



Republic of the Philippines
Department of Education
 REGION XI
 SCHOOLS DIVISION OF DAVAO DEL NORTE

DIVISION OF DAVAO DEL NORTE
 RECORDS SECTION
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Office of the Schools Division Superintendent

August 8, 2022

DIVISION MEMORANDUM

No. 1034, S-2022

CONSOLIDATED REPORT ON THE IMPLEMENTATION OF THE REVISED HOMEROOM GUIDANCE (HG) PROGRAM DURING CRISIS SITUATION

To: Gloria B. Subong, EPS In-charge of Edukasyon sa Pagpapakatao (EsP)/HG
 Public Schools District Supervisors
 School Heads Concerned
 All School/District Homeroom Guidance Coordinators

Date: August 8, 2022

Pursuant to Memorandum No. 346 dated August 25, 2021, or the Revised Implementation of Homeroom Guidance (HG) during Crisis Situation for SY 2021-2022, and in compliance with the Regional Memorandum CLMD-2022-185 issued August 3, 2022 to this effect, this Office hereby advises all Homeroom Guidance Coordinators of the Elementary, Junior and Senior High School to submit soft copies via the Davnor Guidance group chat or via the messenger account of the EPS In-charge of the Homeroom Guidance(HG) the **required reports, consolidated by District**, due on August 9, 2022 based on the Memorandum No. 346 as enclosed. The link specified in the Regional Memorandum is for the SDO report to be done by the Division In-charge.

Everyone must adhere to the health protocols prescribed by the IATF in the conduct of this activity.

It is expected that Equal Opportunity Principle (EOP) Performance goals and requirements must be made in such a way to recognize universal equality of individuals regardless of gender, religion, ethnicity and political affiliation relative to this activity.

Immediate compliance of this memorandum is highly desired.

DEE D. SILVA, DPA, CESO V
 Schools Division Superintendent

For the Schools Division Superintendent:

[Signature]

REBECCA C. SAGOT
 Assistant Schools Division Superintendent

Enclosed: As stated
 CID/gbs



NEWS



Republic of the Philippines
Department of Education
DAVAO REGION

Office of the Regional Director

REGIONAL MEMORANDUM

CLMD-2022-185

To : All Schools Division Superintendents
Attention: Education Program Supervisors In-charge of
Edukasyon sa Pagpapakatao (EsP)

Subject: CONSOLIDATED REPORT ON THE IMPLEMENTATION
OF THE REVISED HOMEROOM GUIDANCE (HG) PROGRAM
DURING CRISIS SITUATION

Date : August 3, 2022

Pursuant to Memorandum No. 346 dated August 25, 2021, or the Revised Implementation of Homeroom Guidance (HG) during Crisis Situation for S.Y. 2021-2022, this Office advises all Education Program Supervisors In-charge in Edukasyon sa Pagpapakatao (EsP) to submit the consolidated school year-end report on the implementation of the said program, on or before **August 9, 2022**, thru <https://tinyurl.com/HGREPORT2122>.

Immediate dissemination of this Memorandum to the concerned is desired.

for:
ALLAN G. FARNAZO
Director IV

DEPARTMENT OF EDUCATION RO
RECORDS SECTION
RELEASED

ROC05/MCDE

By: 9032
Date: Aug 5, 2022

Received: *R*
11:30 AM 8/8/2022





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Department of Education
 OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

BCD-CSDD-O-2020-1983

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.) | | | | | |
| 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. | | | | | |



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BCD-CSDD-O-2020-1983

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|-----------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 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

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 | | | | |



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| AREAS TO BE MONITORED | EVIDENCE | E | EI | NE | NA |
|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---|----|----|----|
| 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 | | | | |
| 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.) | | | | |



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| AREAS TO BE MONITORED | EVIDENCE | E | EI | NE | NA |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---|----|----|----|
| 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 | | | | |
| 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 | | | | |



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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> |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 | | |
| | | | |

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 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---------|
| 1st Quarter | | | | | | |
| Value oneself | | | | | | |
| Value others | | | | | | |
| Respect individual differences | | | | | | |
| Gain understanding of oneself and others | | | | | | |
| 2nd Quarter | | | | | | |
| 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 | | | | | | |
| 3rd Quarter | | | | | | |
| Prepare using knowledge and skills toward academic success | | | | | | |



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| | | | | | | |
|------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| 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 | | | | | | |
| 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

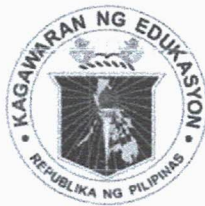
| Competency | 4 | 3 | 2 | 1 | 0 | Remarks |
|--------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---------|
| <i>1st Quarter</i> | | | | | | |
| Value oneself | | | | | | |
| Value others | | | | | | |
| 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 profession | | | | | | |



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| <i>4th 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 |
|--------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---------|
| 1st Quarter | | | | | | |
| 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 | | | | | | |
| 2nd Quarter | | | | | | |
| 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 | | | | | | |
| <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 | | | | | | |
| Describe the chosen field | | | | | | |
| Decide for life and profession | | | | | | |
| Reflect on the decisions made for life and profession | | | | | | |
| <i>4th Quarter</i> | | | | | | |
| 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 |
|------------------------------------------------------------------------------------------------------|---|---|---|---|---|---------|
| 1st Quarter | | | | | | |
| Value oneself | | | | | | |
| Value others | | | | | | |
| Respect individual differences | | | | | | |
| Gain understanding of oneself and others | | | | | | |
| 2nd Quarter | | | | | | |
| 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 | | | | | | |
| 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 | | | | | | |
| 4th Quarter | | | | | | |
| 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 | | | | | | |