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TO : **Bureau and Service Directors**  
**Regional Directors**  
**Minister, Basic, Higher, and Technical Education, BARMM**  
**Schools Division Superintendents**  
**Public and Private Elementary and Secondary School Heads**  
**All Others Concerned**

FROM : **DIOSDADO M. SAN ANTONIO**  
Undersecretary

SUBJECT : **Policy Guidelines on the Implementation of the Homeroom Guidance (HG) during Crisis Situation**

DATE : **June 22, 2020**

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The Office of Curriculum and Instruction (CI), through the Bureau of Curriculum Development (BCD) issues these guidelines as basis for **the Implementation of the Homeroom Guidance (HG) during Crisis Situation for SY 2020-2021.**

The current pandemic has clearly affected the teaching and learning process that usually takes place in school. Certainly, our learners cannot avoid its impact in terms of their domains of development. While the Department has been responsive thru its Basic Education Learning Continuity Plan, it is crucial to cater to the life skills development of learners which will empower them to overcome the different challenges and adapt to the “new normal” brought about by the current crisis.

Though the plan was to have the complete implementation of the Homeroom Guidance in school year 2021-2022 accounting the needed preparations such as orientation, capacity-building, learning materials development and the like, the Department deemed it necessary to offer the new program to learners from Kindergarten to Senior High School with select competencies that are lifted directly from Homeroom Guidance Curriculum. However, its full implementation which includes the complete curriculum, policy and learning materials will be made available at the start of school year 2021-2022.

Homeroom Guidance is a comprehensive, developmental and proactive program designed to equip K to 12 learners with life skills on three domains:

- a. Academic Development,
- b. Personal and Social Development, and



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c. Career Development.

Homeroom Guidance shall complement the Department's goal, which is to produce holistically developed Filipinos who are able to understand themselves, have problem-solving skills, make informed decisions, achieve academic success, plan for their future, and respect individual differences. It envisions learners who can work for the common good of society and love for our country while upholding the rights and responsibilities of global citizens.

This issuance sets the basic standards for an efficient and effective implementation of the Homeroom Guidance public and private schools nationwide. The Homeroom Guidance Observation Form and Program Monitoring and Evaluation Tool are also enclosed for reference



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### Annex 1

#### Guidelines on the Implementation of the Homeroom Guidance (HG) during Crisis Situation for SY 2020-2021

##### I. Rationale

The introduction and implementation of the K to 12 Basic Education Program necessitated changes and revisions on existing DepEd programs to align them with the new curriculum. The K to 12 curriculum puts emphasis on capacitating learners with skills in doing their tasks and enriching these as they progress up to Grade 12. The curriculum takes into account societal factors and the learner's developmental needs. They need to perform different tasks, confront personal and social issues, eventually decide for their curriculum exit. A responsive and proactive program in addition to the existing academic programs must address these needs.

In 1998, Revitalized Homeroom Guidance (RHG) for secondary learners was created to answer the learners' needs. However, certain considerations to make it more comprehensive, developmental, and proactive, are deemed necessary.

Contemplating on the above-mentioned concerns, the Department of Education launches the Homeroom Guidance (HG). The program is relevant as it promotes rational thinking, healthy behavior and positive disposition. Issues like academic failures, school dropouts, bullying, unhealthy sexual behavior, teenage pregnancy, drug addiction, online and social media addiction, and confusion in and/or poor career choice, and other challenges that beset our learners today were considered in developing the program.

These guidelines were formulated based on relevant current literature, and in consultation with teachers, School Heads, and Guidance and Counseling experts. This will provide clear and functional understanding about the important processes in the implementation and the proper monitoring and evaluation of the program, which is an important component for its sustainability and continual improvement.

Based on the relevant literature and the practice in other countries, Homeroom Guidance is equivalent to Guidance Class, which is just a part of the Information Services of Guidance and Counseling Office (Villar, 2007; Mendoza, 2003). Aquino and Razon (1993) defined Homeroom Guidance as *"an organized segment of the school's guidance services, which is given to a homeroom group usually a section or a class with a teacher-adviser as facilitator."* Hence, the term Guidance Class Curriculum or Guidance Class is the most common nomenclature.

Homeroom Guidance is a responsive program that equips learners with competencies to address issues not included in the formal learning areas but is very essential to their development. Learners who go through Homeroom Guidance have been found to have significantly decreased inappropriate behaviors and demonstrated positive attitudes toward school as compared to those learners who were not part of the School Counseling Program



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(Baker and Gerler, 2001). The study of Brigman and Campbell (2003) also showed that elementary and middle school learners who were part of the school counseling curriculum and group interventions that emphasized cognitive, social and self-management skills have consistently exhibited good performance in Mathematics and Reading. Furthermore, the study of Schlossberg et.al (2001) supported the effectiveness of Homeroom Guidance. They showed that there is a significant improvement in terms of learner behavior, attitude and knowledge in the areas of goal-setting, problem-solving, career exploration and school resources. Further, the study of Carey and Dimmitt (2012) found that student's success in school, academically and behaviorally, can be attributed to the student's access to school counselor and comprehensive guidance programs and this is particularly true for students in high-poverty schools.

Based on the consultations conducted with the regional representatives and Guidance and Counseling experts, there is a great need for a program that advocates the development of skills along academic, personal and social, and career aspects. At present, Homeroom period is part of the class program, however, there is a need to update and improve its implementation guidelines. Some schools reported that Homeroom period is being used for classroom cleaning, extension of breaks, collection of reply slips, and the like. Clearly, the current practices do not aid the realization of the program objectives. More so, the consultation with different stakeholders, reiterated the significance of collaboration among home, school, and community to ensure the holistic development of learners. It has been raised that there should be a systematic and consistent monitoring and evaluation of the program to achieve its proper implementation.

To obtain the vision of the Homeroom Guidance, this policy serves to guide the schools in:

- a. implementing the program properly to support the learners' development;
- b. providing systematic process in the overall conduct of Homeroom Guidance;
- c. organizing resources needed in the program such as budget, manpower, facilities, learning materials, and other logistical needs; and
- d. articulating the scope and limits of the program including its monitoring and evaluation.

## II. Definition of Terms

These Guidelines will use the following terms and their corresponding definition as spelled out below:

1. **Homeroom Guidance** is a comprehensive, developmental and proactive program designed to equip K to 12 learners with life skills on three domains: Academic Development, Personal and Social Development and Career Development.



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2. **Academic Development Domain** pertains to all academic related needs or concerns of learners. This serves as a guide to implement strategies and activities to support and maximize each learner's ability to learn which include but not limited to creative and critical thinking, communication skills and problem-solving skills.
3. **Personal and Social Development Domain** pertains to concerns or issues affecting learners' individuality (self), relationship with others and their interaction in community. It equips the learners with foundation for personal and social growth as they progress through school and into adulthood. This includes but not limited to intrapersonal and interpersonal skills, self-awareness, coping with emotions and stress, and resilience.
4. **Career Development Domain** pertains to all occupational and world of work-related concerns and issues of learners. This involves the acquisition of skills, attitudes and knowledge that enable them to make successful transition from school to the world of work, and from job to job across the life span. This includes but not limited to learners' discovery of their interests, talents and skills, decision-making, problem-solving, planning and in exploring their career options and opportunities.
5. **Portfolio** is a collection of learner's works showing his/her progress in terms of the three domains. This may include journals, reflection papers, reaction papers and the like.
6. **Performance Task**– This includes skills demonstration, group presentation, oral work, multimedia presentation or activities that show mastery of competencies and standards.
7. **Class Adviser** refers to the teacher-facilitator in charge of a class.

### **III. Homeroom Guidance's Philosophy, Vision and Mission**

The Homeroom Guidance's Philosophy, Vision and Mission were rooted on the Department of Education's Vision, Mission, and Core Values.

#### ***PHILOSOPHY***

Homeroom Guidance believes that every learner is unique and has the ability to develop him/herself using his or her own learning and experiences from family, community, school and society. This shall be realized through the collaborative efforts of family, school, community, government, and other institutions.

#### ***VISION***

Homeroom Guidance shall complement the Department's goal which is to produce holistically developed Filipinos who are able to achieve academic success, demonstrate healthy behavior, exemplify positive disposition and systematically plan their future. It shall produce learners who can work for the common good of society while upholding the international standards.



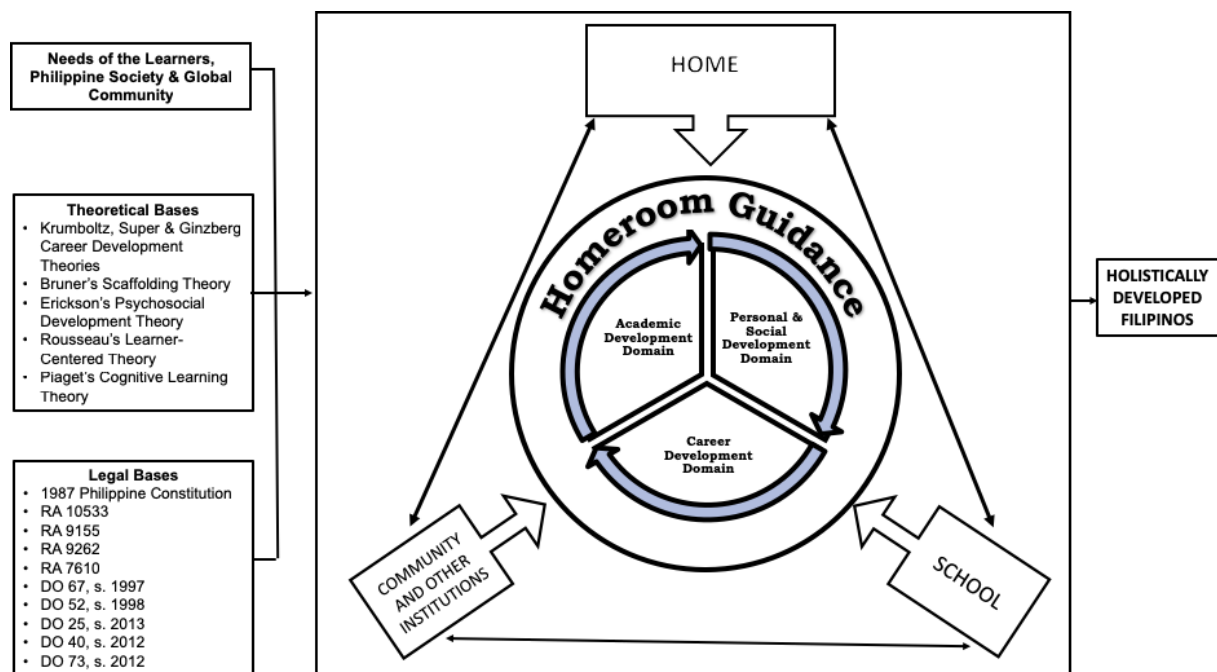
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*MISSION*

Homeroom Guidance is dedicated to address the academic, personal/social and career development needs of the learners in a developmental, comprehensive and proactive manner. This shall be realized through the collaborative efforts of family, school, community, government and other institutions.

**Homeroom Guidance Framework**



The Homeroom Guidance (HG) is guided by the American School Counseling Association (ASCA) Model which is comprised of the three domains such as Academic Development, Personal and Social Development and Career Development. The standards and competencies of HG are anchored on certain theories since each domain has its own peculiarities in consideration to the needs of Filipino learners and society.

The Academic Development is guided by Jerome Bruner's Scaffolding Theory that espouses that children will become independent learners as they mature if they are given the support and active help from their parents and teachers at the onset of their learning. The said theory states that the 'scaffold', reminiscent of a building scaffolding, of the growing child in their learning process is the knowledgeable person within their proximity, that is, their parents at home and teachers in school. (rely to more knowledgeable people than them.) Gradually, parental and teachers' support can be removed as the learners develop independence in thinking and knowledge and skills acquisition.

Some concepts from the Learner-centered Theory of Jean Jacques Rousseau were derived for the Academic Development domain. The theory stipulates that learner's cultural capital or life experiences should be tapped in designing the learning process. In this way, a





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participative classroom interaction will be in place. Learners are not viewed as tabula rasa and they are assumed to possess cultural kit or accumulated experiences which serve as a significant factor in the learning process. If learners' experiences are ignored, thinking will be limited and meaning-making of lessons will be hardly attained.

Cognitive Learning Theory of Jean Piaget has its share in this domain. It believes that cognitive development is a continuous process as the biological maturation and environmental influence take place. Learners gain knowledge and go through the differences between what they learned and what the existing realities are. Furthermore, it claims that learning and new knowledge can be stored if there are effective cognitive processes while learners encounter learning difficulties with ineffective cognitive processes. The theory tries to illustrate the processes and mechanisms how reasoning skills and thinking using hypotheses develop by an infant as he/she becomes an adult later on. Piaget included the concept of schema which refers to "a cohesive, repeatable action sequence processing component actions that are tightly interconnected and governed by a core meaning." It is set of linked mental representations of the world which people used to make meaning and act on different situations. During the development of mental processes, schema/schemata increase in number including its complexities.

Another concept in this theory that HG embraced is the adaptation process that includes assimilation, accommodation and equilibration. Assimilation occurs when a person uses his/her schema to understand the new situation or things while accommodation happens when the previous knowledge is irrelevant and needs to be changed to understand the new situation or things. Moreover, equilibration directs the learner to attain equilibrium which happens when learner assimilates or accommodates new information.

The Personal and Social Development Domain in Homeroom Guidance got inspiration from the theory of Eric Ericson's Psychosocial Development. Its descriptive overview of social and emotional development was taken as one of the considerations in crafting the standards and competencies. His view on mastering the attitudes, ideas and skills at each stage of development to help learners to be successful and contributing members of society is highly evident in the program.

The Career Development domain is influenced by the career development theories of John Krumboltz, Donald Super and Eli Ginzberg. Krumboltz's theory of career development claims that genetic endowment that includes sex, race, developmental disabilities, innate talents affect the career choice of a person. Furthermore, the environment, life events and learning experiences also shape one's career decisions. People's changing roles and priorities create great impact to their career direction.

Super's Developmental theory of career choice is also a great influence in this domain. As a person's career advances, it undergoes five 'life-stages' that include growth, exploration, establishment, maintenance and decline. His concept of establishing a 'self-concept' as a person grows plays an important role in identifying occupation. The concept of vocational maturity which may be attributed to person's age undergoes a cycle as manifested in his/her career transitions.

The concept of career development as a lifelong process including its early development of Ginzberg is clearly reflected in the Career Development domain of the



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program. HG advocates the early inclusion of career concept in the lives of learners and guide them as they discover the path that they want to take.

### Homeroom Guidance's Domains

Homeroom Guidance is a developmental and proactive program that has standards and competencies that cut across all grade levels. The competency indicators are arranged from simple to complex and focuses on the development of higher order thinking such as analyzing and evaluating concepts, processes, procedures, and principles rather than just remembering.

- A. Academic Development Domain** pertains to all academic related needs or concerns of learners. This serves as a guide to implement strategies and activities to support and maximize each learner's ability to learn which include but not limited to creative and critical thinking, communication skills and problem-solving skills.
- B. Personal and Social Development Domain** pertains to concerns or issues affecting learners' individuality (self), relationship with others and their interaction in community. It equips the learners with foundation for personal and social growth as they progress through school and into adulthood. This includes but not limited to intrapersonal and interpersonal skills, self-awareness, coping with emotions and stress, and resilience.
- C. Career Development Domain** pertains to all occupational and world of work-related concerns and issues of learners. This involves the acquisition of skills, attitudes and knowledge that enable them to make successful transition from school to the world of work, and from job to job across the life span. This includes but not limited to learners' discovery of their interests, talents and skills, decision-making, problem-solving, planning and in exploring their career options and opportunities.

### Roles of School, Home, and Community and other Institutions

1. **School** ensures the proper implementation of Homeroom Guidance that leads to the development of the learners' life skills in the three domains. It convenes both home and community for the realization of Homeroom Guidance's vision.
2. **Home** plays vital role in the learners' life skills development through its consistent support, involvement and collaboration with the school and community. It provides guided opportunities that complement the school activities of learners in Homeroom Guidance.
3. **Community and other institutions** reinforce the development of learners' life skills through its engagement in the school programs and activities. It also serves as a support system of the school as they craft policies, programs and projects that are relevant to the vision, mission and philosophy of Homeroom Guidance.





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### **Homeroom Guidance Most Essential Learning Competencies**

Homeroom Guidance Curriculum is essential to ensure access to quality guidance and counseling services for all types of learners. Hence, different learning modalities will be made available in the implementation of the Homeroom Guidance program.

Seventy-five percent (75%) of the HG MELCS are from the Personal-Social Development Domain. These competencies pertain to concerns or issues affecting learners' individuality (self), relationship with others and their interaction in community. It equips the learners with foundation for personal and social growth as they progress through school and into adulthood. This includes but not limited to intrapersonal and interpersonal skills, self-awareness, coping with emotions and stress, and resilience.

The remaining HG MELCs are composed of twenty percent (20%) Academic Development Domain and five percent (5 %) from the Career Development Domain.

Since this is not a formal learning area Homeroom Guidance should not be part of the computation of grades by the end of each quarter. For S.Y. 2020-2021, it shall serve as enrichment activity that can be performed at home and in school or through other platforms with the help of guidance counselors, teachers and parents.

In the process of choosing the MELCS the following criteria were also considered:

- a. applicability to real life situations;
- b. needs of the learners ; and
- c. complements learning competencies developed in other academic subjects.

### **Procedure**

Implementation of the program shall be governed and guided by the following principles and policies:

1. *Nomenclature*. Homeroom Guidance shall be reflected in the class program of every school, in the school forms as Homeroom Guidance.



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2. *Medium of Instruction.* The Learning Materials are written in English, but the regions may opt to use their mother tongue or any language convenient to the learners to ensure participation and interaction during the session and better understanding of the concepts.
3. *Time Allotment.* Time allotment for Homeroom Guidance is one (1) hour per week from Grade 1 to Grade 12 while for Kindergarten it will be included in their blocks of time
4. *Class Program.* The Homeroom Guidance shall be scheduled once a week.
5. Class Advisers shall be assigned to implement the program with the technical assistance of the Guidance Counselor. If the school does not have a Guidance Counselor, the School Head may assign a Guidance Designate but he/she should be provided with proper training specific to the implementation of Homeroom Guidance.
6. Collaboration with the family and community is also encouraged in order to create a venue for the learners in developing such life skills.
7. *Teaching Load.* Teaching Homeroom Guidance shall be equivalent to one (1) teaching load on top of the teacher's advisory and subject's load.
8. Homeroom Guidance shall not be viewed as a formal learning area like Edukasyon sa Pagpapakatao (EsP) and the like. It shall be treated as a program that will help learners develop the competencies needed in the three domains. Hence, its delivery in class is quite informal but still follows the Structured Learning Experience flow.
9. *Orientation and Capacity Building.* The Central Office, through the Bureau of Curriculum Development shall conduct orientation and capacity building to Region and Division Supervisors In-Charge of Guidance and Counseling.

Regions, schools divisions and schools shall conduct trainings for the program implementers to capacitate and prepare them for the implementation of Homeroom Guidance MELCs.

Schedule	Activity	Platform
July 8, 2020; 2:00 PM – 4:00 PM	Orientation of Region and Division Supervisors In-Charge of Guidance and Counseling	Via Google Meet / Microsoft Teams
July 16-17, 2020 2:00 PM – 5:00 PM	Capacity Building of Region and Division Guidance Designate / In-Charge of Guidance and Counseling	Via Google Meet / Microsoft Teams
August 3-7, 2020	Division Orientation / Capacity Building of	Depending on the Division's



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	School Heads and Guidance Counselor	preferred platform
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10. The Homeroom Guidance Most Essential Learning Competencies (MELCs) and Learning Materials will be issued by the Department of Education.
11. Homeroom Guidance assessment results must be distributed and discussed by the class adviser during the Parent-Teacher Conference. This shall be issued as an attachment to the learner's report card.
12. DepEd schools shall include all expenses relative to Homeroom Guidance in their Annual School Improvement Plan.
13. Non-implementation or improper implementation of Homeroom Guidance shall be subject to existing applicable administrative actions.

**Roles and Responsibilities of DepEd Offices**

**School**

1. School Head supervises and monitors the implementation of Homeroom Guidance and ensures that proper intervention for each learner will be provided.
2. Guidance Counselor or Guidance Designate serves as the program manager and ensures the correct content and pedagogy of Homeroom Guidance in school. The Guidance Counselor or Guidance Designate must conduct the orientation on Homeroom Guidance at the beginning of the school year and hold quarterly meetings with Section Advisers before the implementation of the modules. As the need arises, the Guidance Counselor or Guidance Designate must be able to provide other guidance services or intervention without violating the provisions stipulated in the RA 9258 The Guidance and Counseling Act of 2004.
3. Class Adviser serves as Homeroom Guidance implementer inside the classroom. The class adviser refers the learner to the Guidance Counselor only if counseling intervention or other guidance services are needed. More so, the Class Adviser collaborates with co-teachers and parents in developing the competencies of the learners at home. Together with the Guidance Counselor/Advocate and Parents, the Class Adviser shall identify and implement possible interventions for the progress of the learner.



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**Schools Division Office**

Curriculum Implementation Division (CID), through the EsP Supervisor in coordination with School Governance and Operations Division (SGOD) through its Designated Guidance and Counseling focal person, serves as the division program manager of the Homeroom Guidance and coordinates with the Guidance Counselor / Guidance Designate of schools. They ensure localization and indigenization of content and pedagogy, and are expected to monitor the conduct of Homeroom Guidance.

**Regional Office**

The Curriculum and Learning Management Division (CLMD), EsP Supervisor in coordination with Education Support Services Division (ESSD), through its Designated Guidance and Counseling focal person, serves as the program manager in the region. He/she coordinates with the Schools Division program manager to ensure that the conduct of Homeroom Guidance is in accordance with this policy. They are expected to submit an annual report on the conduct of the Homeroom Guidance.

**Central Office**

1. The Bureau of Curriculum Development (BCD) serves as the program manager in the Central Office. The focal person ensures the correct curriculum articulation and consolidates annual report on the conduct of Homeroom Guidance.
2. The Bureau of Learning Delivery (BLD) ensures that appropriate pedagogical approaches are employed on how to deliver the curriculum content.
3. The Bureau of Learning Resources ensures the availability of learning resources to the field units.

**Section 6: Assessment of Learner's Development and Monitoring of the Program**

Though the intent of HG is to help learners develop competencies that will aid them in facing different issues and tasks, it is important to still track their level of development. Homeroom Guidance implementers must always keep in mind that the program shall capacitate learners towards success, hence, compared to the formal learning areas that are being measured following the DO No. 8,s. 2015, Homeroom Guidance shall utilize Learner's Development Assessment Tool (Annex 3), guided by the verbal descriptions below:

<b>Verbal Descriptions</b>
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Needs Improvement	NI	The learner has not acquired the target competencies
Developing	D	The learner acquired some of the target competency
Sufficiently Developed	SD	The learner acquired the target competency
Developed and Commendable	DC	The learner acquired the target competency and showed commendable application in real life situations

Learner's development shall be assessed through their portfolio and performance task.

Conduct of Homeroom Guidance is mandatory but this is not part of the academic rating. Grades are just descriptive. "Needs Improvement" description shall not be treated as failed but shall indicate the need for intervention from school and home. In the event that the learner remains at the "Needs Improvement" at the end of each quarter, the Adviser, Guidance Counselor and Parents need to work together to provide intervention. Disciplinary cases of learners must not affect their HG grades.

### **Monitoring and Evaluation**

Success and sustainability of the program will only be ensured if there is a systematic and adequate monitoring and evaluation. Monitoring and evaluation shall be done from September 2020 to April 2021 or as scheduled by the Department Reports on the results of the monitoring and evaluation shall be submitted at the end of SY 2020 – 2021. The following are the offices and units, which will implement, monitor and/or will be affected by the policy:

#### **School Level**

The School Head leads the monitoring in coordination with the Guidance Counselor / Guidance Designate / Guidance Advocate. School Head ensures evaluation of the program with the help of the Guidance Counselor using the Homeroom Guidance Observation Tool (See Annex 1).

#### **Schools Division Level**

The Edukasyon sa Pagpapakatao (EsP) Supervisor under the Curriculum Implementation Division (CID) in coordination with the Guidance Counselor designated in the Division



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office leads the monitoring using the-Homeroom Guidance Monitoring Tool (See Annex 2) in the Division level. They shall submit the Monitoring Results to their respective Regional EsP Supervisors and Designated Guidance and Counseling focal person quarterly.

**Regional Level**

EsP Supervisor under the CLMD in coordination with the ESSD Focal Person for Guidance and Counseling leads the monitoring in the Regional Level, focusing on the entire implementation of the Homeroom Guidance. They shall submit the Annual Regional Report on the Implementation of HG to the Bureau of Curriculum Development every second week of April starting 2021.

**National Level**

The Bureau of Curriculum Development leads the overall monitoring and evaluation of Homeroom Guidance. The Bureau representative shall consolidate the Annual Regional Report on the Implementation of HG and coordinate the results to other bureaus of the Central Office that which may serve as reference for future enhancements of the program and related policies.

**Section 7: Effectivity**

This policy shall take effect in SY 2020-2021 and succeeding years immediately upon publication in the DepEd website.

**Section 8: References**

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Villlar, Imelda V.G., Ph. D. "Implementing a Comprehensive Guidance and Counseling Program in the Philippines. 2007.

RA 10533 "Act Enhancing the Philippine Basic Education System by Strengthening Its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefor and for Other Purposes," otherwise known as the "Enhanced Basic Education Act of 2013."

RA 9155 "An Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department of Education, Culture and Sports as the Department of Education, and for other purposes"

RA 9262 "Anti-Violence Against Women and Their Children Act of 2004"

RA 7610 "Special Protection of Children Against Abuse, Exploitation and Discrimination Act"

DO 21, s. 2019 Policy Guidelines on the K to 12 Basic Education Program

DO 25, s. 2013 Guidelines on the Conduct of Career Guidance Week for High School Learners Effective School Year (SY) 2013-2014

DO 40, s. 2012 DepEd Child Protection Policy

DO 52, s. 1998 - Guidelines on the Implementation of the Revitalized Homeroom Guidance (RHG) and the System of Rating and Reporting Learner Performance Under the RHG

DO 67, s.1997 - Implementation of the Revitalized Homeroom Guidance (RHG) for SY 1998-1999

Memorandum No. 86, s. 1959 "Clarification of the Guidance Provisions of the Revised Philippine Educational Program



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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
<b>I. Curriculum Implementation and Compliance</b>					
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				
<b>II. Delivery Process</b>					
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				
<b>III. Evaluation of Learner's Development</b>					
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				
<b>IV. Supervision of Homeroom Guidance Implementation</b>					
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				
<b>V. Administrative Concerns</b>					
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
<b>I.</b> Curriculum Implementation and Compliance				
<b>II.</b> Delivery Process				
<b>III.</b> Evaluation of Learner's Development				
<b>IV.</b> Supervision of Homeroom Guidance Implementation				
<b>V.</b> 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 <b>Date:</b> _____ <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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<b>AREAS NOT EVIDENT/ EVIDENT BUT INADEQUATE</b> <i>To be filled up by Monitor</i>	<b>ACTIONS TO BE TAKEN</b> <i>To be filled-up at the Post-Conference by School Head with the School HG Implementer</i>	<b>ACCOUNTABLE PERSON &amp; POSITION</b>	<b>FOLLOW UP</b> <b>Date:</b> _____ <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
<b><i>1<sup>st</sup> Quarter</i></b>					
<b>At the end of the quarter, the student can now:</b>					
Value oneself					
Value others					
Respect individual differences					
Gain understanding of oneself and others					
<b><i>2<sup>nd</sup> Quarter</i></b>					
Provide proper steps toward responsible decision-making					
Evaluate experiences in decision-making towards achieving common good					
<b><i>3<sup>rd</sup> Quarter</i></b>					
Apply effective ways of protecting oneself and others					
Share skills helpful to solve problems					
Describe the chosen field					
<b><i>4<sup>th</sup> Quarter</i></b>					
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
<b><i>1<sup>st</sup> Quarter</i></b>						
Value oneself						
Value others						
Respect individual differences						
Gain understanding of oneself and others						
<b><i>2<sup>nd</sup> Quarter</i></b>						
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						
<b><i>3<sup>rd</sup> Quarter</i></b>						
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						
<i>4<sup>th</sup> Quarter</i>						
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

<b>Competency</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>Remarks</b>
<b><i>1<sup>st</sup> Quarter</i></b>						
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						
<b><i>2<sup>nd</sup> Quarter</i></b>						
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						
<b><i>3<sup>rd</sup> Quarter</i></b>						
Enrich knowledge and skills toward academic achievement						
Reflect on the decisions made for life and						





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profession						
<i>4<sup>th</sup> Quarter</i>						
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
<b><i>1<sup>st</sup> Quarter</i></b>						
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						
<b><i>2<sup>nd</sup> Quarter</i></b>						
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						
<b>3<sup>rd</sup> Quarter</b>						
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						
<b>4<sup>th</sup> Quarter</b>						
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
<b><i>1<sup>st</sup> Quarter</i></b>						
Value oneself						
Value others						
Respect individual differences						
Gain understanding of oneself and others						
<b><i>2<sup>nd</sup> Quarter</i></b>						
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						
<b><i>3<sup>rd</sup> Quarter</i></b>						
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						
<b><i>4<sup>th</sup> Quarter</i></b>						
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						



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