2nd Quarter</i>						
Share the lessons learned from school and community that can be used in daily living						
Apply lessons from home, school and community to daily living with consideration to family and society						
Examine the different factors in decision-making for the achievement of success						
Provide proper procedure toward responsible decision-making						
Evaluate experiences in decision-making towards achieving common good						
Gather information about life, profession and vocation						
Understand the importance of guidance from parents or guardians and significant others in choosing a profession, vocation and future plans						
Relate the choice of profession, vocation and future plans to one's skills, competencies, and						



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the roles of parents/guardians and significant adults						
3rd Quarter						
Apply effective ways of protecting oneself and others						
Live effective ways in resolving issues that involve oneself and others						
Share skills helpful to solve problems						
Describe the chosen field						
Decide for life and profession						
Reflect on the decisions made for life and profession						
4th Quarter						
Demonstrate academic excellence based on the global needs						
Live ways that respect and protect the environment						
Share one's abilities for the development of others and community						
Engage oneself in meaningful programs and initiatives for the common good						
Strengthen self-empowerment to respond to the needs of the community						
Respond to personal and social needs that can contribute to the promotion of international standards						
State steps to fulfill the goal in life						
Outline plans for the chosen profession, vocation and the future						



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HOMEROOM GUIDANCE LEARNER'S DEVELOPMENT ASSESSMENT
 School year 2020 - 2021

GRADE 11-12 (Senior High School)

Name of Learner: _____ Grade/Section: _____
 Name of Section Adviser: _____ Learning Modality: _____

To the class adviser: Check the box to indicate your assessment guided by the scale below.

- 0- No Chance to Observe
- 1- Needs Improvement
- 2- Developing
- 3- Sufficiently Developed
- 4- Developed and Commendable

Competency	4	3	2	1	0	Remarks
<i>1st Quarter</i>						
Value oneself						
Value others						
Respect individual differences						
Gain understanding of oneself and others						
<i>2nd Quarter</i>						
Examine the different factors in decision-making for the achievement of success						
Provide proper procedure toward responsible decision-making						
Evaluate the experiences in decision-making toward achieving common good						
<i>3rd Quarter</i>						
Apply effective ways of protecting oneself and others						
Live effective ways in resolving issues that involve oneself and others						
Share skills helpful to solve problems						
<i>4th Quarter</i>						
Share one's abilities for the development of others and community						
Engage oneself in meaningful programs and initiatives for the common good						
Strengthen self-empowerment to respond to the needs of the community						
Respond to personal and social needs that can contribute to the promotion of international standards						