Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS
SCHOOLS DIVISION OF AKLAN

November 4, 2026

DIVISION MEMORANDUM
No. 675 , s. 2026

SUBMISSION OF APPLICATION FOR VACANT MASTER TEACHER POSITION

To: **Assistant Schools Division Superintendent**
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
Principals/Head Teacher-In-Charge of the District
Heads of Public Elementary, Secondary and Integrated Schools
All Others Concerned

1. Pursuant to **DepEd Order No. 19, s. 2022** titled "*The Department of Education Merit Selection Plan*", and **DepEd Order No. 20, s. 2024** titled "*Guidelines on Recruitment, Selection, and Appointment to Higher Teaching Positions*", **this Office announces the submission of application for vacant Master Teacher position** as indicated in **Enclosure No. 1.** Attention is invited to **Enclosure No. 2** for the Criteria and Performance Requirements per position.

2. **Espousing the principles of merit, fitness, and equal opportunity, ALL interested qualified applicants regardless of age, gender, civil status, disability, ethnicity, social status, religion, and political affiliation** are advised to submit their application documents to the **District Sub-Committee not later than November 16, 2026 (Monday), until 5:00 p.m. only.** Applicants who failed to submit complete documentary requirements on the set deadline shall not be included in the pool of official applicants. **No additional documents shall be accepted after the set deadline**.

3. Applicants must submit **one (1) white folder** containing the application letter with complete documentary requirements which must be arranged and properly labeled with dog-ears/side tabbing. The following are the documents to be submitted:

   a. **Letter of intent addressed to the Schools Division Superintendent;**
   b. **Duly accomplished PDS (CS Form No. 212, Revised 2026) with Work Experience Sheet;**
   c. **Photocopy of Voter's ID and/or any proof of residency;**
   d. **Photocopy of valid and updated PRC License/ID;**
   e. **Photocopy of PBET/LET/LEPT Rating, if applicable;**
   f. **Photocopy of scholastic/academic record such as but not limited to Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/ degrees, if available;**
   g. **Photocopy of duly signed Service Record or Certificate of Employment, whichever is applicable;**
   h. **Photocopy of latest appointment, (for those applying for promotion);**

i. **Photocopy of Certificate/s of relevant specialized trainings or professional development programs, if any;** *(Note: Relevant trainings/seminars* ***acquired from the date of last promotion/reclassification*** *or those undertaken within the* ***last five (5) years prior to November 16, 2026 will be credited****)*
j. **Photocopy of valid Technical Education and Skills Development Authority (TESDA) National Certificate (NC) II, Trainers Methodology Certificate (TMC), if applicable;**
k. **Photocopy of the required Performance Ratings with at least Very Satisfactory rating.** *(Note: The applicant shall submit at most three (3) performance ratings depending on the performance requirements per Item 25 of DepEd Order No. 20, s. 2024.* ***The latest performance rating (S.Y. 2025-2026) shall cover one (1) year complete performance rating period in the current position****);*
l. **Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and Data Privacy Consent Form pursuant to RA No. 10173 (Data Privacy Act of 2012), using the attached form (Annex C-1), sworn before a public officer authorized to administer oaths pursuant to Section 41 of EO No. 292, as amended by RA No. 6733 and as further amended by RA No. 10755; and**
m. **Other documents as may be required by the HRMPSB, including but not limited to portfolio for the assessment of identified PPST non-classroom observable indicators.**

4. The applicant assumes full responsibility and accountability for the completeness, authenticity, and veracity of the documents submitted, as evidenced by the Omnibus Sworn Statement, duly signed by the applicant. Any false and fraudulent document submitted shall be grounds for disqualification.

5. An **application code** shall be issued to the applicant upon submission of hard copy to ensure objectivity and integrity of the process and to protect the identity of applicants when posting the result.

6. Applicants who will submit application documents after the deadline as indicated in the official publication in the CSC Website shall be accepted but will be accommodated in the next round of assessments/next school year.

7. School Heads are directed to post and announce the enclosed vacancies in at least three (3) conspicuous places for transparency purposes and to encourage a pool of applicants.

8. **The District Sub-Committee headed by the Public Schools District Supervisor/Principal-In-Charge of the District shall be in-charge in the conduct and posting of the Initial Evaluation Result (IER). They shall also serve as observer during the conduct of COI, NCOI annotations and Behavioral Events Interview (BEI) while the Administrative Officer II or Administrative Assistant II/III shall serve as the secretariat.**

9. After posting the Initial Evaluation Result, all qualified applicants must undergo the Demonstration Teaching (COI), Portfolio Annotation (NCOI) and Behavioral Events Interview (BEI) on the set schedule as indicated in Enclosure No. 3. **Afterwards, the**

application documents together with the result of the COI, NCOI and BEI must be forwarded to the Division HRMPSB for the conduct of the open ranking for the Education, Training, Experience and Performance.

10. Schedule of activities for the ranking process were indicated in **Enclosure no. 3** to serve as guide for the District Sub-Committee and the applicants**.**

11. Expenses of the HRMPSB relative to the evaluation of documents and preparation of Comparative Assessment Result (CAR), shall be charged against the local funds, subject to the usual budgeting, accounting, and auditing rules and regulations.

12. Immediate and wide dissemination of this Memorandum is desired.

MICHAEL T. RAPIZ
Chief Education Supervisor
In-Charge of the Division

Reference: As stated
Encl.: As stated
To be indicated in the Perpetual Index
under the following subjects:

EMPLOYEES *HIRING* *POLICY* *RECRUITMENT* *TEACHERS*

RFD/mtb

*Enclosure **No. 1** to Division Memorandum No. **675**, s. 2026*

No.	Position Title	Plantilla Item No.	Salary /Job/Pay Grade	Monthly Salary	Qualification Standards					Place Of Assignment
					Education	Training	Experience	Eligibility	Competency (If applicable)	
1	Master Teacher I (Elementary)	OSEC-DECSB-MTCHR1-424168-1998	18	53818	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 8 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)	5 years teaching experience	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 3 or Highly Proficient Teachers based on PPST	District of Madalag
2	Master Teacher I (Elementary)	OSEC-DECSB-MTCHR1-420070-2015	18	53818	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 8 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)	5 years teaching experience	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 3 or Highly Proficient Teachers based on PPST	District of Batan
3	Master Teacher I (Elementary)	OSEC-DECSB-MTCHR1-424125-1998	18	53818	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 8 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)	5 years teaching experience	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 3 or Highly Proficient Teachers based on PPST	District of Ibajay West
4	Master Teacher I (Elementary)	OSEC-DECSB-MTCHR1-420033-2015	18	53818	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 8 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)	5 years teaching experience	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 3 or Highly Proficient Teachers based on PPST	District of Malay
5	Master Teacher II (Elementary)	OSEC-DECSB-MTCHR2-420869-1998	19	59153	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 8 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)	5 years teaching experience and 1 year relevant experience in instructional supervision and technical assistance to teachers	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 3 or Highly Proficient Teachers based on PPST	District of Malay
6	Master Teacher II (Elementary)	OSEC-DECSB-MTCHR2-420832-1998	19	59153	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 8 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)	5 years teaching experience and 1 year relevant experience in instructional supervision and technical assistance to teachers	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 3 or Highly Proficient Teachers based on PPST	District of Batan
7	Master Teacher II (Elementary)	OSEC-DECSB-MTCHR2-420821-1998	19	59153	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 8 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)	5 years teaching experience and 1 year relevant experience in instructional supervision and technical assistance to teachers	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 3 or Highly Proficient Teachers based on PPST	District of Altavas
8	Master Teacher II (Elementary)	OSEC-DECSB-MTCHR2-420882-1998	19	59153	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 8 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)	5 years teaching experience and 1 year relevant experience in instructional supervision and technical assistance to teachers	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 3 or Highly Proficient Teachers based on PPST	District of Numancia
9	Master Teacher II (Elementary)	OSEC-DECSB-MTCHR2-420002-2003	19	59153	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 8 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)	5 years teaching experience and 1 year relevant experience in instructional supervision and technical assistance to teachers	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 3 or Highly Proficient Teachers based on PPST	District of Libacao

*Enclosure **No. 2** to Division Memorandum No.* **675** *, s. 2026*

Performance Requirements

Internal applicants – must have at least a Very Satisfactory rating in the latest one-year complete performance cycle in their current position. They must also meet the performance requirements of the position applied for, based on up to three (3) rating periods from the most recently completed cycle, to wit;

Completely signed IPCRF for S.Y. 2025-2026, 2024-2025 and 2023-2024

Position Applied for	***Classroom Observable Indicators***	***Non-Classroom Observable Indicators***
Master Teacher I	*21 Proficient COIs at Outstanding*	*8 Proficient NCOIs at VS; and 8 Proficient NCOIs at Outstanding*
Master Teacher II	*At least 10 Highly Proficient COIs at Outstanding*	*At least 5 Highly Proficient NCOIs at VS; and 5 Highly Proficient NCOIs at Outstanding*

External applicants – such as Teachers-in-Charge, related teaching, and non-teaching personnel who are **not** using the existing PPST-based IPCRF of teachers shall be required to present a comparable performance rating with at least very satisfactory rating in the current and previous position/s; **provided that the latest performance rating obtained covers one (1) year complete performance cycle in the current or latest position**.

Table 1. Point System for Comparative Assessment

Criteria	Maximum Points Possible
a. Education	10
b. Training	10
c. Experience	10
d. Performance	30
e. PPST COIs *(Classroom Observation)*	25
f. PPST NCOIs *(Portfolio Annotations and BEI)*	15
Total	**100**

*Enclosure No. **3** to Division Memorandum No.* **675** *, s. 2026*

Schedule of activities for the Recruitment and Selection of Applicants for Master Teacher position

Activity	Schedule	Person In-Charge
Submission of application letter and supporting documents to the District Sub-Committee where the vacancy exists and issuance of application code *(i.e **DM675-Malay-MT1-01-2026; DM675-Malay-MT2-01-2026**)*	November 4-16, 2026	District Sub-Committee/AO II/ADAS
Conduct of initial evaluation of the documents including the performance requirement	November 17-18, 2026	District Sub-Committee/AO II/ADAS
Posting of Initial Evaluation Result (IER) and sending of Official Communications to Qualified (Q) ***(Annex E-1)*** and Disqualified (DQ) applicants ***(Annex F-1)***	November 19-22, 2026	District Sub-Committee/AO II/ADAS
Conduct of the Classroom Observable Indicators (Demonstration Teaching) and Non-Classroom Observable Indicators (NCOI Annotations) and Behavioral Events Interview (BEI)	November 23-27, 2026	District Sub-Committee/AO II/ADAS
Evaluation of submitted documents (open ranking) for the Education, Training, Experience (ETE), and Performance.	December 1, 2026	Division HRMPSB
Consolidation of Result and final deliberation of HRMPSB	December 2-4, 2026	Division HRMPSB
Posting of the signed Comparative Assessment Result (CAR)	December 7, 2026	Division HRMPSB

Note: The Division HRMPSB may adjust the schedule of activities based on their needs or availability.

Annex C-1

CHECKLIST OF REQUIREMENTS

Name of Applicant: _____ Application Code: _____
Position Applied For: _____
Office: _____
Contact Number: _____
Religion: _____
Ethnicity: _____
Person with Disability: Yes ( ) No ( )
Solo Parent: Yes ( ) No ( )

	Basic Documentary Requirement	Status of Submission *(To be filled-out by the applicant; Check if submitted)*	Verification *(To be filled-out by the HRMO/HR Office/sub-committee)*	
			Status of Submission *(Check if complied)*	Remarks
a.	Letter of intent addressed to the SDS			
b.	Duly accomplished PDS with Work Experience Sheet (CS Form No. 212, Revised 2017)			
c.	Photocopy of Voter's ID and/or any proof of residency			
d.	Photocopy of valid and updated PRC License/ID			
e.	Photocopy of Certificate of Board Rating			
f.	Photocopy of scholastic/academic record (i.e., Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available)			
g.	Photocopy of duly signed Service Record or Certificate of Employment, whichever is applicable			
h.	Photocopy of latest appointment (for those applying for promotion)			
i.	Photocopy of certificate/s of relevant specialized trainings or professional development programs			
j.	Photocopy of valid Technical Education and Skills Development Authority (TESDA) National Certificate (NC) II , Trainers Methodology Certificate (TMC), if applicable			
k.	Photocopy of the required Performance Ratings with at least Very Satisfactory rating. (Note: Submit at most three (3) performance ratings depending on the performance requirements per Item 25 of this Order. The latest performance rating shall cover one (1) year complete performance rating period in the current position)			
l.	Checklist of Requirements, CAV, Data Privacy Consent Form			
m.	Other documents as may be required by the HRMPSB for comparative assessment (e.g. Portfolio or Means of Verification (MOVs) for the assessment of identified PPST NCOIs			

Attested:

_____
Human Resource Management Officer

OMNIBUS SWORN STATEMENT

CERTIFICATION OF AUTHENTICITY AND VERACITY

I hereby certify that all information above are true and correct, and of my personal knowledge and belief, and the documents submitted herewith are original and/or certified true copies thereof.

DATA PRIVACY CONSENT

I hereby grant the Department of Education the right to collect and process my personal information as stated above, for purposes relevant to the recruitment, selection, and placement of personnel of the Department and for purposes of compliance with the laws, rules, and regulations being implemented by the Civil Service Commission.

_____
Name and Signature of Applicant

Subscribed and sworn to before me this _____ day of _____, year _____.

_____
Person Administering Oath

In consonance with Republic Act No. 8792 or the "*Electronic Commerce Act of 2000*", [e]lectronic documents shall have the legal effect, validity or enforceability as any other document or legal writing and a] [w]here the law requires a document to be in writing, that requirement is met by an electronic document if the said electronic document maintains its integrity and reliability and can be authenticated so as to be usable for subsequent reference.

Republic of the Philippines
Department of Education

22 APR 2022

DepEd O R D E R
No. 019, s. 2022

THE DEPARTMENT OF EDUCATION MERIT SELECTION PLAN

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Merit Selection Plan** which establishes a competency-based Agency Merit Selection Plan to ensure that in all governance levels the Department hires and retains the right people for the right job at the right time, by strictly adhering to the principles of merit, fitness, competence, equal opportunity, transparency, and accountability.

2. The basic principles, policies, general procedures, and roles that govern the recruitment, selection, and placement system of the Department shall guide its personnel and stakeholders in the selection, hiring, appointment, and promotion of individuals in the teaching, school administration, related teaching, and non-teaching positions in all governance levels.

3. All DepEd Orders, rules and regulations, and other related issuances, to include but not limited to the following, and/or provisions therein, which are inconsistent with this Order and its provisions, are hereby repealed, rescinded, or amended accordingly:

a. DepEd Order (DO) No. 29, s. 2002, *Merit Selection Plan of the Department of Education*
b. MEC No. 10, s. 1979, *Implementing Rules and Regulations for the System of Career Progression for Public School Teachers*
c. MEC No. 29, s. 1979, *Clarification on Guidelines for Implementing the Career Progression System (Master Teacher Program)*
d. MECS Order No. 62, 1983, *Further Implementation of the Career Progression System for Public School Teachers (Master Teacher Plan)*
e. MECS Order No. 1, 1985, *Additional Master Teacher Positions*
f. DECS Order No. 70, s. 1988, *Revised Policy on Master Teacher for Secondary Schools*
g. DECS Order No. 57, s. 1997, *Further Implementation of the Career Progression System for Master Teacher*
h. DECS Order No. 5, s. 1998, *Reclassification of Regular Teacher and Principal Items to Special Education (SPED) Teacher and Special School Principal Items*

i. DECS Order No. 52, s. 1999, *Automatic Upgrading of Positions for Eligible Public School Teachers Through Equivalents Record Forms (ERFs) Scheme*
j. DECS Order No. 59, s. 2000, *Equivalents Record Form (ERF) Not Required for Promotion to Vacant Teacher II and III Positions*
k. DO No. 2. s. 2002, *Guidelines on the Hiring of Public School Teachers*
l. DO No. 50, s. 2003, *Adoptive Measures in Filling-Up Vacant Teaching Positions*
m. DO No. 85, s. 2003, *Guidelines on the Selection, Promotion, and Designation of School Heads*
n. DO No. 45, s. 2004, *Appointment of Principals and Teachers in Public Secondary Schools*
o. DO No. 16, s. 2005, *Guidelines on Recruitment, Evaluation, Selection, and Appointment of Teachers in Public Schools*
p. DO No. 17, s. 2006, *Revised Hiring Guidelines for Teacher I Positions in Public Elementary and Secondary Schools*
q. DO No. 4, s. 2007, *Revisions to the Hiring Guidelines for Teacher I Positions*
r. DO No. 42, s. 2007, *The Revised Guidelines on Selection, Promotion, and Designation of School Heads*
s. DO No. 66, s. 2007, *Revised Guidelines on the Appointment and Promotion of Other Teaching, Related Teaching, and Non-Teaching Positions*
t. DO No. 36, s. 2009, *Strict Compliance with Passing the Qualifying Examination for Principalship for Appointment to Principal I Position*
u. DO No. 97, s. 2011, *Revised Guidelines on the Allocation and Reclassification of School Head Positions*
v. DO No. 12, s. 2012, *Revised Guidelines on the Hiring of Teacher I Positions Based on the Reform Actions in Basic Education Sector Reform Agenda (BESRA)*
w. DO No. 25, s. 2012, *Addendum to DepEd Order No. 12, s. 2012 (Revised Guidelines on the Hiring of Teacher I Positions Based on the Reform Actions in Basic Education Sector Reform Agenda [BESRA])*
x. DO No. 37, s. 2012, *Addendum to DepEd Order Nos. 12 and 25, s. 2012 (Revised Guidelines on the Hiring of Teacher I Positions Based on the Reform Actions in Basic Education Sector Reform Agenda)*
y. DO No. 81, s. 2002, *Additional Policy Guidelines on Hiring and Deployment of Kindergarten Teachers*
z. DO No. 50, s. 2014, *Guidelines on the Recruitment, Selection, and Placement of Personnel Pursuant to the DepEd Rationalization Program under Executive Order 366, s. 2004*
aa. DO No. 7, s. 2015, *Hiring Guidelines for Teacher I Positions Effective School Year (SY) 2015-2016*
bb. Office Order (OO) dated April 21, 2015, *Procedures/Guidelines on the Recruitment, Selection, and Placement of the First and Second Levels Non-Teaching and Related Teaching Positions in the Department of Education Central Office*
cc. DO No. 22, s. 2015, *Hiring Guidelines for the Remaining Teaching Positions Effective School Year (SY) 2015-2016*
dd. DO No. 3, s. 2016, *Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017*
ee. DO No. 9, s. 2016, *Reinforcement of DepEd Order Nos. 7 and 22, s. 2015 as the Hiring Guidelines for Kindergarten to Grade 10 Teaching Positions*
ff. DO No. 19, s. 2016, *Guidelines on the Organizational Structures and Staffing Patterns of Stand-Alone and Integrated Public Senior High Schools (SHS)*

gg. DO No. 32, s. 2016, *Addendum to DepEd Order No. 3, s. 2016 (Hiring Guidelines for Senior High School [SHS] Teaching Positions Effective SY [SY] 2016-2017)*
hh. DO No. 41, s. 2016, *Additional Guidelines to DepEd Order No. 19, s. 2016 (Guidelines on the Organizational Structures and Staffing Patterns of Stand-Alone and Integrated Public Senior High Schools [SHS])*
ii. DO No. 49, s. 2016, *Guidelines on the Hiring of Contractual (Full-Time and Part-Time) Teachers in Senior High School*
jj. DO No. 50, s. 2016, *Hiring Guidelines for Teacher I Positions in Schools Implementing Indigenous Peoples Education Effective School Year 2016-2017*
kk. DO No. 51, s. 2017, *Amended Qualification Standards for Senior High School Teaching Positions in the Technical-Vocational-Livelihood Track and Other Clarifications on the Hiring Guidelines*

4. This policy and its subsequent amendments, if any, upon approval of the CSC Regional Office concerned, shall take effect 15 days after its publication in the DepEd website and shall be registered with the Office of the National Administrative Register (ONAR).

5. Immediate dissemination of and strict compliance with this Order are directed.

To authenticate this document, please scan the QR code DEPED-OSEC- 399664

LEONOR MAGTOLIS BRIONES
Secretary

Approved:

FEB 16 2022

JUDITH A. DONGALLO-CHICANO
Director IV
Civil Service Commission –
National Capital Region

Encl.:
As stated

References:
As stated

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

APPOINTMENT
EMPLOYMENT
HIRING
POLICY
RECRUITMENT
SELECTION

To authenticate this document, please scan the QR code DEPED-OSEC- 399664

THE DEPARTMENT OF EDUCATION MERIT SELECTION PLAN

I. Rationale

1. Section 2(2), Article IX(B) of the 1987 Constitution of the Republic of the Philippines provides that *"appointments in the Civil Service shall be made only according to merit and fitness."* Moreover, Section 2, Subtitle A, Title I, Book V of Executive Order (EO) No. 292, otherwise known as the Administrative Code of 1987, provides under *Recruitment and Selection of Employees* that *"opportunity for government employment shall be open to all qualified citizens and positive efforts shall be exerted to attract the best qualified to enter the service. Employees shall be selected on the basis of fitness to perform the duties and assume the responsibilities of the positions."*

2. The Civil Service Commission (CSC), as the central personnel agency of the Philippine Government mandated to *"prescribe, amend, and enforce rules and regulations for carrying into effect the provisions of the Civil Service Law and other pertinent laws,"* issued Memorandum Circular (MC) No. 14, s. 2018 titled *2017 Omnibus Rules on Appointments and Other Human Resource Actions (ORAOHRA), Revised July 2018*, in response to the changing needs in human resource management, and in order to facilitate and simplify the processing of all kinds of human resource actions. The ORAOHRA governs the preparation, submission of, and actions to be taken on appointments and other human resource movements involving employees appointed to first and second level positions in the Philippine government.

3. Section 102, Rule IX of the ORAOHRA mandates all national government agencies to submit an Agency Merit Selection Plan (MSP), which shall define and institutionalize a systematic process of recruitment, selection, and placement of employees within the organization, anchored on the Civil Service rules and regulations on appointment and other human resource actions.

4. Faithful to the merit and fitness principle of the Civil Service Doctrine of the Constitution, and the thrust of the Department of Education (DepEd) to better serve its learners and stakeholders through continuous improvement, and maintaining organizational performance and health, the Department hereby issues the *Department of Education Merit Selection Plan*. This policy aligns DepEd's internal system on application, evaluation, selection, and appointment with the provisions of the ORAOHRA, and reinforces its commitment with the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) per CSC MC No. 3, s. 2012. The DepEd MSP is aimed at ensuring that the organization and its manpower are able to respond to challenges and opportunities of the 21st century with focus on the delivery of quality, accessible, relevant, and liberating basic education.

II. Scope

5. This policy provides for a systematic method of selecting employees for appointment to first and second level positions, including second level executive/managerial positions. It covers the basic principles, policies, general procedures, and roles that govern and enable the recruitment, selection, and placement system of the Department. It encompasses all teaching, school administration, related teaching, and non-teaching positions in the Central Office (CO), Regional Offices (ROs), Schools Division Offices (SDOs), and Schools.

III. Definition of Terms

6. For purposes of this policy, the following terms are defined and understood as follows:

   a. **Accountability** refers to the obligation of DepEd officials and employees to accept responsibility for the selection of employees in adherence to the basic principles stated herein, to explain, clarify, and justify human resource (HR) actions, disclose the results in a transparent manner, and be responsible for one's actions.

   b. **Background Investigation** refers to the verification of an applicant's credentials, behavior, and previous performance, if any, by validating the information and records declared by the applicant in their Personal Data Sheet (PDS) such as contacting their identified reference person/s in their current or previous workplace or through other means/methods.

   c. **Behavioral Events Interview (BEI)** refers to the conduct of direct inquiry with the applicant, focusing on their display of desired behavior/s when subjected to specific situations or conditions in their previous and/or current workplace.

   d. **Bona Fide Resident** refers to an applicant who is a resident for at least six (6) months in a barangay, municipality, city, or province, in that order, where the vacancy exists, as evidenced by the applicant's PDS and Voter's ID or any proof of residency.

   e. **Comparative Assessment** refers to the procedure or method of determination of top candidates for possible appointment. It involves the use of multiple evaluation techniques to evaluate the competencies of a qualified applicant vis-à-vis the competencies required by the position to be filled.

   f. **Comparative Assessment Result (CAR)** refers to the report prepared by the HRMPSB that shall guide the appointing officer/authority, in the exercise of sound discretion, in selecting, insofar as practicable, the candidate deemed most qualified for appointment. It shall contain the complete list of all candidates for appointment, highlighting the top five (5) ranking candidates based on the total scores obtained from the evaluative assessments.

   g. **Comparative Assessment Result of the Registry of Qualified Applicants (CAR-RQA)** refers to the CAR for teaching positions, containing only the candidates who have met the cut-off score as specified in the teacher hiring guidelines.

   h. **Competence** refers to the ability to perform tasks efficiently and effectively by exhibiting behaviors that demonstrate the necessary knowledge, skills, and attitude.

   i. **Competencies** refer to knowledge, skills, attitudes, and key behaviors that are necessary for the efficient and effective performance of the duties and responsibilities of a position.

   j. **Education** refers to formal or non-formal academic, technical, or vocational studies that enable an applicant to successfully perform the duties and responsibilities of a position.

   k. **Eligibility** refers to the result of passing a merit and fitness test which may be determined as far as practicable by competitive examination, or based on highly

technical qualifications or other tests of merit and fitness conducted by the CSC, or other examinations jointly designed and coordinated by the departments or agencies with the assistance of or in coordination with the CSC, and other examinations such as the Professional Regulation Commission-conducted board examinations, the Supreme Court-conducted bar examinations or the Career Executive Service Board-conducted examinations.

l. **Equal Opportunity** refers to the non-discrimination principle that allows any applicant within or outside DepEd to apply for a position, irrespective of age, sex, sexual orientation and gender identity, civil status, disability, religion, ethnicity, or political beliefs.

m. **Evaluative Assessment** refers to the multiple evaluation techniques in the determination of competencies of an applicant vis-à-vis the required competencies of the position to be filled.

n. **Executive/Managerial Position** refers to a second level position whose functions involve exercising management over people, resource, and/or policy, as well as planning, organizing, directing, coordinating, controlling, and overseeing the activities of an organization, unit thereof or of a group, and requires some degree of professional, technical, or scientific knowledge and experience.

o. **Experience** refers to the previous jobs in either the government or private sector, whether full-time or part-time, which, as certified by the Human Resource Management Officer (HRMO) or authorized officials of the previous employer, are functionally related to the duties in the Position Description Form (PDF) of the position to be filled.

p. **First Level Position** refers to a position involved in structured work in support of office operations or engaged in clerical, trades, crafts, or custodial service which involve sub-professional work in a non-supervisory or supervisory capacity.

q. **Fitness** refers to the principle of ensuring that the competencies of an individual match with the competency requirements of a position.

r. **Head of Office** refers to the highest authority within each governance level, as follows:

Governance Level	Head of Office
Central Office	*Secretary*
Regional Office	*Regional Director*
Schools Division Office	*Schools Division Superintendent*

s. **Highly Specialized Position** refers to a position with highly specialized and unique duties requiring specialized education, training, or skills which may not be acquired through formal education, training programs, or experience gained from service-wide positions.

t. **Initial Evaluation Results (IER)** refer to the report submitted by the HRMO which contains the list of qualified and disqualified applicants vis-a-vis the minimum qualifications required by the position to be filled as indicated in the CSC-approved Qualification Standards.

u. **Key Result Areas (KRA)** refers to a broad category of general outputs or outcomes. It is the mandate or function of the office and/or individual employee. The KRA is the reason why a position or job exists. It is an area where the individual employee is expected to focus on.

v. **Learning and Development (L&D)** refers to formal or non-formal training courses and human resource development (HRD) interventions, such as but not limited to coaching, mentoring, job rotation, seminars, or workshops, that are part of the applicant's individual/career development plan aligned with existing competency standards or their current tasks and functions.

w. **Management** refers to the leadership, functional guidance, control, and oversight of an organizational unit's people, resource, and/or policy, and the exercise of planning, organizing, directing, and coordinating functions.

x. **Merit** refers to the necessary qualifications and competencies to perform the duties and responsibilities of the position to be filled.

y. **Next-in-Rank Position** refers to a position which, by reason of the hierarchical arrangement of positions in the agency, is determined to be in the nearest degree of relationship to a higher position as contained in the agency's System of Ranking Positions (SRP).

z. **Non-Teaching Position** refers to a position whose primary duties and responsibilities contribute to the delivery of basic education services and achievement of agency outcomes, but do not involve nor directly support the actual conduct of teaching or delivery of instruction.

aa. **Open Ranking System** refers to the transparent, participative conduct of comparative assessment and evaluation, where applicants are made aware of the processes and corresponding results.

bb. **Outstanding Accomplishments** refer to meritorious contributions of an applicant, such as ideas, inventions, or discoveries which were duly recognized by an authorized body.

cc. **Performance** refers to the assessment of how tasks, duties and responsibilities are carried out or accomplished as evidenced by performance rating document or other means of verification (MOVs).

dd. **Placement** is the process of assigning a successful candidate to specific unit, location, or workplace.

ee. **Policy-Determining Position** refers to a position which vests in the incumbent the power to formulate policies for the government or any of its agencies, subdivisions, or instrumentalities, like that of the member of the cabinet, as may be determined by the CSC.

ff. **Potential** refers to the capacity and ability of an applicant to assume the duties and responsibilities of the position to be filled, and those higher positions that are more technical in nature.

gg. **Primarily Confidential Position** refers to a position, determined by law or declared by the CSC, duties and responsibilities of which imply not only confidence in the aptitude of the appointees but primarily close intimacy which

ensures freedom of discussion, delegation and reporting without embarassment or freedom from misgivings or betrayals of personal trust.

hh. **Probationary Period** refers to the period of actual service following the issuance of a permanent appointment wherein the appointee undergoes a thorough character investigation and assessment of capability to perform the duties of the position enumerated in the PDF.

ii. **Promotion** refers to the advancement of a career employee from one position to another with an increase in duties and responsibilities as authorized by law, and usually accompanied by an increase in salary.

jj. **Qualification Standards (QS)** refer to the minimum requirements for positions in the government service in terms of qualifications in Education, Training, Experience, Eligibility, and Competency.

kk. **Rating Period** refers to the period covering one (1) year or 12 months performance.

ll. **Recruitment** refers to the procedure of searching for, attracting, and obtaining applications for employment. The result is a pool of applicants from which possible appointees are selected.

mm. **Related-Teaching Position** refers to a position whose primary duties and responsibilities contribute to the delivery of basic education services and achievement of agency outcomes, through the provision of direct support to teaching and the delivery of instruction, such as standard setting, policy and program formulation, research, and sector monitoring and evaluation.

nn. **Research** is an organized, systematic, and logical process of inquiry, using empirical information or data, to answer questions, solve problems, and guide actions, in aid of workplace improvement through efficiency in operation, increased production, improved working standards, and/or savings in government spending.

oo. **Rubrics** refer to the scoring guide used to assess the qualification of applicants based on set evaluative criteria. It usually includes the quality definitions of each criterion at particular levels of attainment and a scoring system.

pp. **School Administration Position** refers to a position that is directly engaged in supervisory, managerial and/or administrative functions in all schools and learning centers.

qq. **Second Level Positions** include professional, technical, and scientific positions which involve professional, technical, and scientific work in a non-supervisory or supervisory capacity up to Division Chief level or its equivalent.

rr. **Selection** refers to the procedure by which applicants are screened, assessed, and evaluated vis-à-vis the requirements of the position to be filled. The objective is to produce comparative assessment results of candidates best suited for appointment.

ss. **Supervisory** refers to the oversight of people and/or output of an organizational unit, which involves planning, programming, delegation of tasks, monitoring of work output, and evaluation of performance, maintaining morale and discipline

among employees, and developing cooperation and ensuring a well-coordinated workforce.

tt. **System of Ranking Positions** refers to the hierarchical arrangement of positions from highest to lowest, which shall be a guide the determination of which position is next-in-rank, taking into consideration the following: a) organizational structure; b) salary grade allocation; c) classification and functional relationship of positions; and d) geographic location.

uu. **Teaching Position** refers to a position that is directly engaged in teaching or in the delivery of instruction in the elementary and secondary levels (junior high school and senior high school), whether on full-time or part-time basis, in schools and learning centers.

vv. **Transparency** refers to the availability to the public of relevant, reliable, and timely information on recruitment, selection, and placement.

IV. Policy Statement

7. It is the policy of the Department to strictly adhere to the principles of *Merit, Competence, Fitness, Accountability, Transparency* and *Equal Opportunity*. Consistent with this policy, **The Department of Education Merit Selection Plan** is hereby established to ensure that the Department, in all governance levels, hires and retains the right people for the right job at the right time.

V. Procedure

A. Publication and Posting of Vacancy

8. In accordance with the provisions of Republic Act (RA) No. 7041, otherwise known as *"An Act Requiring Regular Publication of Existing Vacant Positions in Government Offices, Appropriating Funds Therefor, and for Other Purposes,"* and its implementing rules and regulations, all vacant positions in all governance levels in the Department, including vacant executive/managerial positions in the second and third level, that are authorized to be filled, together with their corresponding qualification standards and plantilla item numbers, shall be published in the CSC website and posted in at least three (3) conspicuous places for a period of at least 10 calendar days. In addition, the vacancy shall also be required to be posted through other modes, such as but not limited to the DepEd website, newspaper of local and/or national circulation, job search websites, online job portals, social media, and job fairs in order to reach a wider range of applicants and to further promote transparency and equal opportunity of the process.

9. Publication of a vacant position in the CSC website shall require the submission of Civil Service (CS) Form No. 9, Revised 2018, along with the list of the documentary requirements enumerated in Part V(B) Item 20 of this Order, in electronic and printed copies to the concerned CSC Field Office (CSC FO).

10. The QS of the parenthetical title shall be used in the publication of vacant generic positions.

Illustrative example:

No.	Position Title (Parenthetical Title, if applicable)	Plantilla Item No.	Salary/ Job/ Pay Grade	Monthly Salary	Qualification Standards					Place of Assignment
					Education	Training	Experience	Eligibility	Competency (if applicable)	
1	Administrative Officer IV (HRMO II)	OSEC-DECSB-ADO4-123-2015	15	30,531.00	Bachelor's Degree relevant to the job	4 hours relevant training	1 year relevant experience	Career Service (Professional)/ Second Level Eligibility		HR Unit – SDO Guimaras

11. For Senior High School (SHS) teaching positions, the publication shall include the QS for the track or tracks in each item number depending on the need of the Schools Division.

Illustrative examples:

No.	Position Title (Parenthetical Title, if applicable)	Plantilla Item No.	Salary / Job/ Pay Grade	Monthly Salary	Qualification Standards					Place of Assignment
					Education	Training	Experience	Eligibility	Competency (if applicable)	
1	Teacher I (Senior High School – Academic Track)	OSEC-DECSB-TCH1-420089-2017	11	20,754.00	Bachelor's degree with a major in the relevant strand/ subject; or any Bachelor's degree with at least 15 units of specialization in the relevant strand/ subject	None Required	None Required	Applicants for a permanent appointment: RA 1080 (Teacher); if not RA 1080 eligible, they must pass the LET within the five (5) years after the date of first hiring Applicants for a contractual position: None required Practitioners (part-time only): None required		SHS – SDO Guimaras

No.	Position Title (Parenthetical Title, if applicable)	Plantilla Item No.	Salary / Job/ Pay Grade	Monthly Salary	Qualification Standards					Place of Assignment
					Education	Training	Experience	Eligibility	Competency (if applicable)	
1	Teacher 1 (Senior High School – Technical-Vocational-Livelihood Track)	OSEC-DECSB-TCH1-420089-2017	11	20,754.00	Bachelor's degree; or completion of technical-vocational course(s) in the area of specialization	At least NC* II *Appropriate to the specializatio n	None Required	Applicants for a permanent appointment: RA 1080 (Teacher); if not RA 1080 eligible, they must pass the LET within the five (5) years after the date of first hiring Applicants for a contractual position: None required Practitioners (part-time only): None required		SHS – SDO Guimaras

12. Any incorrect information in the publication of a vacant position, e.g. plantilla item number, position title, or qualification standards, shall be grounds for the disapproval/invalidation of appointments.

13. The head of office shall issue an official memorandum announcing any vacancy/ies. The same shall be posted in at least three (3) conspicuous physical places and through other modes such as posting it in the official website, among others. The memorandum shall contain the same information specified in CS Form No. 9, and may include additional requirements of the position, such as but not limited to the job description of the position and documentary requirements for comparative assessment.

14. The reckoning date of publication or posting shall be the publication or re-publication date reflected in the CSC website. Announcement or posting of vacancies through any other modes shall be done on the same day of publication or re-publication in the CSC website.

15. The publication of a particular vacant position shall be valid until filled, but not to extend beyond nine (9) months, reckoned from the date of publication or re-publication in the CSC website. Should no appointment be issued within the nine-month period, the Head of Office or the designated authorized official, through the HRMOs, shall cause the re-publication and re-posting of the vacant position.

16. The following positions are exempt from the publication and posting requirements:

    a. Primarily confidential;
    b. Policy-determining;
    c. Coterminous with that of the appointing officer/authority, including other non-career positions such as contractual and casual identified under Section 9, Subtitle A, Title I, Book V of EO No. 292;
    d. Reappointment (change of status to permanent) of those appointed on temporary status for Category II positions under CSC MC No. 11, s. 1996, as amended;
    e. Reappointment (change of status to permanent) of teachers who are appointed on provisional status; and
    f. Those to be filled by existing regular employees in the agency in case of reorganization/rationalization; provided, the approved staffing pattern is posted in the agency bulletin boards and other conspicuous places in its central and regional/field offices.

17. A position occupied by a holder of a temporary appointment, except positions under Category II of CSC MC No. 11, s. 1996, as amended, shall be continuously re-published and re-posted until filled by a permanent appointee.

18. A teaching position occupied by a holder of a provisional appointment shall be re-published and re-posted every six (6) months, reckoned from the date the vacant position was last published pursuant to CSC Resolution No. 2100451 dated June 15, 2021.

19. An anticipated vacancy may be published in case of retirement, resignation, or transfer. Pursuant to Section 30 of ORAOHRA, the publication of anticipated vacancies should not be earlier than 30 days prior to retirement, resignation, or transfer; except for anticipated vacant teaching positions which may be published earlier than the herein stated prescribed period pursuant to CSC Resolution No. 1800582 dated June 13, 2018.

B. Submission and Receipt of Applications

20. All interested applicants to vacant positions, whether internal or external to DepEd, shall submit the following documentary requirements to the respective HRMOs, through the Records Division/Section/Unit or the sub-committee designated by the Head of Office to perform the function of receiving application documents, on or before the deadline indicated in the memorandum:

    a. Letter of intent addressed to the Head of Office, or to the highest human resource officer designated by the Head of Office;
    b. Duly accomplished PDS (CS Form No. 212, Revised 2017) with Work Experience Sheet;

c. Photocopy of Certificate of Eligibility/Rating/License/ID;
d. Photocopy of scholastic/academic record, such as but not limited to Transcript of Records (TOR) and Diploma;
e. Photocopy of Service Record or Certificate of Employment, if applicable;
f. Photocopy of Certificates of Training, if applicable;
g. Photocopy of the latest Performance Rating covering one (1) year performance, if applicable;
h. Omnibus Sworn Statement;
i. Checklist of Requirements; and
j. Other documents as may be required.

In consonance with RA No. 8792 or the "Electronic Commerce Act of 2000" which provides that "(e)lectronic documents shall have the legal effect, validity or enforceability as any other document or legal writing and a) (w)here the law requires a document to be in writing, that requirement is met by an electronic document if the said electronic document maintains its integrity and reliability and can be authenticated so as to be usable for subsequent reference," online submission of electronic copies of the above enumerated application documents may be allowed, subject to the submission of the hard copies upon request for purposes of verification.

21. Individuals who failed to submit mandatory documentary requirements (Items 20.a to 20.i) on the set deadline shall not be included in the pool of official applicants. No further documents shall be accepted after the deadline. However, failure to submit the non-mandatory documentary requirements (Item 20.j) shall not warrant exclusion from the pool of official applicants.

22. The applicant assumes full responsibility and accountability for the authenticity and veracity of the documents submitted, as evidenced by the Omnibus Sworn Statement (Item 20.h), duly signed by the applicant. Any false and fraudulent document submitted shall be grounds for disqualification.

23. An internal applicant occupying a position considered next-in-rank shall not be automatically included in the pool of applicants, and shall not be exempt from the submission of documentary requirements listed in Part V(B) Item 20.

24. The Head of Office may designate, as deemed practicable upon the recommendation of the HRMO, sub-committee/s in the schools, districts, or offices, to assist in the receipt of applications.

C. Initial Evaluation of the Qualification of Applicants

25. An initial evaluation shall be conducted by the HRMO to check the completeness, authenticity, and veracity of the documents submitted by an applicant. An applicant's qualifications shall be evaluated vis-à-vis the QS of the position applied for in terms of Education, Experience, Training, Eligibility, and Competency.

26. Based on the initial evaluation, a duly signed Initial Evaluation Results (IER) shall be submitted to the Human Resource Merit Promotion and Selection Board (HRMPSB) for deliberation, which shall be comprised of two (2) lists of applicants:

a. **Qualified (Q)** – those who meet the minimum qualifications required by the position to be filled;
b. **Disqualified (DQ)** – those who do not meet the minimum qualifications of the position to be filled.

27. The IER shall be posted in at least three (3) conspicuous physical places. The personal information of the applicants, except for the name, qualifications in terms of Education, Training, Experience, Eligibility, and Competency (if applicable), and remark whether *Qualified* or *Disqualified*, shall not be made public in accordance with RA No. 10173, otherwise known as the Data Privacy Act of 2012. Applicants shall be notified of the results of the initial evaluation through a written notice served through official communication channels, such as but not limited to personal service, postal mail, courier service, or electronic mail using the official e-mail account of the office, official social media accounts, and other means of communication that can be verified, recorded, and preserved. Telephone call and short messaging service may be used only to accompany the aforementioned official communication channels.

28. Per the recommendation of the HRMO, sub-committee/s in the schools, districts, or offices, as deemed practicable, may be designated by the Head of Office to assist in the initial evaluation of applicants. However, results of the initial evaluation, particularly the determination of the qualified and disqualified, shall remain the sole accountability of the HRMO.

D. Comparative Assessment of Applicants

29. All applicants who passed the initial evaluation shall be subject to the comparative assessment of the HRMPSB, except for the following appointments:

    a. Substitute appointment due to its short duration and emergency nature;
    b. Reappointment due to change in employment status from provisional or temporary to permanent upon meeting the deficiency, or to renew the appointment of a provisional or temporary employee; provided that upon publication, there are no qualified applicants for the position to be filled, and the incumbent's performance rating for the last rating period is at least Very Satisfactory; or
    c. Appointments to casual, contractual, coterminous, and other non-career positions as identified under Section 9, Subtitle A, Title I, Book V of EO No. 292.

30. The deliberation of the HRMPSB shall not be made earlier than 10 calendar days from the date of publication and posting of a particular vacant position.

31. An Open Ranking System shall be adopted to ensure transparency in the process and results of the comparative assessment wherein applicants must be present to witness the actual evaluation for which the scores of all applicants present thereat shall be disclosed to all attendees. Each applicant shall also be given an opportunity to ask questions and seek clarifications on the results of their individual assessment and acknowledge receipt of their individual results during the open ranking. Upon receipt of the individual results, applicants shall affix their signature on their Individual Evaluation Sheet (IES).

    The duly signed IES shall serve as acknowledgement that the applicant has undergone the application and assessment process based on applicable guidelines and that the results of the individual assessment have been discussed with the concerned applicant. The IES shall not, in any case, preclude the applicant from filing a protest relative to their application.

32. The HRMPSB Secretariat shall keep Minutes of HRMPSB Meeting/Deliberations and document the highlights of the Open Ranking. Appeals pertaining to the individual results and/or refusal of the applicant to affix their signature on the IES shall be addressed by the HRMPSB accordingly and shall be reflected in the documentation.

In the event that an applicant fails or refuses to sign the IES, the official Minutes of Meeting shall suffice to establish the integrity of the assessment process.

33. The conduct of the comparative assessment and/or open ranking may be done remotely through online platforms and other alternative modalities and strategies, as deemed practicable and applicable, subject to subsequent internal guidelines to be issued by the Head of Office, as recommended by the HRMPSB.

34. The comparative assessment of qualified applicants shall be based on the results of appropriate evaluative assessments, which, based on the principles of merit and fitness, assess the competencies of applicants vis-à-vis the required competencies of the position to be filled. Evaluative assessments include, but are not limited to, documentary review and analysis of pertinent credentials of applicants, examinations, and interviews.

35. The evaluative assessment shall be based on the approved competency framework and components therein. For positions with existing competency standards (e.g. Philippine Professional Standards for Teachers), competency assessment shall be the sole basis for comparative assessment. For positions without existing competency standards, the evaluative assessment shall cover the following components as proxy measures for competency: *Performance*, *Outstanding Accomplishments*, *Application of Education*, *Application of L&D*, *Potential,* and other specific evaluative assessments. These will be validated through *Behavioral Events Interviews* and/or *Background Investigations.*

Competency Assessment

36. Competency Assessment involves the determination of the competency level of an applicant through standardized competency assessment tools, which are anchored on a specific set of competencies and corresponding behavioral indicators for each functional group of positions. These competency standards shall be developed and approved at the national level.

Performance

37. An applicant for a position that requires prior work experience shall be required to submit their most recent performance rating/s covering one (1) year of performance in the current or previous job or position that is relevant to the position to be filled.

38. An applicant for promotion or transfer shall be required a performance rating of at least Very Satisfactory (VS) in the last rating period prior to the date of assessment or screening; except, for promotion from first to second level entry positions.

    The performance rating prior to the reclassification of the position shall be considered as performance rating for purposes of promotion of an applicant with less than one (1) year complete performance in a reclassified position.

39. An official or employee who is on official leave of absence, for reasons such as maternity leave, local or foreign scholarship, training grant, or other CSC-authorized official leaves, may apply for promotion. In such cases, a performance rating of at least VS in the last rating period covering one (1) year performance prior to the leave of absence shall be required. If promoted, the effectivity date of the promotional appointment shall be on the assumption to duty or upon return from scholarship or training grant or authorized leave.

Outstanding Accomplishments

40. Outstanding Accomplishments must have a direct link to the Key Result Areas (KRA) of the applicant's current or previous position. These accomplishments must have led to positive results in their workplace through efficiency in operation, increased production, improved working standards, and/or savings in government spending.

41. These may include, but are not limited to, the following components, depending on the nature of the position to be filled:

    a. Awards and Recognition
    b. Innovation or Research
    c. Subject Matter Expert / Membership in a National Technical Working Group or Committee
    d. Resource Speakership / L&D Program Facilitation / National Educators Academy of the Philippines (NEAP) Accreditation on Learning Facilitation
    e. School-Based Management (SBM) Level of Practice for School Heads

42. Submission of documentation and MOVs as indicated in the relevant hiring guidelines shall be required from the applicant to prove that these outstanding accomplishments have led to positive results in the workplace. In case of promotion, only the outstanding accomplishments acquired since the last promotion shall be considered. For an applicant who is not currently employed, achievements and corresponding MOVs from their most recent employment may suffice.

43. Higher premium shall be given to outstanding accomplishments that are relevant to the position to be filled.

Application of Education

44. The basic education requirement for a specific position is based on its QS, as indicated in the job description of the position.

45. Application of education is the contribution made by an applicant to their workplace as a result of their learnings from education earned. Points shall be given to an applicant who has successfully applied the learnings gained from said form of education. The application of education must have led to significant positive results in the applicant's current or previous work. It can be measured by the MOVs and documentation to be submitted by the applicant, which may include, but are not limited to, the following as may be required in the specific hiring guidelines:

    a. Action Plan approved by the Head of Office;
    b. Accomplishment Report verified by the Head of Office;
    c. Certification of utilization/adoption signed by the authority concerned.

46. Higher premium shall be given to an application of education or intervention made by the applicant that is relevant to the position to be filled.

Application of Learning and Development

47. Attendance to L&D interventions shall serve as basis for meeting the number of hours required in the QS of the position to be filled. Application of L&D is a proof of the applied learnings gained from the HRD interventions done/attended which must have led to significant positive results in the applicant's current or previous work. It can be measured by the MOVs to be submitted by the applicant, which may include, but not are limited to, the following as maybe required in each specific hiring guidelines:

a. Certificate of Training or Certification on any applicable L&D intervention acquired that must be aligned to Individual Development Plan (IDP); for an external applicant, a certification from HR stating that the L&D intervention is aligned to the core tasks of the applicant in their current or previous position shall be required;
b. Action Plan/Re-entry Action Plan (REAP)/Job Embedded Learning (JEL)/ Impact Project applying the learnings from the L&D intervention done/attended, duly approved by the Head of Office;
c. Accomplishment Report together with a General Certification that the L&D intervention was used/adopted by the office at the local level;
d. Accomplishment Report together with a General Certification that the L&D intervention was used/adopted by a different office at the local/higher level.

48. Higher premium shall be given to an application of L&D or intervention made by the applicant that is relevant to the position to be filled.

Potential

49. Potential may be measured through Behavioral Events Interview (BEI), Written Examinations (WE), Skills or Work Sample Tests (S/WST), or other measures deemed necessary by the HRMPSB.

Other Evaluative Assessments

50. The HRMPSB may also conduct other evaluative assessments in addition to the prescribed evaluative assessments as deemed necessary, such as but not limited to oral or written examinations, computer proficiency tests, and skills tests. Other evaluative assessments must be anchored on the required competencies or related to the duties and responsibilities of the position to be filled.

Behavioral Events Interview

51. The Behavioral Events Interview is based on the principle that past behavior predicts future performance. It shall be used to validate whether the key behaviors that are linked to the required competencies have been exhibited by the applicant.

52. The BEI may be used to assess the following:

a. *Potential.* The BEI shall be used to assess the potential of an applicant. It is used to evaluate the capacity and ability of an applicant to assume the duties of the position to be filled and those higher positions that are more technical in nature.
b. *Characteristics or traits.* It shall be used to gauge other relevant aspects such as the applicant's psychological and social well-being.
c. *Fitness.* It shall serve as an avenue to evaluate an applicant's fitness to the job (Job Fit), location (Location Fit), and organization (Organizational Fit).

53. The BEI may also be used to verify the applicant's credentials and validate the results of assessments conducted, such as the applicant's application of their *Outstanding Accomplishments, Education,* and *L&D,* and the impact of such in their current and previous work.

Comparative Assessment Result

54. After a judicious and objective assessment of the qualified candidates, the HRMPSB shall prepare and submit to the appointing officer/authority a duly signed

Comparative Assessment Result (CAR) within seven (7) calendar days, using a template as prescribed in the relevant hiring guidelines. The CAR shall contain a complete list of all candidates for appointment whose total scores obtained from the evaluative assessments are ranked from highest to lowest, highlighting the top five (5) ranking candidates.

55. For multiple vacancies of the same position title, the HRMPSB shall determine and highlight the total number of top-ranking candidates in the CAR/CAR-RQA, computed by multiplying the number of vacant plantilla items by a factor of five (5), as follows:

Total number of top-ranking candidates = number of vacant items x 5

56. For teacher hiring, the following reports shall be prepared and submitted to the appointing officer/authority:

a. *CAR.* It shall contain the comparative assessment result of all candidates for appointment; and
b. *CAR of the Registry of Qualified Applicants (CAR-RQA).* It shall contain only the candidates who have met the cut-off score as specified in the hiring guidelines.

57. The CAR/CAR-RQA for teachers intended for a specific school year shall be valid only for the duration of the school year for which it was prepared. It shall be utilized in filling up of positions that are created or vacated in the middle of the school year; provided, that the HRMPSB shall reconvene to deliberate, and update the CAR-RQA by identifying the candidates who were already appointed.

58. In the event that all the candidates in the CAR-RQA are already appointed and there are still vacant positions, the Head of Office shall order the conduct of another round of recruitment and selection process to establish a new CAR-RQA.

59. A copy of the CAR/CAR-RQA, in which candidates are listed in alphabetical order, shall be posted in at least three (3) conspicuous places in DepEd offices/schools concerned for a period of at least 10 calendar days, indicating the date of posting.

E. Appointment

60. The appointing officer/authority shall be guided by the report of the HRMPSB's CAR/CAR-RQA, and in the exercise of sound discretion, select, insofar as practicable, the candidate deemed most qualified for appointment from among the top five (5) or less, depending on the number of candidates, unless otherwise provided by law.

For multiple vacancies, the appointing officer/authority shall select from the highlighted top candidates as determined by the HRMPSB, computed by multiplying the number of vacant plantilla items by a factor of five as stipulated in Item No. 55.

61. For teachers, the appointing officer/authority may select from the candidates listed in the CAR-RQA who are ranked below the top five (5) or less per vacant position when the appointment falls within the purview of the exemptions enumerated below:

a. The appointee may be given priority in the appointment by virtue of the Localization Law.

RA No. 8190, otherwise known as the Localization Law, grants priority in the appointment or assignment of teachers to public elementary or secondary schools to bona fide residents of the barangay, municipality, city, or province where the

school is located; provided, that the teacher possesses all the minimum qualifications for the position as required by law.

By virtue of Sec. 3 of the Localization Law, which grants authority to the Department to prescribe rules and regulations in the implementation of the said Act, and in order to clarify the operationalization of the Law, the order of priority shall be further defined from highest to least priority such that bona fide residents of the barangay, municipality, city, or province, in that order, shall be given priority in the appointment of teachers. Furthermore, an applicant who has taught as a Local School Board (LSB)-hired teacher, Kindergarten Volunteer Teacher (KVT) or substitute teacher for at least one (1) school year in a DepEd public school located in the barangay, municipality, city, or province, in that order, where the school where the vacancy exists is located, shall be considered a bona fide resident, to be validated by a certificate of employment or service record;

b. The appointee may be given priority in the appointment as may be provided by law, national policy, and/or agreement entered into by DepEd with other government agencies and/or non-government institutions; and

c. The top-ranking candidates do not possess the necessary learning area specialization (e.g., Kindergarten; Math, Science, and other subject areas for Secondary Level) required by the position to be filled, or all the top-ranking candidates who possess the necessary learning area specialization required by the position to be filled have already been appointed and there are still vacant positions to be filled.

62. The appointing officer/authority may appoint a candidate who is ranked higher in the CAR/CAR-RQA than the candidate who is next-in-rank to the vacant position.

63. The appointing officer/authority may, when deemed necessary, request for Background Investigation (BI) of selected candidates to be conducted by the HRMO or other personnel selected by the HRMO.

64. The decision to appoint shall be rendered by the appointing officer/authority, and conferred to the HRMO through the CAR/CAR-RQA, in which the appointing officer/authority shall signify their choice of appointee/s. The same shall be the basis of the HRMO in the preparation and submission of appointment papers and documentary requirements to the CSC FO in accordance with the specific provisions of the ORAOHRA.

65. The appointing officer/authority shall approve and sign the appointment of the successful candidate/s, effectivity of which shall be in accordance with the specific provisions as provided for in the ORAOHRA.

66. Duly approved appointments shall be announced through the posting of a Notice of Appointments Issued (NAI) in the bulletin boards and through other modes such as but not limited to the DepEd website, office website, or other official social media accounts for at least 15 calendar days, a day after the issuance of the appointment.

67. Only a qualified next-in-rank official or employee included in the list of candidates in the CAR/CAR-RQA may file a protest against an appointment made in favor of another candidate who does not possess the minimum qualification requirements, within 15 calendar days from the announcement and/or posting of appointments, subject to the provisions provided in Rule 18 (Protest and Revocation of Appointments) of CSC Resolution No. 1701077 dated July 3, 2017 (Rules on Administrative Cases in the Civil Service [2017 RACCS]).

68. A vacancy resulting from promotion shall not be filled up until the promotional appointment has been approved/validated by the CSC, except:

    a. Those conferred with the PRIME-HRM Bronze/Silver/Gold award[1];
    b. Teaching positions pursuant to CSC Resolution No. 1800582 dated June 13, 2018; and
    c. Other meritorious cases, as may be authorized by the Commission.

    As prior notice, promotional appointments submitted to CSC that fall within the purview of the above-stated exemptions shall include a notation stating that the personnel shall be reverted to their former position in case the promotional appointment is disapproved/invalidated. Furthermore, appointment to a vacant position resulting from promotional appointment shall bear a notation that the appointment is subject to CSC attestation of the promotional appointment of the incumbent of the previous position.

69. Any promotional appointment to a position exceeding three (3) salary grades, pay or job grades higher than the appointee's present position shall be prohibited; except when the promotional appointment falls within the purview of the exceptions provided in Section No. 97 to 101 of the ORAOHRA and CSC MC No. 18, s. 2016 titled *Policy Guidelines on the Three-Salary Grade Limitation on Promotion*, as follows:

    a. The position occupied by the person is next-in-rank to the vacant position as identified in the Agency MSP and SRP;
    b. The vacant position is a lone or entrance position, as indicated in the agency staffing pattern;
    c. The vacant position is hard to fill, such as Accountant, Medical Officer/Specialist, Attorney, or Information Technology Officer/Computer Programmer positions;
    d. The vacant position is unique and/or highly specialized, such as Actuarial, Airways Communicator positions;
    e. The candidates passed through a deep selection process, taking into consideration the candidates' superior qualifications in regard to:

        i. educational achievements
        ii. highly specialized trainings
        iii. relevant work experience
        iv. consistent high performance rating/ranking;

        The vacant position belongs to the closed career system, i.e., those that are scientific, or highly technical in nature that include the faculty and academic staff of state colleges and universities, and the scientific and technical positions in scientific or research institutions, all of which establish and maintain their own merit systems; and

    f. Other meritorious cases, such as:

        i. when the appointee is the lone applicant who meets all the requirements of the position and passed through the deep selection process;
        ii. when the qualified next-in-rank employees waived their right over the vacant position in writing;
        iii. when the next-in-rank position, as identified in the agency SRP is vacant;
        iv. when the next-in-rank employee/s is/are not qualified; and

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[1] Pursuant to CSC Memorandum Circular No. 21, s. 2019 or *Amendment to Section 96 of the 2017 Omnibus Rules on Appointments and Other Human Resource Actions, Revised July 2018*

v. when the qualified next-in-rank employees did not apply.

70. Promotion within six (6) months prior to compulsory retirement shall not be allowed unless otherwise provided by law.

71. The pendency of an administrative case against any employee shall not be a bar to promotion. An employee who has been found guilty of an administrative offense and imposed the penalty of demotion, suspension or fine shall be disqualified for promotion for the same period of suspension or fine. In the case of demotion, the period of disqualification for promotion shall be within one (1) year.

F. Probationary Period

72. Pursuant to the ORAOHRA, original appointments in the career service with permanent status of appointment shall undergo probationary period for a thorough assessment of the appointee's performance and character. The duration of the probationary period shall be generally six (6) months to a maximum of one (1) year, as required by the position, to be determined by the appointing officer/authority as indicated in the appointment.

73. The probationary period shall cover the following employees:

a. Those who are issued original appointments under permanent status in the career service and who meet all the requirements of the position;
b. Non-career service employees who are reappointed/reemployed to a career position under permanent status;
c. Temporary appointees who after meeting the QS for a permanent appointment in the career service are reappointed (change of status to permanent);
d. Those who are reemployed under permanent status;
e. Appointees to teaching positions under provisional status shall be under probation for a period of one (1) year from the date of original provisional appointment pursuant to Section 4 of RA 4670 (Magna Carta for Public School Teachers);
f. Appointees to Category III positions as provided in CSC MC No. 11, s. 1996, as amended shall be under probation for a period of one (1) year;

74. Appointees whose positions require probationary period as may be provided by law.A notation that the appointee is under probation for a specified period shall be indicated in the appointment issued.

75. The following shall be exempted from undergoing probationary period:

a. Teachers who, prior to issuance of a permanent appointment, have acquired adequate training and professional preparation in any school recognized by the government, and possess the appropriate civil service eligibility pursuant to Section 4 of RA 4670; and
b. Appointees to positions exempted from the probationary period as may be provided by law.

76. The performance evaluation during the probationary period shall follow the process defined in the Results-Based Performance Management System (RPMS) of the Department. Using the Individual Performance and Commitment Review (IPCR) Form, the performance targets and work output standards of a probationer shall be set, agreed upon and duly signed by the probationer, the immediate supervisor (rater), and the Head of Office within five (5) calendar days upon the appointee's assumption

of duty. This shall be the basis for the review and monitoring of employee performance during the probationary period, with specific modifications as follows:

a. The immediate supervisor (rater) shall regularly gather feedback on the appointee's performance, and conduct feedback sessions to determine appropriate interventions to improve the appointee's performance, using the prescribed Performance Monitoring and Coaching Form (PMCF);
b. The performance appraisal/evaluation shall be done at least twice during the probationary period and within every three (3) months or six (6) months, depending on the duration of the probationary period, as required by the position;
c. The performance review shall be conducted within 10 calendar days before the end of every rating period during the probationary period;

Illustrative examples:

Employee A	
Date of appointment:	*July 7, 2016*
Assumption to duty:	*July 14, 2016*
Probationary period:	*6 months*
Duration:	*July 14, 2016 - January 13, 2017*
Setting of performance targets:	*July 14, 2016 - July 18, 2016*
Performance periods:	
1st to 3rd month:	*July 14, 2016 - October 13, 2016*
Evaluation period:	*October 4, 2016 - October 13, 2016*
4th to 6th month:	*October 14, 2016 - January 13, 2017*
Evaluation period:	*January 4, 2017 – January 13, 2017*

Employee B	
Date of appointment:	*August 22, 2016*
Assumption to duty:	*August 23, 2016*
Probationary period:	*12 months*
Duration:	*August 23, 2016 - August 22, 2017*
Setting of performance targets:	*August 23, 2016 - August 27, 2016*
Performance periods:	
1st to 6th month:	*August 23, 2016 - February 22, 2017*
Evaluation period:	*February 13, 2017 - February 22, 2017*
7th to 12th month:	*February 23, 2017 - August 22, 2017*
Evaluation period:	*August 13, 2017 - August 22, 2017*

d. The critical factors to be reviewed shall be based on the performance dimensions indicated in the RPMS and may include competency (knowledge, skills, and attitude), and job-related critical incidents, such as habitual tardiness and continuous absence from work.
e. The performance evaluation report as evidenced by the employee's IPCR Form duly signed by the immediate supervisor (rater) shall be reviewed and certified by the Head of Office, for onward submission to the HRMO on or before the last day of the final evaluation period; and
f. The probationer shall be furnished with copies of the records of feedback, job-related critical incidents, and performance evaluation reports with comments on their capability to meet the performance targets and work output standards and/or recommendation for the continuity of the permanent appointment of the probationer. Corresponding copies shall be included in the 201 file of the appointee.

77. The services of the appointee can be terminated for unsatisfactory conduct or want of capacity before the end of the second performance review, depending on the duration of the probationary period.

    a. Unsatisfactory conduct or behaviour refers to the failure of the appointee to observe propriety in their acts, behaviour and human/public relations, and to irregular punctuality and attendance while performing their duties and responsibilities during the probationary period. This may include cases of neglect of duty, misconduct, insubordination, habitual tardiness, and absenteeism.
    b. Want of capacity refers to the failure of the appointee to perform the duties and responsibilities during the probationary period based on the standards of work outputs agreed upon and reflected in the duly signed performance targets despite the developmental intervention provided by the immediate supervisor.

78. The appointee shall be issued a Notice of Termination of Service by the appointing officer/authority within 15 calendar days immediately after it was proven that the appointee demonstrated unsatisfactory conduct or want of capacity before the end of the second performance review, depending on the duration of the probationary period. Such notice shall state, among others, the reasons for the termination of service, and shall be supported by at least two (2) of the following:

    a. Performance Evaluation Report as evidenced by the employee's IPCR Form duly signed by the immediate supervisor (rater) and certified by the Head of Office;
    b. Report of the immediate supervisor (rater) on job-related critical and unusual incidents, and on unsatisfactory conduct or behaviour of the appointee, to include proofs on the appropriate intervention/s done by the immediate supervisor (rater) to help improve the employee's performance or behaviour; or
    c. Other valid documents that may support the notice of termination of service.

79. The Notice of Termination of Service shall be executory after 15 calendar days from receipt of the appointee concerned. The same may be appealed to the CSC RO concerned, within 15 calendar days from receipt of notice, but shall be executory pending appeal. A copy of the Notice of Termination of Service shall be included in the 201 file of the appointee and furnished the CSC FO concerned for recording in the Service Card.

80. If no Notice of Termination of Service is given by the appointing officer/authority to the employee before the expiration of the probationary period, the probationer becomes a regular employee of the agency.

G. Institutional Arrangements

Appointing Officer/Authority

81. The appointing officer/authority in the different governance levels shall be as follows:

Governance Level	Appointing Officer/Authority
Central Office	*Secretary*
Regional Office	*Regional Director*
Schools Division Office	*Schools Division Superintendent*
School	*Schools Division Superintendent*

82. The appointing officer/authority shall have the following functions and responsibilities:

a. Establish the HRMPSBs for: (i) first level positions; (ii) second level, including second level executive/managerial positions; (iii) specialized and highly technical positions; and/or (iv) other purposes, as deemed necessary; through an Office Order, which should specify the membership of the HRMPSB and their roles and responsibilities;
b. Designate sub-committee/s, insofar as practicable, to assist in the receipt of applications, initial evaluation, and comparative assessment of applicants. This shall be done in close coordination with the HRMO and HRMPSB. The designation shall bear the specific duties and responsibilities to be performed by the sub-committee/s;
c. Ensure that all HRMPSB members undergo orientation and capacity building on the recruitment, selection, and placement process, and the relevant CSC policies on appointments and other human resource actions;
d. Guided by the report of the HRMPSB's CAR/CAR-RQA, and in the exercise of sound discretion, select, insofar as practicable, the candidate deemed most qualified for appointment from among the top five (5) or less per vacant position;
e. Render final decision on appointments;
f. Issue appointments in accordance with the provisions of this policy and the ORAOHRA; and
g. Respond to queries and/or protests pertaining to the decision on the appointments.

Human Resource Merit Promotion and Selection Board

83. The composition of the HRMPSB in the different governance levels shall be:

Governance Level	**HRMPSB Members** (First Level Positions)	**HRMPSB Members** (Second Level, including Second Level Executive/Managerial Positions)
Central Office	*Chairperson:* *a. Director of the office where vacancy exists* *Members:* *b. Chief of the office where vacancy exists* *c. Human Resources representative* *d. Representative of accredited employees association belonging to the first level employees* *Secretariat:* *Selected personnel from Personnel Division as designated by the HRMPSB Chair*	*Chairperson:* *a. Highest Official of the strand where vacancy exists* *Members:* *b. Director of the office where vacancy exists* *c. Human Resources representative* *d. Representative of accredited employees association belonging to the second level employees* *Secretariat:* *Selected personnel from Personnel Division as designated by the HRMPSB Chair*
Regional Office	*Chairperson:* *a. Assistant Regional Director* *Members:* *b. Chief of the office where vacancy exists* *c. Chief of the Administrative Division* *d. Chief of the Human Resource Development Division* *e. Administrative Officer V for Personnel (HRMO)* *f. Representative of accredited employees association belonging to the first level employees* *Secretariat:* *Selected personnel from HR/Administrative Division as designated by the HRMPSB Chair*	*Chairperson:* *a. Assistant Regional Director* *Members:* *b. Chief of the office where the vacancy exists* *c. Chief of the Administrative Division* *d. Chief of the Human Resource Development Division* *e. Administrative Officer V for Personnel (HRMO)* *f. Representative of accredited employees association belonging to the second level employees* *Secretariat:* *Selected personnel from HR/Administrative Division as designated by the HRMPSB Chair*

Governance Level	**HRMPSB Members** (First Level Positions)	**HRMPSB Members** (Second Level, including Second Level Executive/Managerial Positions)
Schools Division Office; and School	*Chairperson:* *a. Assistant Schools Division Superintendent* *Members:* *b. Chief of the School Governance and Operations Division* *c. School Head or Chief of Division where the vacancy exists* *d. Administrative Officer V for the Administrative Services Section* *e. Administrative Officer IV (HRMO)* *f. Representative of accredited employees association belonging to the first level employees* *Secretariat:* *Selected personnel from HR/Administrative Services Section as designated by the HRMPSB Chair*	*Chairperson:* *a. Assistant Schools Division Superintendent* *Members:* *b. Chief of the School Governance and Operations Division* *c. School Head or Chief of Division where the vacancy exists* *d. Administrative Officer V for the Administrative Services Section* *e. Administrative Officer IV (HRMO)* *f. Representative of accredited employees association belonging to the second level employees* *Secretariat:* *Selected personnel from HR/Administrative Services Section as designated by the HRMPSB Chair*

84. The HRMPSB shall assist the appointing officer/authority in the judicious and objective selection of candidates for appointment in accordance with their roles to include, but are not limited to, the following:

    a. Develop the SRP which shall be submitted for approval of the appointing officer/authority, copy furnished the CSC and its field offices for reference purposes;
    b. Recommend to the appointing officer/authority the designation of sub-committee/s, as deemed necessary, to assist in the conduct of comparative assessment of applicants, and facilitate the evaluation process;
    c. Evaluate and deliberate the qualifications of all applicants in accordance with this policy, the provisions of the ORAOHRA, and relevant hiring guidelines;
    d. Make a systematic assessment of the qualifications and competence of applicants for appointment to the vacant positions;
    e. Develop and conduct further assessment such as written examination, skills test, BEI, and others, as deemed necessary;
    f. Submit to the appointing officer/authority the CAR/CAR-RQA, highlighting the top five (5) ranking candidates or less, and Minutes of Deliberation;
    g. Maintain fairness and impartiality in the assessment of applicants;
    h. Respond to queries and/or complaints pertaining to the comparative assessment results;
    i. Recommend areas of improvement to the CO, through proper channels, on the recruitment, selection, and placement policies; and
    j. Perform other related functions as may be assigned.

85. The HRMPSB shall be duly constituted by an Office Order/Designation signed by the Head of Office, which shall include the names and designations of all regular members. Each regular member, except for the Chairperson, shall have one (1) alternate whose name shall also be indicated in the Office Order/Designation. Posting of the HRMPSB composition in the agency bulletin board shall be required.

86. In case the position required for Chairperson is vacant, the Head of Office shall designate a Chairperson from among the next high ranking regular members.

87. The HRMO, as member of the HRMPSB, shall not act as Secretariat to the HRMPSB. Selected personnel from the HRM office/unit, as specified in Part IV(G) Item 84 of this Order, shall perform secretariat and technical support function to the HRMPSB in the conduct of assessment of applicants, and final evaluation of candidates. The Secretariat may also conduct and evaluate the results of the BI of candidates to be submitted to the HRMO.

88. The first level representative or alternate shall participate in the screening of candidates for vacancies in the first level; while the second level representative or alternate shall participate in the screening of candidates for vacancies in the second level. The representation from accredited employees association shall vary depending on the job/occupational group of the position to be filled. Said representatives shall serve for a period of two (2) years.

89. In case there is no accredited employees association in the specific job/occupational group, the representatives shall be chosen at large by the employees belonging to the job/occupational group through a general assembly. The candidate who garnered the second highest votes shall automatically be the alternate representative.

    In case there are more than one accredited employees associations in the specific job/occupational group, the representatives and alternate representatives shall be selected and agreed upon by the accredited associations, names of whom shall be officially submitted to the Head of Office.

90. The Head of Office may establish a special set of HRMPSB for specialized and highly technical positions, or different sets of HRMPSB for its own purpose, as deemed necessary, provided that the same conforms with the prescribed composition and representation of the HRMPSB, and is/are officially constituted through an Office Order/Designation.

91. To facilitate the comparative assessment process, the Head of Office, as recommended by the HRMPSB, may designate sub-committee/s, as deemed practicable. The sub-committee/s shall serve as an assistorial body to the HRMPSB. The HRMPSB shall maintain accountability for the results of the comparative assessment of applicants.

92. The HRMPSB or sub-committee/s may employ the assistance of external or independent resource persons in determining the best and most qualified candidate for appointment.

93. Membership to the HRMPSB shall be considered a regular duty, and shall be treated with utmost priority.

94. A majority of the HRMPSB members shall constitute a quorum; provided that the Chairperson is present.

The Human Resource Management Officer

95. The HRMO is the process-owner of the recruitment, selection, and placement.

96. The HRMO shall perform the following functions:

    a. Submit the list of vacant positions authorized to be filled and their corresponding QS and plantilla item numbers using the prescribed form (CS Form No. 9, Revised 2018) in electronic and printed copies to the CSC FO;

b. Announce vacant position/s authorized to be filled through the publication or posting in at least three (3) conspicuous places in the DepEd offices or schools concerned or through other modes for at least 10 calendar days;
c. Accept the application documents of all applicants submitted through the Records Division/Section/Unit, or the designated sub-committee/s;
d. Conduct initial evaluation of applicant's qualifications vis-a-vis the QS of the position to be filled, and coordinate with the HRMPSB on matters needing collegial decisions;
e. Prepare and submit to the HRMPSB the results of the initial evaluation using the prescribed form, containing the following:

   i. basic information of the applicants;
   ii. actual qualifications based on the submitted credentials; and
   iii. decision whether qualified (Q) or disqualified (DQ) vis-à-vis the QS of the position to be filled.

f. Recommend to the appointing officer/authority the designation of sub-committee/s, as deemed necessary, to assist in the receipt of applications and conduct of initial evaluation;
g. Coordinate with and provide technical assistance and capacity building to the designated sub-committee/s in their performance of their specific duties and responsibilities;
h. Inform all applicants of the results of the initial evaluation, and post the IER, in alphabetical order, in at least three (3) conspicuous places in DepEd offices/schools concerned;
i. Sit in the HRMPSB as a regular member;
j. Post the CAR/CAR-RQA in at least three (3) conspicuous places in DepEd offices/schools concerned for at least 10 calendar days, indicating the date of posting;
k. Announce the duly approved appointments through posting a Notice of Appointments Issued (NAI) in the bulletin boards and through other modes such as but not limited to the DepEd website, office website, or other official social media accounts for at least 15 calendar days, a day after the issuance of the appointment;
l. Respond to queries and/or complaints pertaining to the publication and posting of vacancies, submission of application documents, and initial evaluation; and
m. Perform other functions as may be provided by law.

Human Resource Development Division

97. The Bureau of Human Resource and Organizational Development (BHROD) in the CO, the Human Resource Development Division (HRDD) in the RO, and Human Resource Development Section (HRDS) under School Governance and Operations Division (SGOD) in the SDO shall perform the following technical support function to the HRMPSB:

a. Develop an HRD plan which shall set forth the competencies necessary to achieve organizational goals, objectives and strategic priorities;
b. Develop and manage the career of talents with superior performance and potential;
c. Develop and maintain an updated qualifications database of employees of the agency which includes education, experience, training, eligibility, and competencies; and
d. Assist the HRMPSB in the development of evaluative assessments such as written examinations, skills tests, competency assessments, BEI questions, and others assessment tools, as deemed necessary.

VI. Monitoring and Evaluation

98. The BHROD-HRDD, together with its Regional and Schools Division counterparts, shall regularly monitor and evaluate existing policies, guidelines, rules, and regulations affecting all HR actions. In addition, both RO and SDO HRMPSBs may also submit their policy recommendations whenever deemed necessary.

99. The result of the evaluation and consolidated recommendations from the HR implementors in each governance level shall be consulted with the CSC and other government agencies concerned.

100. The BHROD-HRDD shall recommend to the Office of the Secretary policy actions on HR management rules and regulations that will serve the Department's best interest.

VII. Transitory Provisions

101. To comply with the provisions of this Order and fully commit to the competency-based HR, the Department, through the BHROD, shall lead the efforts in the following areas:

    a. Revision of Qualification Standards for DepEd-unique positions, subject to the approval of the CSC;
    b. Issuance of further Guidelines on the Recruitment, Selection, and Appointment of first and second level personnel in the teaching, school administration, related-teaching, and non-teaching positions in all governance levels in the Department;
    c. Development of the Agency System of Ranking Positions;
    d. Issuance of Omnibus Guidelines on Inclusive Employment that shall operationalize the Equal Employment Opportunity Principle in DepEd;
    e. Issuance of further Guidelines on Induction and Onboarding of newly-hired personnel;
    f. Issuance of further Guidelines on the Transfer, Reassignment, Detail, and Designation of DepEd personnel in the first and second level positions; and
    g. Completion of Competency Standards of DepEd Positions.

102. To ensure smooth implementation to the enhanced recruitment, selection, and appointment system, the BHROD in the CO, the HRDD in the RO, and HRDS in the SDO shall lead the conduct of orientation activities and capability building interventions for DepEd personnel, HRMOs, HRMPSBs, appointing officers/authorities, and other stakeholders. They shall develop and implement a communication plan to include dissemination of information, education, and communication (IEC) materials.

VIII. Repealing Clause

103. All DepEd Orders, rules and regulations, and other related issuances, to include but not limited to the following, and/or provisions therein, which are inconsistent with this Order and its provisions, are hereby repealed, rescinded, or amended accordingly:

a. DepEd Order (DO) No. 29, s. 2002, *Merit Selection Plan of the Department of Education*
b. MEC No. 10, s. 1979, *Implementing Rules and Regulations for the System of Career Progression for Public School Teachers*
c. MEC No. 29, s. 1979, *Clarification on Guidelines for Implementing the Career Progression System (Master Teacher Program)*
d. MECS Order No. 62, 1983, *Further Implementation of the Career Progression System for Public School Teachers (Master Teacher Plan)*
e. MECS Order No. 1, 1985, *Additional Master Teacher Positions*
f. DECS Order No. 70, s. 1988, *Revised Policy on Master Teacher for Secondary Schools*
g. DECS Order No. 57, s. 1997, *Further Implementation of the Career Progression System for Master Teacher*
h. DECS Order No. 5, s. 1998, *Reclassification of Regular Teacher and Principal Items to Special Education (SPED) Teacher and Special School Principal Items*
i. DECS Order No. 52, s. 1999, *Automatic Upgrading of Positions for Eligible Public School Teachers Through Equivalents Record Forms (ERFs) Scheme*
j. DECS Order No. 59, s. 2000, *Equivalents Record Form (ERF) Not Required for Promotion to Vacant Teacher II and III Positions*
k. DO No. 2. s. 2002, *Guidelines on the Hiring of Public School Teachers*
l. DO No. 50, s. 2003, *Adoptive Measures in Filling-Up Vacant Teaching Positions*
m. DO No. 85, s. 2003, *Guidelines on the Selection, Promotion, and Designation of School Heads*
n. DO No. 45, s. 2004, *Appointment of Principals and Teachers in Public Secondary Schools*
o. DO No. 16, s. 2005, *Guidelines on Recruitment, Evaluation, Selection, and Appointment of Teachers in Public Schools*
p. DO No. 17, s. 2006, *Revised Hiring Guidelines for Teacher I Positions in Public Elementary and Secondary Schools*
q. DO No. 4, s. 2007, *Revisions to the Hiring Guidelines for Teacher I Positions*
r. DO No. 42, s. 2007, *The Revised Guidelines on Selection, Promotion, and Designation of School Heads*
s. DO No. 66, s. 2007, *Revised Guidelines on the Appointment and Promotion of Other Teaching, Related Teaching, and Non-Teaching Positions*
t. DO No. 36, s. 2009, *Strict Compliance with Passing the Qualifying Examination for Principalship for Appointment to Principal I Position*
u. DO No. 97, s. 2011, *Revised Guidelines on the Allocation and Reclassification of School Head Positions*
v. DO No. 12, s. 2012, *Revised Guidelines on the Hiring of Teacher I Positions Based on the Reform Actions in Basic Education Sector Reform Agenda (BESRA)*
w. DO No. 25, s. 2012, *Addendum to DepEd Order No. 12, s. 2012 (Revised Guidelines on the Hiring of Teacher I Positions Based on the Reform Actions in Basic Education Sector Reform Agenda [BESRA])*
x. DO No. 37, s. 2012, *Addendum to DepEd Order Nos. 12 and 25, s. 2012 (Revised Guidelines on the Hiring of Teacher I Positions Based on the Reform Actions in Basic Education Sector Reform Agenda)*
y. DO No. 81, s. 2002, *Additional Policy Guidelines on Hiring and Deployment of Kindergarten Teachers*
z. DO No. 50, s. 2014, *Guidelines on the Recruitment, Selection, and Placement of Personnel Pursuant to the DepEd Rationalization Program under Executive Order 366, s. 2004*
aa. DO No. 7, s. 2015, *Hiring Guidelines for Teacher I Positions Effective School Year (SY) 2015-2016*
bb. Office Order (OO) dated April 21, 2015, *Procedures/Guidelines on the Recruitment, Selection, and Placement of the First and Second Levels Non-Teaching and Related Teaching Positions in the Department of Education Central Office*

cc. DO No. 22, s. 2015, *Hiring Guidelines for the Remaining Teaching Positions Effective School Year (SY) 2015-2016*
dd. DO No. 3, s. 2016, *Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017*
ee. DO No. 9, s. 2016, *Reinforcement of DepEd Order Nos. 7 and 22, s. 2015 as the Hiring Guidelines for Kindergarten to Grade 10 Teaching Positions*
ff. DO No. 19, s. 2016, *Guidelines on the Organizational Structures and Staffing Patterns of Stand-Alone and Integrated Public Senior High Schools (SHS)*
gg. DO No. 32, s. 2016, *Addendum to DepEd Order No. 3, s. 2016 (Hiring Guidelines for Senior High School [SHS] Teaching Positions Effective SY [SY] 2016-2017)*
hh. DO No. 41, s. 2016, *Additional Guidelines to DepEd Order No. 19, s. 2016 (Guidelines on the Organizational Structures and Staffing Patterns of Stand-Alone and Integrated Public Senior High Schools [SHS])*
ii. DO No. 49, s. 2016, *Guidelines on the Hiring of Contractual (Full-Time and Part-Time) Teachers in Senior High School*
jj. DO No. 50, s. 2016, *Hiring Guidelines for Teacher I Positions in Schools Implementing Indigenous Peoples Education Effective School Year 2016-2017*
kk. DO No. 51, s. 2017, *Amended Qualification Standards for Senior High School Teaching Positions in the Technical-Vocational-Livelihood Track and Other Clarifications on the Hiring Guidelines*

IX. Separability Clause

104. If any provision of this Order or the application of such provision to any person or circumstance is declared invalid, the remainder of the MSP or the application of such provision to other persons or circumstances shall not be affected by such declaration.

X. Effectivity

105. This DepEd Order and its subsequent amendments, if any, upon approval of the CSC RO concerned, shall take effect 15 days after its publication in the DepEd website and shall be registered with the Office of the National Administrative Register (ONAR).

To authenticate this document, please scan the QR code DEPED-OSEC-399664

LEONOR MAGTOLIS BRIONES
Secretary

Approved:

FEB 16 2022

JUDITH A. DONGALLO-CHICANO
Director IV
Civil Service Commission –
National Capital Region

Republic of the Philippines
Department of Education

DEC 2 0 2024

DepEd ORDER
No. 020 , s. 2024

GUIDELINES ON THE RECRUITMENT, SELECTION, AND APPOINTMENT TO HIGHER TEACHING POSITIONS

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Guidelines on the Recruitment, Selection, and Appointment to Higher Teaching Positions** in the elementary and secondary levels, including senior high school (SHS). This Order provides for a systematic and competency-based process of recruitment, selection, and appointment that is anchored on the standards for teacher quality as defined in the Philippine Professional Standards for Teachers (PPST) and is consistent with the principles of merit, fitness, competence, equal opportunity, transparency, and accountability pursuant to the DepEd Merit Selection Plan (MSP) as stipulated in DepEd Order (DO) No. 019, s. 2022.

2. It aims to ensure that the organization and its human resources can respond to the challenges and opportunities of the 21st century with focus on the delivery of quality, accessible, relevant, responsive, and inclusive basic education.

3. This policy shall guide personnel and stakeholders towards a systematic and competency-based process of the recruitment, selection, and appointment of personnel to higher teaching positions in the elementary and secondary levels, including SHS.

4. In support of the basic principles and general policies under DepEd MSP, enclosed in this Order are the specific guidelines, procedures, criteria, and point system for the recruitment, assessment, selection, and appointment of teacher applicants to higher teaching positions.

5. All provisions of the DOs, rules and regulations, and other related issuances stated below that pertain to the recruitment, selection, and appointment of teachers to higher teaching positions, which are inconsistent with this Order and its provisions, are repealed, rescinded, or amended accordingly. The provisions of the applicable DOs that pertain to the hiring of Teacher I positions, which shall not be affected by this Order, shall remain in effect.

a. MEC Order No. 10, s. 1979, Implementing Rules and Regulations for the System of Career Progression for Public School Teachers
b. DO 66, s. 2007, Revised Guidelines on the Appointment and Promotion of Other Teaching, Related Teaching, and Non-Teaching Positions

c. DO 31, s. 2015, Guidelines on the Publication and Filling-up of Anticipated Vacancies
d. DO 3, s. 2016, Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017
e. DO 32, s. 2016, Addendum to DepEd Order No. 3, s. 2016 (Hiring Guidelines for Senior High School [SHS] Teaching Positions Effective SY [SY] 2016-2017)
f. DO 49, s. 2016, Guidelines on the Hiring of Contractual (Full-Time and Part-Time) Teachers in Senior High School
g. DO 51, s. 2017, Amended Qualification Standards for Senior High School Teaching Positions in the Technical-Vocational-Livelihood Track and Other Clarifications on the Hiring Guidelines

6. This Order shall take effect immediately upon its approval and after publication on the DepEd website and registration with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.

7. For more information, please contact the **Bureau of Human Resource and Organizational Development-Human Resource Development Division**, 4th Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bhrod.hrdd@deped.gov.ph or telephone number (02) 8470-6630.

8. Immediate dissemination of and strict compliance with this Order is directed.

SONNY ANGARA
Secretary

Encl.:
As stated

Reference:
DepEd Order (No. 019, s. 2022)

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

APPOINTMENT
EMPLOYMENT
HIRING
POLICY
RECRUITMENT
SELECTION
TEACHERS

(Enclosure to DepEd Order No. 020, s. 2024)

GUIDELINES ON THE RECRUITMENT, SELECTION, AND APPOINTMENT TO HIGHER TEACHING POSITIONS

I. Rationale

1. Section 2(2), Article IX(B) of the 1987 Constitution of the Republic of the Philippines provides that *"appointments in the Civil Service shall be made only according to merit and fitness to be determined, as far as practicable, and, except to positions which are policy determining, primarily confidential, or highly technical, by competitive examination."* Moreover, Section 21 (1), Chapter 5, Subtitle A, Title I, Book V of Executive Order (EO) No. 292, titled the *Administrative Code of 1987*, provides under *Recruitment and Selection of Employees* that *"opportunity for government employment shall be open to all qualified citizens and positive efforts shall be exerted to attract the best qualified to enter the service. Employees shall be selected on the basis of fitness to perform the duties and assume the responsibilities of the positions."* Additionally, Section 21 (4) of the same book states that *"[e]ach department or agency shall evolve its own screening process, which may include tests of fitness, in accordance with standards and guidelines set by the Commission. Promotion boards shall be formed to formulate criteria for evaluation, conduct tests or interviews, and make systematic assessment of training experience."*

2. The Civil Service Commission (CSC), as the central personnel agency of the Philippine government, issued Memorandum Circular (MC) No. 14, s. 2018 titled, *2017 Omnibus Rules on Appointments and Other Human Resource Actions, Revised July 2018*, governing the preparation, submission of, and actions to be taken on appointments and other human resource movements in the Philippine government.

3. The Department of Education (DepEd) recently issued DepEd Order (DO) No. 019, s. 2022 on *The Department of Education Merit Selection Plan* which aligns the Department's internal system on recruitment, selection, and placement with the provisions of the 2017 Omnibus Rules on Appointment and Other Human Resource Actions (ORAOHRA) per CSC MC No. 14, s. 2018, and reinforces the Department's commitment with the *Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM)* per CSC MC No. 3, s. 2012. The DepEd Merit Selection Plan (MSP) is grounded on the policy of the Department to strictly adhere to the principles of *Merit, Competence, Fitness, Accountability, Transparency,* and *Equal Opportunity* in the process of recruitment, selection, and appointment of personnel to positions in the organization.

4. Faithful to the merit and fitness principle of the Civil Service Doctrine of the Constitution, and the DepEd's thrust to better serve its learners and stakeholders by continuously improving itself and maintaining organizational performance and health, the Department hereby issues the *Guidelines on the Recruitment, Selection, and Appointment to Higher Teaching Positions* in the Elementary and Secondary levels, including Senior High School (SHS), governing all higher teaching position including the new position titles of Teacher IV, V, VI, VII, and Master Teacher V that are created by virtue of EO No. 174 titled *Establishing the Expanded Career Progression System for Public School Teachers.*

These guidelines are anchored on the standards for teacher quality as defined in DO No. 42, s. 2017 titled *"National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST).* This policy shall provide for a systematic process of recruitment, selection, and appointment to higher teaching positions, upholding the principles of the DepEd MSP in the hiring and promotion of teachers while ensuring expeditious filling-up of higher teaching positions; thereby creating opportunities for career movement and promoting professional growth of teachers. This policy adheres to the Department's thrust on the *Promotion of Professionalism in the Implementation and Delivery of Basic Education Programs and Services* as stipulated in DO 047, s. 2022, as amended, which mandates that all DepEd programs and services, including its recruitment, selection, and placement processes, shall be free from any form of partisan activities. Ultimately, this policy is aimed at ensuring that the organization and its workforce are able to respond to challenges and opportunities of the 21st century with focus on the delivery of quality, accessible, relevant, responsive, and inclusive basic education.

II. Scope

5. This policy provides guidance to Human Resource Management Officers (HRMOs), Human Resource Merit Promotion and Selection Board (HRMPSB), Appointing Officers/Authorities, teacher applicants, and other stakeholders on the systematic process of recruitment, selection, and appointment to natural vacancies in the higher teaching positions in the Elementary and Secondary levels, including SHS, in the Department. It stipulates the basic principles and general policies as well as the specific guidelines, tools, procedures, and criteria that shall govern the entire process from publication to appointment to the following positions:

a. Teacher II, III, IV, V, VI, and VII positions
b. Master Teacher I, II, III, IV, and V positions
c. Special Science Teacher (SST) I positions[1]
d. Special Needs Education Teacher (SNET) I, II, III, IV, and V positions[2]

The complete list of positions covered by these guidelines is listed in ***Annex A***, including the new position titles created pursuant to EO No. 174 and its Implementing Rules and Regulations (IRR). All other higher teaching positions retitled to the positions indicated in Annex A, including those with parenthetical titles, resulting from the implementation of EO No. 174 and all other higher teaching positions that may be created after the issuance of this Order shall be governed by these guidelines, unless otherwise specified in a subsequent issuance.

6. These guidelines shall apply to all applicants who may be qualified to any position vis-à-vis the CSC-approved Qualification Standards (QS).

7. This policy shall exclude the process and criteria for recruitment, selection, and appointment to Teacher I positions. The existing hiring guidelines for Teacher I positions as stipulated in DO 007, s. 2023 titled *Guidelines on the Recruitment, Selection, and Appointment in the Department of Education* shall remain in effect, unless otherwise repealed, modified, or amended by subsequent policies.

This policy shall likewise exclude the process and criteria for reclassification of teaching and school heads positions in the Elementary and Secondary levels. The existing guidelines on the reclassification shall remain in effect, unless otherwise repealed, modified, or amended by subsequent policies.

III. Definition of Terms

8. For purposes of this Order, the following terms are defined and understood as follows:

a. **Accountability** refers to the obligation of DepEd officials and employees to accept responsibility for the selection of employees in adhering to the basic principles stated herein, to explain, clarify, and justify human resource (HR) actions; disclose the results in a transparent manner; and be responsible for one's actions.

b. **Background Investigation** refers to the verification of an applicant's credentials, behaviour, and previous performance, if any, by validating the information and records declared by the applicant in their Personal Data Sheet (PDS) such as contacting their identified reference person/s in their current or previous workplace or through other means/methods.

[1] Shall be retitled to Teacher III, bearing the parenthetical title of Special Science Teacher I pursuant to Section No. 21 and 25 of the IRR of EO No. 174, s. 2022
[2] Shall be retitled to the equivalent Teacher or Master Teacher position, bearing the parenthetical title of the corresponding Special Needs Education Teacher pursuant to Section No. 21 and 25 of the IRR of EO No. 174, s. 2022

c. **Behavioral Events Interview (BEI)** refers to the conduct of direct inquiry with the applicants, focusing on their display of desired behaviour/s when subjected to specific situations or conditions in their previous and/or current workplace. It seeks to determine how past behaviour predicts future performance. It shall be used to validate if key behaviours linked to the required competencies have been exhibited by the applicants.

d. **Bona Fide Resident** refers to an applicant who is a resident for at least six (6) months in the barangay, municipality, city, or province, in that order, where the vacancy exists, as evidenced by the applicant's PDS and Voter's Identification ID or any proof of residency.

e. **Comparative Assessment** refers to the procedure or method of determination of top candidates for possible appointment. It involves the use of multiple evaluation techniques to evaluate the competencies of a qualified applicant vis-à-vis the competencies required by the position to be filled.

f. **Comparative Assessment Result (CAR)** refers to the report prepared by the HRMPSB that shall guide the appointing officer/authority, in the exercise of sound discretion, in selecting, insofar as practicable, the candidate deemed most qualified for appointment. It shall contain the complete list of all candidates for appointment, highlighting the top five (5) ranking candidates based on the total scores obtained from the evaluative assessments.

g. **Competence** refers to the ability to perform tasks efficiently and effectively by exhibiting behaviours that demonstrate the necessary knowledge, skills, and attitude.

h. **Competencies** refer to knowledge, skills, attitudes, and key behaviours that are necessary for the efficient and effective performance of the duties and responsibilities of a position.

i. **Education** refers to the formal or non-formal academic, technical, or vocational studies that enable an applicant to successfully perform the duties and responsibilities of a position.

j. **Eligibility** refers to the result of passing a merit and fitness test which may be determined as far as practicable by competitive examination, or based on highly technical qualifications, or other tests of merit and fitness conducted by the CSC, or other examinations jointly designed and coordinated by the departments or agencies with the assistance of or in coordination with the CSC, and other examinations. For teaching positions, the applicable Eligibility shall be the Professional Regulation Commission's Licensure Examination for Professional Teachers (LEPT).

k. **Equal Opportunity** refers to the non-discrimination principle that allows any applicant within or outside DepEd to apply for a position, irrespective of age, sex, sexual orientation and gender identity, civil status, disability, religion, ethnicity, or political beliefs.

l. **Evaluative Assessment** refers to the multiple evaluation techniques in the determination of competencies of an applicant vis-à-vis the required competencies of the position to be filled.

m. **Experience** refers to the previous jobs in either the government or private sector, whether full-time or part-time, which, as certified by the Human Resource Management Officer (HRMO) or authorized officials of the previous employer, are functionally related to the duties in the Position Description Form (PDF) of the position to be filled.

n. **External Applicant** refers to non-DepEd applicants such as but not limited to teachers from private schools, SUCs/LUCs, and other teaching practitioners in the community.

o. **Fitness** refers to the principle of ensuring that the competencies of an individual match with the competency requirements of a position.

p. **Head of Office** refers to the highest authority within each governance level, as follows:

Governance Level	Head of Office
Central Office	*Secretary*
Regional Office	*Regional Director*
Schools Division Office, schools, and community learning centers (CLC)	*Schools Division Superintendent*

q. **Higher Teaching Positions** refer to teaching positions of Teacher II (SG-12) and above in the Elementary and Secondary levels, including SHS. It shall include those positions with parenthetical title of Special Needs Education Teacher (SNET) and Special Science Teacher (SST) pursuant to Section Nos. 21 and 25 of the IRR of EO No. 174, s. 2022.

r. **Increments Table** refers to the tool that is used in determining the incremental points in education, training, and experience obtained by the applicant that exceeds the minimum qualifications per CSC-approved Qualification Standards.

s. **Initial Evaluation Results (IER)** refer to the report submitted by the HRMO which contains the list of qualified and disqualified applicants vis-à-vis the minimum qualifications required by the position to be filled as indicated in the CSC-approved QS.

t. **Internal Applicant** refers to in-service DepEd teacher applicant who are vying for promotion.

u. **Learning and Development (L&D)** refers to formal or non-formal training courses and human resource development (HRD) interventions, such as but not limited to coaching, mentoring, job rotation, seminars, or workshops, that are part of the applicant's individual/career development plan aligned with existing competency standards or their current tasks and functions.

v. **Management** refers to the leadership, functional guidance, control, and oversight of an organizational unit's people, resource, and/or policy, and the exercise of planning, organizing, directing, and coordinating functions.

w. **Means of Verification** refers to the documents that serve as proof of evidence to verify the attainment of specific qualifications, criteria, or component of evaluative assessment.

x. **Merit** refers to the necessary qualifications and competencies to perform the duties and responsibilities of the position to be filled.

y. **Open Ranking System** refers to the transparent, participative conduct of comparative assessment and evaluation, where applicants are made aware of the processes and corresponding results.

z. **Philippine Professional Standards for Teachers (PPST)** refer to the set of professional standards for teachers that defines teacher quality in the Philippines through well-articulated domains, strands, and indicators that provide measures for professional learning, competent practice, and effective engagement. It sets out clear expectations of teachers in attaining proficiency along well-established career stages from Beginning to Distinguished practice.

aa. **Placement** is the process of assigning a successful candidate to specific unit, location, or workplace.

bb. **Promotion** refers to the advancement of a career employee from one position to another with an increase in duties and responsibilities as authorized by law, and usually accompanied by an increase in salary. Promotion may be from one department or agency to another or from one organizational unit to another within the same department or agency. Provided, however, that any upward movement from the non-career service to the career service and vice versa shall not be considered as a promotion but as reappointment.

cc. **Qualification Standards (QS)** refer to the minimum requirements for positions in the government service in terms of qualifications in Education, Training, Experience, Eligibility, and Competency (if any).

dd. **Reappointment** refers to the issuance of an appointment as a result of reorganization, devolution, salary standardization, re-nationalization, recategorization, rationalization, or similar events. The issuance of appointment from temporary to permanent, career to non-career or vice versa, non-career to another non-career, all of which entails no gap in the service, shall be considered as reappointment. Any upward movement from the non-career service to the career service and vice versa shall not be considered as a promotion but as reappointment.

ee. **Recruitment** refers to the procedure of searching for, attracting, and obtaining applications for employment. The result is a pool of applicants from which possible appointees are selected.

ff. **Rubrics** refer to the scoring guide used to assess the qualifications of applicants based on set evaluative criteria. It usually includes the quality definitions of each criterion at particular levels of attainment and a scoring system.

gg. **Selection** refers to the procedure by which applicants are screened, assessed, and evaluated vis-à-vis the requirements of the position to be filled. The objective is to produce a report on CAR of candidates best suited for appointment.

hh. **System of Ranking Positions (SRP)** refers to the hierarchical arrangement of positions from highest to lowest, which shall be a guide in determining of which position is next-in-rank, taking into consideration the following: a) organizational structure; b) salary grade allocation; c) classification and functional relationship of positions; and d) geographic location.

ii. **Teaching Position** refers to a position that is directly engaged in teaching or in the delivery of instruction in the elementary and secondary levels (junior high school and senior high school), whether on full-time or part-time basis, in schools and Community Learning Centers (CLCs).

jj. **Transparency** refers to the availability to the public of relevant, reliable, and timely information on recruitment, selection, and placement.

9. The following acronyms shall be used throughout this Order to mean:

a. BEI – Behavioural Events Interview
b. BI – Background Investigation
c. BHROD – Bureau of Human Resource and Organizational Development
d. CAR – Comparative Assessment Result
e. CO – Central Office
f. COI – Classroom Observable Indicators
g. COT – Classroom Observation Tool
h. CSC – Civil Service Commission
i. CSC FO – Civil Service Commission Field Office
j. HR – Human Resource
k. HRD – Human Resource Development
l. HRMO – Human Resource Management Officer
m. HRMPSB – Human Resource Merit Promotion and Selection Board
n. IER – Initial Evaluation Results
o. IES – Individual Evaluation Sheet
p. L&D – Learning and Development
q. MOV – Means of Verification
r. MSP – Merit Selection Plan
s. NCOI – Non-Classroom Observable Indicators

t. ORAOHRA – Omnibus Rules on Appointments and Other Human Resource Actions
u. PAF – Portfolio Annotations Form
v. PDS – Personal Data Sheet
w. PR – Performance Rating
x. QS – Qualification Standards
y. RO – Regional Office
z. RSPI – Recruitment, Selection, Placement, and Induction
aa. SDO – Schools Division Office
bb. SDS – Schools Division Superintendent
cc. SG – Salary Grade

IV. Policy Statement

10. The DepEd hereby provides for the set of guidelines that governs the recruitment, selection, and appointment to vacant higher teaching positions in the Elementary and Secondary levels, including SHS, anchored on the competency-based recruitment, selection, and appointment policies of the CSC as adopted by DepEd in its Agency MSP. It operationalizes the DepEd's commitment to hire and retain the right people for the right job at the right time by strictly adhering to the principles of *Merit, Competence, Fitness, Accountability, Transparency,* and *Equal Opportunity.*

V. Procedures

A. Publication and Posting of Vacancies

11. In accordance with the provisions of Republic Act (RA) No. 7041, titled *"An Act Requiring Regular Publication of Existing Vacant Positions in Government Offices, Appropriating Funds Therefor, and for Other Purposes,"* and its Implementing Rules and Regulations (IRR), all vacant higher teaching positions, that are authorized to be filled, together with their corresponding QS and plantilla item numbers, shall be published in the CSC website and posted in at least three (3) conspicuous places in the agency's office for a period of at least 10 calendar days. In addition, the vacancy shall also be required to be posted through other modes, such as but not limited to the DepEd website, newspaper of local and/or national circulation, job search websites, online job portals, social media, and job fairs in order to reach a wider range of applicants and to further promote transparency and equal opportunity of the process.

12. Publication of a vacant position in the CSC website shall be prepared and certified by the HRMO through the submission of Civil Service (CS) Form No. 9, Revised 2018 *(copy attached as **Annex B**)*, along with the list of requirements enumerated in Part V(B) Item 19 of this Order, in electronic and printed copies, to the concerned CSC Field Offices (CSC FO).

13. For SHS teaching positions, the publication for each item number shall include the QS for the particular track/s with identified teacher need based on the teacher need analysis of the Schools Division.

Illustrative example:

No.	*Position Title (Parenthetical Title, if applicable)*	*Plantilla Item No.*	*Salary/ Job/ Pay Grade*	*Monthly Salary*	*Qualification Standards*					*Place of Assignment*
					Education	*Training*	*Experience*	*Eligibility*	*Competency (if applicable)*	
1	*Master Teacher I (Senior High School – Academic Track)*	***OSEC-DECSB-MTCH1-420089-2017***	*18*	*49,015.00*	*Master's degree in relevant strand/subject*	*8 hours of training relevant to the subject area specialization*	*4 years of relevant teaching/ industry work experience*	*Applicants for a permanent appointment: RA 1080 (Teacher); if not RA 1080 eligible, they must pass the LET within the five (5) years after the date of first hiring* *Applicants for a contractual position: None required*		*SHS – SDO Las Piñas*

No.	Position Title (Parenthetical Title, if applicable)	Plantilla Item No.	Salary/ Job/ Pay Grade	Monthly Salary	Qualification Standards					Place of Assignment
					Education	Training	Experience	Eligibility	Competency (if applicable)	
1	*Master Teacher I (Senior High School – Technical Vocational Livelihood Track)*	**OSEC-DECSB-MTCH1-420089-2017**	18	49,015.00	*Bachelor's degree; or completion of technical-vocational course(s) in the area of specialization*	*At least NC* II + TMC** I* **Appropriate to the specialization*	*1 year of teaching experience and 6 months of relevant industry work experience*	*Applicants for a permanent appointment: RA 1080 (Teacher); if not RA 1080 eligible, they must pass the LET within the five (5) years after the date of first hiring* *Applicants for a contractual position:* *None required*		*SHS – SDO Las Piñas*

14. Any incorrect information in the publication of a vacant position (e.g., plantilla item number, position title, or qualification standards) shall be grounds for the disapproval/invalidation of appointments and republication of the vacancy with corrected information.

15. Announcement of vacancy shall be done through the issuance of an official memorandum duly signed by the Schools Division Superintendent (SDS). The same shall be posted in at least three (3) conspicuous physical places and through other modes such as posting it in the official website, among others. The memorandum shall contain the same information specified in CS Form No. 9, and may include additional requirements of the position, such as but not limited to the following information:

a. Position Title (Parenthetical Title, if applicable);
b. Salary/Job/Pay Grade;
c. Monthly Salary;
d. CSC-approved QS;
e. Job Description of the position;
f. Key stage or grade level to be handled;
g. Learning area/subject specialization (including in early grades) such as Kindergarten or Early Childhood Education; Filipino, English, Math, Science, and other subject area specialization; SHS strand and area specialization;
h. Specific program to be handled such as Kindergarten or Early Childhood Education, Alternative Learning System (ALS), Special Education (SpEd), Madrasah, Indigenous People's Education (IPEd);
i. Language/s proficiency requirement;
j. Other specialized skills and qualifications, as may be required by the position to be filled, such as but not limited to proficiency in Filipino Sign Language (FSL)[3], knowledge on the use of assistive technology or special learning aids, among others.
k. Equal Employment Opportunity Clause in adherence to the Equal Opportunity Principle (EOP), which "allows anyone within or outside DepEd to apply for a position, irrespective of age, sex, sexual orientation, gender identity and expression, civil status, disability, religion, ethnicity, and political beliefs.";
l. List of requirements enumerated in Part V(B) Item 19 of this Order, and other documentary requirements for the comparative assessment;
m. Deadline of submission of documentary requirements;
n. Timeline/Schedule of Recruitment and Selection Activities, including prescribed number of days on the release of evaluation results, and Other Instructions; and
o. Protocols and procedures on the adoption of remote modalities on recruitment and selection, as deemed practicable and applicable.

16. The reckoning date of publication or posting shall be the publication or re-publication date reflected in the CSC website. Posting of vacancies through other modes shall be done on the same day of publication or re-publication in the CSC website.

[3] Pursuant to RA 11106 also known as the "Filipino Sign Language Act" and its IRR.

17. The publication of a particular vacant position shall be valid until filled, but not to extend beyond nine (9) months, reckoned from the date of publication or re-publication in the CSC website. Should no appointment be issued within the nine (9)-month period, the SDS, through the HRMO, shall cause the re-publication and re-posting of the vacant position.

18. All other provisions under Part V(A) Publication and Posting of Vacancies of the DepEd Merit Selection Plan and rules and regulations as provided for in CSC MC No. 14, s. 2018 (ORAOHRA), as applicable, shall be strictly adhered to.

B. Submission and Receipt of Application Documents

19. All interested applicants to vacant positions shall submit the following documentary requirements to the respective HRMOs, through the Records Unit or designated sub-committee/s, on or before the deadline indicated in the SDO memorandum:

a. Letter of intent addressed to the SDS containing the following information:
    i. Statement of purpose/expression of interest; and
    ii. Learning area/subject group they intend to teach, if applicable;
b. Duly accomplished PDS *(CSC Form No. 212, Revised 2017)* with Work Experience Sheet;
c. Photocopy of Voter's ID and/or any proof of residency;
d. Photocopy of valid and updated PRC License/ID;
e. Photocopy of Certificate of Board Rating;
f. Photocopy of scholastic/academic record (i.e., Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available);
g. Photocopy of duly signed Service Record or Certificate of Employment, whichever is applicable;
h. Photocopy of latest appointment (for those applying for promotion);
i. Photocopy of certificate/s of relevant specialized trainings or professional development programs, if any;
j. Photocopy of valid Technical Education and Skills Development Authority (TESDA) National Certificate (NC) II,[4] Trainers Methodology Certificate (TMC), if applicable;
k. Photocopy of the required Performance Ratings with **at least Very Satisfactory** rating. (Note: The applicant shall submit at most three (3) performance ratings depending on the performance requirements per Item 25 of this Order. The latest performance rating shall cover one (1) year complete performance rating period in the current position);
l. Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and Data Privacy Consent Form pursuant to RA No. 10173 *(Data Privacy Act of 2012)*, using the attached form ***(Annex C)***, sworn before a public officer authorized to administer oaths pursuant to Section 41 of EO No. 292, as amended by RA No. 6733 and as further amended by RA No. 10755; and
m. Other documents as may be required by the HRMPSB, including but not limited to portfolio for the assessment of identified PPST non-classroom observable indicators.

Online submission of electronic copies of the above enumerated application documents may be allowed provided that the requisites of Section 7(a) of RA No. 8792 or the *"Electronic Commerce Act of 2000,"* whenever applicable, are complied with. Online submission is subject to submission of hard copies upon request for purposes of verification.

20. Individuals who failed to submit complete mandatory documents (Items 19.a to 19.l) on the set deadline indicated in the official memorandum shall not be included in the pool of official applicants. However, non-submission of the additional documentary requirements or those that may be required by the HRMPSB (Item 19.m) shall not warrant exclusion from the pool of official applicants.

[4] at least one level higher than course to be taught in subject to be taught (e.g. NC-III in SMAW to teach SMAW-NC-II) or same level if there is no NC level higher. Exceptions are given to applicants for courses with no National Certificates (e.g. Handicraft courses); applicable only to TVL teacher applicants

21. The applicant assumes full responsibility and accountability for the completeness, authenticity, and veracity of the documents submitted, as evidenced by the Omnibus Sworn Statement (Item 19.l), duly signed by the applicant and sworn before a public officer authorized to administer oaths. The HRMO and/or sub-committee shall check and verify the completeness, authenticity, and veracity of the documents submitted. Any false and fraudulent document submitted shall be grounds for disqualification and shall cause the filing of administrative or criminal case/s against the person concerned.

22. All official applicants in the pool shall be assigned with application code to ensure objectivity and integrity of the process and to protect the identity of the applicants when posting the results.

23. Based on the recommendation of the HRMO, the SDS may designate sub-committee/s in the schools, districts, or offices, as deemed practicable, to assist in the receipt of applications and verification as to the completeness, authenticity, and veracity of the documents submitted.

C. Initial Evaluation of the Qualifications of Applicants

24. **Qualification Standards.** Upon receipt of the applications, the HRMO shall conduct an initial evaluation of the applicants' qualifications vis-à-vis the CSC-approved QS of the position to be filled. Specifically, the HRMO shall assess whether the applicants meet the minimum qualifications in terms of *Education, Experience, Training, Eligibility, and Competency (if applicable)*[5] requirements.

25. **Performance Requirements.** The initial evaluation shall likewise include the determination of the applicant's performance.

a. **Internal applicants.** A rating of at least **Very Satisfactory** in the last rating period covering one (1) year complete performance cycle in the current position shall be required. In addition, internal applicants shall be required to satisfy the set performance requirements of the position applied for, based on at most three (3) rating periods reckoned from the immediately preceding performance cycle completed.

Position Applied For	Classroom Observable Indicators	Non-Classroom Observable Indicators
Teacher II	At least 6 Proficient COIs at Very Satisfactory	At least 4 Proficient NCOIs at Very Satisfactory
Teacher III	At least 12 Proficient COIs at Very Satisfactory	At least 8 Proficient NCOIs at Very Satisfactory
Teacher IV	21 Proficient COIs at Very Satisfactory	16 Proficient NCOIs at Very Satisfactory
Teacher V	At least 6 Proficient COIs at Outstanding	At least 4 Proficient NCOIs at Outstanding
Teacher VI	At least 12 Proficient COIs at Outstanding	At least 4 Proficient NCOIs at Very Satisfactory; and 4 Proficient NCOIs at Outstanding
Teacher VII	At least 18 Proficient COIs at Outstanding	At least 6 Proficient NCOIs at Very Satisfactory; and 6 Proficient NCOIs at Outstanding
Master Teacher I	21 Proficient COIs at Outstanding	8 Proficient NCOIs at Very Satisfactory; and 8 Proficient NCOIs at Outstanding
Master Teacher II	At least 10 Highly Proficient COIs at Outstanding	At least 5 Highly Proficient NCOIs at Very Satisfactory; and 5 Highly Proficient NCOIs at Outstanding
Master Teacher III	21 Highly Proficient COIs at Outstanding	8 Highly Proficient NCOIs at Very Satisfactory; and 8 Highly Proficient NCOIs at Outstanding
Master Teacher IV	At least 10 Distinguished COIs at Outstanding	At least 5 Distinguished NCOIs at Very Satisfactory; and 5 Distinguished NCOIs at Outstanding
Master Teacher V	21 Distinguished COIs at Outstanding	8 Distinguished NCOIs at Very Satisfactory; and 8 Distinguished NCOIs at Outstanding

[5] Applicable only upon issuance of a CSC Resolution that includes the Competency component in the QS. Otherwise, the existing QS which are composed of Education, Experience, Training, Eligibility components shall suffice and remain in effect.

Illustrative example 1:

Date of assessment:	*August 2, 2025*
Vacant position:	*Master Teacher I*
Performance requirements:	*21 Proficient COIs at Outstanding* *8 Proficient NCOIs at VS, and* *8 Proficient NCOIs at Outstanding*
Number/s of performance ratings required to meet the performance requirements:	*Three (3) IPCRFs from SY 2024-2025, SY 2023-2024, SY 2022-2023 showing 37 PPST indicators*

Illustrative example 2:

Date of assessment:	*August 2, 2025*
Vacant position:	*Teacher III*
Performance requirements:	*At least 12 Proficient COIs at VS* *At least 8 Proficient NCOIs at VS*
Number/s of performance ratings required to meet the performance requirements:	*IPCRF from SY 2024-2025 showing* *6 Proficient COIs at VS and* *5 Proficient NCOIs at VS; and* *IPCRF from SY 2023-2024 showing* *7 Proficient COIs at VS and* *6 Proficient NCOIs at VS*

b. **External applicants and other non-teacher applicants.** Comparable performance requirements shall be required for external applicants and non-teacher applicants such as school heads, teachers-in-charge, related-teaching and non-teaching personnel, and such other applicants who are not using the existing PPST-based IPCRF of teachers. A sustained performance of at least **Very Satisfactory** in the current and previous position/s shall be required; provided that the latest performance rating covering one (1) year complete performance rating period is obtained in the current or latest position. If the performance rating is semestral or quarterly, one (1) year performance is equivalent to two (2) or four (4) performance ratings, respectively.

Consistent with the Experience requirement in the QS, the performance requirements for external applicants shall be as follows:

Position	Performance Requirement
Teacher II SNET II	At least VS in the latest rating period covering one (1) year complete performance cycle
Teacher III SNET III	At least VS in the last two (2) immediately preceding rating periods, each covering one (1) year complete performance cycle
Teacher IV, V, VI, VII Master Teacher I, II, III, IV, V SNET IV, V	At least VS in the last three (3) immediately preceding rating periods, each covering one (1) year complete performance cycle
SST I and SNET I *(entry level of the job group)*	None

26. The HRMO shall prepare and submit a duly signed Initial Evaluation Results (IER) *(see prescribed template in **Annex D-1**)* to the HRMPSB for deliberation. The IER shall contain, among others, the basic information of the applicants, actual qualifications based on submitted credentials, and a remark on whether the applicants meet the minimum qualifications per CSC-approved QS and performance requirements. The IER shall be comprised of two (2) lists of applicants:

a. **Qualified (Q)** refers to those who meet *both* the minimum qualifications and performance requirements of the position to be filled; and

b. **Disqualified (DQ)** refers to those who do not meet the minimum qualifications and/or performance requirements of the position to be filled.

27. The HRMO may consult or seek the advice of the HRMPSB in exceptional cases wherein the HRMO perceives the need for a collegial decision such as but not limited to the relevance of the applicants' education, training, or experience to the position to be filled; provided that the HRMO maintains and assumes full responsibility and accountability for the final results of the initial evaluation.

28. A copy of the IER shall be posted by the HRMO in at least three (3) conspicuous physical places, concealing the applicants' personal information in accordance with RA No. 10173 or the *"Data Privacy Act"* and its IRR, and other related issuances of the National Privacy Commission. The only information that shall be made public are the application codes, qualifications of the applicants in terms of Education, Training, Experience, Eligibility, Competency (if applicable), and Performance, and remark on whether *Qualified* or *Disqualified.*

29. The HRMO shall likewise notify all applicants of the results of the initial evaluation through a written notice served through official communication channels, such as but not limited to personal service, postal mail, courier service, or electronic mail using the official e-mail account of the office, official social media accounts, and other means of communication that can be verified, recorded, and preserved. Telephone calls and short messaging services may be used only to accompany the aforementioned official communication channels.

Official communications to *Qualified* and *Disqualified* applicants shall use the prescribed templates attached in this Order as Letter to Qualified Applicants ***(Annex E-1)*** and Letter to Disqualified Applicants ***(Annex F-1)***, respectively.

30. Based on the recommendation of the HRMO, the SDS may designate sub-committee/s in the districts, or SDO, as deemed practicable, to assist the HRMO in the conduct of initial evaluation. The sub-committee/s, however, shall only serve as an assistorial body. The HRMO shall maintain full responsibility and accountability in the results of the initial evaluation, and therefore, shall be responsible in responding to queries and complaints pertaining to the initial evaluation vis-à-vis the QS.

D. Comparative Assessment of Applicants

31. Upon receipt of the report of the HRMO on the IER, the HRMPSB shall convene and screen the *Qualified* applicants through the conduct of Evaluative Assessments which, based on the principles of merit and fitness, are meant to assess the competencies of applicants vis-à-vis the required competencies of the position to be filled. Consistent with the CSC ORAOHRA, the deliberation of the HRMPSB shall not be made earlier than 10 calendar days reckoned from the date of publication or re-publication on the CSC website.

32. Consistent with the provision of Section 90 of DO 19, s. 2022, a special HRMPSB for all teaching positions with the following composition shall be created:

Governance Level	SPECIAL HRMPSB (Teaching Position)
Schools Division Office; and School	*Chairperson:* *a. Assistant Schools Division Superintendent* *Members:* *b. Chief of the Curriculum Implementation Division* *c. School Head where the vacancy exists* *d. Administrative Officer V for the Administrative Services Section* *e. Administrative Officer IV (HRMO)* *f. Representative of accredited employee's union/association belonging to the teaching group* *Secretariat:* *Selected personnel from HR/Administrative Services Section as designated by the HRMPSB Chair*

33. A majority of the HRMPSB shall constitute a quorum, provided that the Chairperson is present.

34. During the comparative assessment, HRMPSB shall observe the following:

a. Convene the applicants in a group to witness the paper evaluation;
b. Evaluate and compute the points for Education, Training (in hours), Experience (in years), and Performance Rating of applicants using the rubrics provided in this Order;
c. Assess, deliberate, and rate the applicants' competencies on the Classroom Observable Strands/Indicators through the conduct of classroom observation following the rubrics and protocols provided in this Order;
d. Assess the applicants' competencies on the Non-Classroom Observable Strands/Indicators through the assessment of portfolio annotations and BEI in accordance with the rubrics and protocols provided in this Order;
e. Conduct other appropriate evaluative assessments, as may be necessary, such as but not limited to Written Examinations (WE) and Skills or Work Sample Tests (S/WST) to assess the potential, characteristics or traits, and fitness (i.e., Job Fit, Location Fit, and Organizational Fit);
f. Adopt the use of online platforms and other remote modalities and alternative strategies in the conduct of paper evaluation, classroom observation/demonstration teaching, administration of the tests and examinations, BEI, meetings and deliberations, among others, as may be necessary;
g. Inform the individual applicant of the results of the deliberation using the prescribed template of the IES, wherein the applicant affixes their signature to signify their knowledge of and conformity to the process undertaken and the points given to them;
h. Prepare and submit a duly signed results of the comparative assessment to the appointing officer/authority within seven (7) calendar days after all the applicants have been assessed.

35. An Open Ranking System shall be adopted to ensure transparency in the process and results of the comparative assessment wherein applicants or subset of applicants are present to witness the actual evaluation for which the scores of all applicants present thereat shall be disclosed to all attendees. Each applicant shall also be given an opportunity to ask questions and seek clarifications on the results of their individual assessment and acknowledge their individual results during the open ranking. Upon receipt of the individual results, applicants shall affix their signature on their Individual Evaluation Sheet (IES) *(see prescribed template in **Annex G-2**).*

The duly signed IES shall serve as acknowledgement that the applicant has undergone the application and assessment process based on these guidelines and that the results of the individual assessment have been discussed with the concerned applicant. The IES shall not, in any case, preclude the applicant from filing a protest relative to their application.

36. In the event when face-to-face conduct of the comparative assessment and/or open ranking is not feasible, the HRMPSB may adopt the use of online platforms and other remote modalities and alternative strategies, as deemed practicable and applicable, in the conduct of open ranking, paper and portfolio evaluation, classroom observation/demonstration teaching, Behavioral Events Interview (BEI), and other examinations, if any, and HRMPSB meetings and deliberations. Protocols and procedures on the adoption of remote modalities shall be detailed in the SDO memorandum. Applicants may also be allowed to submit an electronic or scanned copy of their signed IES.

37. Any issue on the comparative assessment shall be resolved by the HRMPSB prior to the submission of the results of the comparative assessment.

38. The HRMPSB Secretariat shall document the process of comparative assessment using the Minutes of Deliberation *(see prescribed template in **Annex H**)*. Any appeal, if any, pertaining to the individual results as well as the HRMPSB's response, resolution, or action shall be reflected in the documentation. In the event that an applicant fails or refuses to sign the IES, the official Minutes of Deliberations shall indicate such fact and it shall suffice to establish the integrity of the assessment process.

39. Upon establishment of the Comparative Assessment Results (CAR) ***(Annex I-2)*** by the HRMPSB, the HRMO shall post the CAR in at least three (3) conspicuous physical places in DepEd offices and schools concerned, concealing the applicants' personal information in accordance with the Data Privacy Act. The only information that shall be made public are the assigned application codes, corresponding scores obtained by the applicant in each criterion, total scores, and remarks.

All applicants shall likewise be notified of the comparative assessment results through official communication channels, such as but not limited to formal written communications, electronic mail using the official e-mail account of the office, official social media accounts, and other means of communication that can be verified, recorded, and preserved. Telephone calls and short messaging services may be used only to accompany the aforementioned official communication channels.

40. Based on the recommendation of the HRMPSB, the SDS may designate sub-committee/s in the districts, or offices, as deemed practicable, to assist the HRMPSB in the process of comparative assessment. The sub-committee/s, however, shall only serve as an assistorial body. The HRMPSB shall maintain full responsibility and accountability in the results of the comparative assessment, and therefore, shall be responsible in responding to queries and complaints pertaining to the comparative assessment.

Criteria and Point System for Comparative Assessment

41. The selection and assessment of teacher applicants for higher teaching positions shall be based on the following criteria:

a. **Education** units and/or degree that exceed the minimum qualification requirements as defined in the CSC-approved QS which shall be relevant to the position to be filled shall be given corresponding points;
b. **Learning and Development (L&D) or Training** hours that exceed the minimum qualification requirements as defined in the CSC-approved QS, acquired after the last promotion but within the last five (5) years. Only L&D or training in curriculum, pedagogy, and/or in relevant subject, learning area specialization, or strand, such as but not limited to relevant NEAP-recognized professional development programs and courses, shall be given corresponding points;

c. **Experience** in teaching that exceeds the minimum number of months/years as defined in the CSC-approved QS shall be given corresponding points. For SHS, relevant industry and/or work experience may be considered;
d. **Performance** in the latest rating period covering one (1) year complete performance cycle in the current position with at least VS rating;
e. **PPST Classroom Observable Indicators (COI)** measured through Classroom Observation/Demonstration Teaching; and
f. **PPST Non-Classroom Observable Indicators (NCOI)** measured through the Assessment of Portfolio Annotations and BEI.

42. The weight allocation or point system for each criterion is detailed in Table 1.

Table 1. Point System for Comparative Assessment

Criteria	Maximum Points Possible
a. Education	10
b. Training	10
c. Experience	10
d. Performance	30
e. PPST COIs *(Classroom Observation)*	25
f. PPST NCOIs *(Portfolio Annotations and BEI)*	15
Total	**100**

Rubrics for Computation of Points per Criterion

43. **Education, Training, and Experience (ETE).** The points for ETE, corresponding to the applicant's qualifications exceeding the QS, shall be computed using the Increments Table (Table 2.a, 2.b, 2.c) and the Rubrics for Computation of Points for ETE (Table 3). Only those qualifications that are relevant to the position to be filled shall be given points.

Table 2.a. Increments Table – Education

Qualification Level	Range	
	From	To
1	Can Read and Write	Elementary Level Education
2	Elementary Graduate	Junior High School Level Education High School Level Education (old curriculum)
3	Competed Junior High School (K to 12)	Senior High School Level Education
4	Senior High School Graduate (K to 12) High School Graduate (old curriculum)	Less than 2 years of College
5	Competed 2 years in College	Less than a Bachelor's Degree but completed more than 2 years in College
6	Bachelor's Degree	Less than 6 Units earned towards the completion of a Masters Degree
7	6 Units earned towards the completion of a Masters Degree	Less than 9 Units earned towards the completion of a Masters Degree
8	9 Units earned towards the completion of a Masters Degree	Less than 12 Units earned towards the completion of a Masters Degree
9	12 Units earned towards the completion of a Masters Degree	Less than 15 Units earned towards the completion of a Masters Degree
10	15 Units earned towards the completion of a Masters Degree	Less than 18 Units earned towards the completion of a Masters Degree
11	18 Units earned towards the completion of a Masters Degree	Less than 21 Units earned towards the completion of a Masters Degree
12	21 Units earned towards the completion of a Masters Degree	Less than 24 Units earned towards the completion of a Masters Degree
13	24 Units earned towards the completion of a Masters Degree	Less than 27 Units earned towards the completion of a Masters Degree
14	27 Units earned towards the completion of a Masters Degree	Less than 30 Units earned towards the completion of a Masters Degree
15	30 Units earned towards the completion of a Masters Degree	Less than 33 Units earned towards the completion of a Masters Degree
16	33 Units earned towards the completion of a Masters Degree	Less than 36 Units earned towards the completion of a Masters Degree
17	36 Units earned towards the completion of a Masters Degree	Less than 39 Units earned towards the completion of a Masters Degree
18	39 Units earned towards the completion of a Masters Degree	Less than 42 Units earned towards the completion of a Masters Degree
19	42 Units earned towards the completion of a Masters Degree	Less than Complete Academic Requirements completed towards the completion of a Masters Degree
20	Complete Academic Requirements completed towards a Masters Degree	Less than an awarded Masters Degree
21	Masters Degree	Less than 3 Units earned towards the completion of a Doctorate
22	3 Units earned towards the completion of a Doctorate	Less than 6 Units earned towards the completion of a Doctorate
23	6 Units earned towards the completion of a Doctorate	Less than 9 Units earned towards the completion of a Doctorate
24	9 Units earned towards the completion of a Doctorate	Less than 12 Units earned towards the completion of a Doctorate
25	12 Units earned towards the completion of a Doctorate	Less than 15 Units earned towards the completion of a Doctorate
26	15 Units earned towards the completion of a Doctorate	Less than 18 Units earned towards the completion of a Doctorate
27	18 Units earned towards the completion of a Doctorate	Less than 21 Units earned towards the completion of a Doctorate
28	21 Units earned towards the completion of a Doctorate	Less than 24 Units earned towards the completion of a Doctorate
29	24 Units earned towards the completion of a Doctorate	Less than Complete Academic Requirements completed towards the completion of a Doctorate
30	Complete Academic Requirements completed towards a Doctorate	Less than an awarded Doctorate
31	Doctorate	

Table 2.b. Increments Table – Training

Qualification Level	Range	
	From	To
1	0 hours	Less than 8 hours
2	8 hours	Less than 16 hours
3	16 hours	Less than 24 hours
4	24 hours	Less than 32 hours
5	32 hours	Less than 40 hours
6	40 hours	Less than 48 hours
7	48 hours	Less than 56 hours
8	56 hours	Less than 64 hours
9	64 hours	Less than 72 hours
10	72 hours	Less than 80 hours
11	80 hours	Less than 88 hours
12	88 hours	Less than 96 hours
13	96 hours	Less than 104 hours
14	104 hours	Less than 112 hours
15	112 hours	Less than 120 hours
16	120 hours	Less than 128 hours
17	128 hours	Less than 136 hours
18	136 hours	Less than 144 hours
19	144 hours	Less than 152 hours
20	152 hours	Less than 160 hours
21	160 hours	Less than 168 hours
22	168 hours	Less than 176 hours
23	176 hours	Less than 184 hours
24	184 hours	Less than 192 hours
25	192 hours	Less than 200 hours
26	200 hours	Less than 208 hours
27	208 hours	Less than 216 hours
28	216 hours	Less than 224 hours
29	224 hours	Less than 232 hours
30	232 hours	Less than 240 hours
31	240 hours	or more

Table 2.c. Increments Table – Experience

Qualification Level	Range	
	From	To
1	None	Less than 6 months
2	6 months	Less than 1 year
3	1 year	Less than 1 year 6 months
4	1 year 6 months	Less than 2 years
5	2 years	Less than 2 years 6 months
6	2 years 6 months	Less than 3 years
7	3 years	Less than 3 years 6 months
8	3 years 6 months	Less than 4 years
9	4 years	Less than 4 years 6 months
10	4 years 6 months	Less than 5 years
11	5 years	Less than 5 years 6 months
12	5 years 6 months	Less than 6 years
13	6 years	Less than 6 years 6 months
14	6 years 6 months	Less than 7 years
15	7 years	Less than 7 years 6 months
16	7 years 6 months	Less than 8 years
17	8 years	Less than 8 years 6 months
18	8 years 6 months	Less than 9 years
19	9 years	Less than 9 years 6 months
20	9 years 6 months	Less than 10 years
21	10 years	Less than 10 years 6 months
22	10 years 6 months	Less than 11 years
23	11 years	Less than 11 years 6 months
24	11 years 6 months	Less than 12 years
25	12 years	Less than 12 years 6 months
26	12 years 6 months	Less than 13 years
27	13 years	Less than 13 years 6 months
28	13 years 6 months	Less than 14 years
29	14 years	Less than 14 years 6 months
30	14 years 6 months	Less than 15 years
31	15 years	or more

Table 3. Rubrics for Computation of Points for Education, Training, and Experience

Weight Allocation	Education		Training		Experience	
	Range	**Points**	**Range**	**Points**	**Range**	**Points**
Education: 10 points *Training: 10 points* *Experience: 10 points*	10 or more increments	10	10 or more increments	10	10 or more increments	10
	8-9 increments	8	8-9 increments	8	8-9 increments	8
	6-7 increments	6	6-7 increments	6	6-7 increments	6
	4-5 increments	4	4-5 increments	4	4-5 increments	4
	2-3 increments	2	2-3 increments	2	2-3 increments	2

Illustrative example:

Vacant position: ***Master Teacher I (SHS – Academic Track and Core Subjects) – SG 18***

Qualification Standards per CSC-approved QS

Education : Master's degree in relevant strand/subject
Training : 12 hours of training relevant to the subject area specialization
Experience : 4 years of relevant teaching/industry work experience

a. Based on the minimum QS of the position to be filled, the HRMPSB shall determine the baseline level for computing the points for ETE using the Increments Table as shown in Table 2.a, 2.b, and 2.c.

Minimum requirement per CSC-approved QS for Master Teacher I (SHS – Academic Track and Core Subjects)		***Corresponding Level based on Increments Table***
Education	*Master's degree in relevant strand/subject*	*Level 21 (based on Table 2.a)*
Training	*12 hours of training relevant to the subject area specialization*	*Level 2 (based on Table 2.b)*
Experience	*4 years of relevant teaching/ industry work experience*	*Level 9 (based on Table 2.c)*

For purposes of determining the baseline level, any professional or specialization units as may be required in addition to any non-Education degree shall be considered equivalent to a Bachelor's degree in Education (e.g. Bachelor's degree plus 18 professional units in Education with appropriate major = Level 6 based on Table 2.a). Additional professional and specialization units taken to earn the equivalent Education degree (i.e., BEEd, BSEd) shall not correspond to units towards the completion of a Master's degree.

b. After determining the baseline level, the HRMPSB shall compute for the increments of the applicant's actual qualifications based on the submitted documentary requirements. *Increment* shall refer to the difference between the applicant's actual qualification level and the corresponding level of the minimum (baseline) QS requirement of the position to be filled.

Only qualifications that are relevant to the position to be filled and which exceed the minimum (baseline) QS requirements of the position shall be given points.

Illustrative example:

Computation of increments based on actual Education qualification of Applicant A:

Education Qualification of Applicant A	***Increments from minimum (or baseline) QS requirements using Increments Table 2.a (Education)***
Bachelor of Secondary Education (BSEd) *Master of Science in Statistics* *12 units for a Doctoral degree in Statistics*	*Using Table 2.a, the corresponding **level** of Applicant A's Education qualification (12 units for a Doctoral degree in Education) is at **Level 25**.* *The number of increments for Applicant A's Education qualifications shall be computed by subtracting the minimum QS level (Level 21) from the applicant's qualification level (Level 25), as illustrated below:* *Applicant's Education level – QS level = Increment* ***25 – 21 = 4 increments***

Computation of Increments based on actual Training qualification of Applicant A:

Training Qualification of Applicant A	***Increments from minimum (or baseline) QS requirements using Increments Table 2.b (Training)***
24 hours training on curriculum contextualization or localization and lesson planning (January 27 to 29, 2021) *24 hours training on Financial Literacy (August 5 to 7, 2020)* *40 hours National Training of Trainers of Grade 11 Science and Mathematics for the K-12 Enhanced Basic Education Program (December 9 to 13, 2019)*	*The cumulative hours of the relevant training/L&D, which are acquired within the last 5 years, shall be considered for the counting of Increments.* *In the case of Applicant A, the 24 hours training on curriculum contextualization or localization and lesson planning conducted on January 27 to 29, 2021 and the 40 hours National Training of Trainers of Grade 11 Science and Mathematics for the K-12 Enhanced Basic Education Program conducted on December 9 to 13, 2019 shall be considered. Using Table 2.b, the corresponding **level** of Applicant A's Training qualification (a total of 64 hours) is at **Level 9**.* *The number of increments for Applicant A's Training qualifications shall be computed by subtracting the minimum QS level (Level 2) from the applicant's qualification level (Level 9), as illustrated below:* *Applicant's Training level – QS level = Increment* ***9 – 2 = 7 increments***

Computation of Increments based on actual Experience qualification of Applicant A:

Experience Qualification of Applicant A	***Increments from minimum (or baseline) QS requirements using Increments Table 2.c (Experience)***
Barangka National High School– SHS Teacher III – June 1, 2016 to present	*Only those experience relevant to the position to be filled shall be considered in the computation of increments. Relevant experience shall be reckoned from the date of first day of service.* *In the case of Applicant A, the relevant experience (June 1, 2016 to present) is 5 years and 1 month. Using Table 2.c, the corresponding **level** of Applicant A's Experience qualification (5 years and 1 month) is at **Level 11**.* *The number of increments for Applicant A's Experience qualifications shall be computed by subtracting the minimum QS level (Level 9) from the applicant's qualification level (Level 11), as illustrated below:* *Applicant's Experience level – QS level = Increment* ***11 – 9 = 2 increments*** *Note: Applicant A's date of first day as SHS Teacher III: **June 01, 2016*** *The date of HRMPSB assessment/Open Ranking System: **July 01, 2021***

c. After computing the number of increments from the minimum (baseline) QS requirement, the corresponding points earned by the applicant for ETE shall be determined using Table 3 *(Rubrics for Computation of Points for Education, Training, and Experience).*

Illustrative example:

Using Table 3 and based on the number of increments earned by Applicant A, the computation of points for ETE is as follows:

Qualification Standards			***Qualification of the Applicant***			***Computation of Points based on Increments Table and ETE Rubrics***			***Total number of points for ETE***
Education	***Training***	***Experience***	***Education***	***Training***	***Experience***	***Education***	***Training***	***Experience***	
Master's degree in relevant strand/subject	*12 hours of training relevant to the subject area specialization*	*4 years of relevant teaching/ industry work experience*	*12 units for a Doctoral degree in Education*	*24 hours training on curriculum contextualization or localization and lesson planning (January 27-29, 2021)* *40 hours National Training of Trainers of Grade 11 Science and Mathematics for the K-12 Enhanced Basic Education Program (December 9 - 13, 2019)*	*Barangka National High School– SHS Teacher III – June 1, 2016 to present*	*4 increments* *Based on Table 3: 4-5 increments* ***= 4 points (out of 10)***	*7 increments* *Based on Table 3: 6-7 increments* ***= 6 points (out of 10)***	*2 increments* *Based on Table 3: 2-3 increments* ***= 2 points (out of 10)***	***12 points (out of 30)***

d. Meeting the minimum (baseline) QS requirements for Education, Training, and Experience shall be given zero (0) points.

e. The following general guidelines shall be observed in giving corresponding points to relevant Education, Training, and Experience qualifications:

   i. Education units and/or degrees in multiple or different majors may be given corresponding points on a cumulative basis; provided, that the units and/or degrees earned are relevant to the position applied for; provided further, that the subjects completed are not duplicated.

   ii. Relevant training hours earned from digital/virtual/online learning may be considered, subject to the conditions prescribed in CSC Memorandum Circular (MC) No. 3, s. 2021 *(General Guidelines on Digital/Online Learning in the Public Sector).*

   iii. TESDA National Certification (NC) II and Trainers Methodology (TM) Certificate may be considered for non-TVL applicants; provided that the skills acquired from the training are relevant to the work, duties, and responsibilities of teachers.

   iv. For TVL, relevant training hours may include those earned on top of the TESDA NC II and/or TM Certificate as may be required by the QS.

   v. Relevant experience gained from part-time work of at least four (4) hours per day may be considered; provided, that the appropriate Certificate of Employment is submitted with details on the actual number of hours rendered. For purposes of giving points, the months or years of relevant experience submitted shall be transmuted to the equivalent months or years of experience based on the CSC-required eight (8)-hour per day workday or 40-hour per workweek.

   vi. Relevant experience gained from abroad or outside the Philippines may be considered provided that the applicant submits a Certificate of Employment with proper authentication of foreign documents in accordance with the Memorandum of the International Cooperation Office dated 5 August 2019 with the subject *"Apostille Convention Takes Effect in the Philippines on 14 May 2019"*. Those documentary requirements written in languages other than English or Filipino shall be accompanied by a complete English translation.

f. Applicable provisions under Rule VIII Part I to IV of the CSC ORAOHRA shall apply in the appreciation of relevant Education, Training, and Experience qualifications and giving of points to ETE credentials.

44. **Performance.** Performance refers to the assessment of how tasks, duties, and responsibilities are carried out or accomplished by the applicant as evidenced by duly-signed performance appraisal document.

a. **Internal applicants.** The Results-Based Performance Management System (RPMS) Individual Performance Commitment and Review Form (IPCRF) rating of at least Very Satisfactory in the latest rating period covering one (1) year complete performance cycle shall be required. The points for performance shall be computed as follows:

$$Points_{(Performance)} = \frac{x}{5} \times WA_{(Performance)}$$

Where:
x = Performance Rating reflected in the IPCR Form
5 = Highest possible performance rating in DepEd RPMS
WA = Weight Allocation for Performance (30 points)

Illustrative example:
x = 4.356
WA = 30

$$Points_{(Performance)} = \frac{4.356}{5} \times 30 = 26.136 \text{ points}$$

b. **External applicants and other non-teacher applicants.** A performance rating of at least Very Satisfactory shall be required. If the performance rating is semestral or quarterly, one (1) year performance is equivalent to (2) or four (4) performance ratings, respectively. For external applicants whose performance are measured using adjectival ratings (e.g. *[1] Below Expectation; [2] Needs Improvement; [3] Good; [4] Strong; [5] Role Model)* which are aligned with the five (5)-point rating scale of the RPMS, the midpoint value of the RPMS rating (Table 4) equivalent to the adjectival rating shall be used as the applicant's performance rating *(x)*. The Certificate of Rating must be supported with the Performance Evaluation Tool.

Table 4. Midpoint Value of the RPMS Rating

RPMS Rating Scale	Midpoint Value
Outstanding 4.500-5.000	4.75
Very Satisfactory 3.500-4.499	3.995
Satisfactory 2.500-3.499	2.995
Unsatisfactory 1.500-2.499	1.995
Poor Below 1.499	0.7495

For external applicants whose performance are measured using other numerical or adjectival rating systems with scales that are not aligned with the five (5)-point rating scale of the RPMS, the HRMPSB shall develop a recalibration system that transmutes the performance rating to the corresponding points comparable to the existing rubrics of the RPMS.

Non-submission of performance rating/s for any reason that are not within the prerogative of the Department (e.g. issues with previous employer and/or personal reasons) shall warrant zero (0) points for Performance criterion. No alternate measure shall be considered in the absence of the applicable performance rating.

45. **Classroom Observable Indicators (COI).** The teachers' demonstration of COIs shall be assessed through the conduct of the classroom observation using the Classroom Observation Tool (COT), focusing on the following COT Rubric Levels to capture good performance in the corresponding PPST career stage:

- COT Rubric Levels 2 to 6 (Beginning towards Proficient) shall be used in assessing applicants to the following positions:
    - Teacher II and III
    - SST I
- COT Rubric Levels 3 to 7 (Proficient) shall be used in assessing applicants to the following positions:
    - Teacher IV, V, VI, and VII
    - SNET I, II, III, and IV
- COT Rubric Levels 4 to 8 (Highly Proficient) shall be used in assessing applicants to the following positions:
    - Master Teacher I and II
    - SNET V
- COT Rubric Levels 5 to 9 (Distinguished) shall be used in assessing applicants to the following positions:
    - Master Teacher III, IV, and V

a. *The Classroom Observable Indicators (COI).* The selected COIs indicated in this Order shall constitute the classroom observable indicators for the selection and appointment of teachers, unless otherwise modified by subsequent issuances.

Table 5. PPST Classroom Observable Indicators

Career Stage 1-2 (Beginning towards Proficient)		**Career Stage 2** (Proficient)				**Career Stage 3** (Highly Proficient)		**Career Stage 4** (Distinguished)		
T II	**T III**	**T IV**	**T V**	**T VI**	**T VII**	**MT I**	**MT II**	**MT III**	**MT IV**	**MT V**
1.1.2	1.1.2	1.1.2	1.1.2	1.1.2	1.1.2	1.1.3	1.1.3	1.1.4	1.1.4	1.1.4
1.5.2	1.5.2	1.5.2	1.6.2	1.3.2	2.5.2	2.5.3	1.4.3	2.1.4	1.4.4	1.5.4
2.4.2	1.7.2	2.6.2	2.3.2	2.2.2	3.1.2*	3.1.3*	2.3.3	3.1.4*	2.4.4	2.4.4
3.1.2*	3.2.2*	3.1.2*	3.2.2*	3.1.2*	4.5.2	4.1.3	3.2.3*	4.5.4	3.2.4*	3.1.4*
5.3.2	4.1.2	4.1.2	5.3.2	4.5.2	5.3.2	5.1.3	5.1.3	5.3.4	5.1.4	4.1.4

**May be replaced with COI from Strands 3.2, 3.3, 3.4, 3.5 that is appropriate to the Career Stage, whichever is applicable based on the classroom context of the teacher-applicant (Madrasah, SpED, IPEd, etc.).*

b. *The Classroom Observation Tools and Forms.* The following assessment tools and forms are designed to facilitate the assessment of applicant's demonstration of the classroom observable indicators. These forms can be accessed through this link: https://bit.ly/AnnexesRSAHigherTeaching.

i. **COT Rubric *(Annex J)*** refers to the rubric by which the applicant's teaching performance is measured against the identified classroom observable indicators for each teaching position.

ii. **Observation Notes Form *(Annex K)*** is used by the observer to record specific observations and comments on the teaching performance of the applicant.

iii. **Rating Sheet *(Annex L)*** is used by each observer to indicate the rating/level attained by the applicant in each of the COIs.

iv. **Inter-Observer Agreement Form *(Annex M)*** is used to indicate the final rating for each COI during the Inter-Observer Agreement Exercise.

c. *Classroom Observation Protocols.* Members of the HRMPSB and/or sub-committee designated as observers shall ensure that all the steps in classroom observation protocols detailed below are judiciously followed.

General Guidelines:

i. The designation of sub-committee/s for the conduct of classroom observations shall take into consideration their understanding and knowledge of the PPST COIs, the recruitment and selection process, and the specific protocols on the conduct of classroom observations. They shall be comprised of trained COT assessors/observers with expertise on the learning areas/subject specialization being observed (e.g., Master Teachers in higher ranks than the position to be filled, Head Teachers, School Heads, Public School District Supervisors, Education Program Specialists/ Supervisors).
ii. There shall be two (2) to three (3) observers who will conduct the classroom observation. Observers must not be related to the applicant within the third degree of consanguinity or affinity.
iii. Classroom observations shall be done in an actual classroom setting with learners.
iv. In the event when an in-person/face-to-face conduct of the classroom observation is not feasible, the conduct of an online observation may be allowed, provided that the classroom observation protocols are observed.

Pre-observation:

i. The applicant shall submit a copy of their lesson plan and instructional materials based on the identified indicators for the position applied for, for review and reference of the observers.
ii. The sub-committee/observers shall discuss and agree on the appropriate indicator under Domain 3 should be used for assessment of each applicant based on their specific classroom context.
iii. The observers shall review the COT Rubric and the forms to be accomplished (i.e., Observation Notes Form, Rating Sheet, and Inter-Observer Agreement Form) prior to the actual conduct of the classroom observation,
iv. The observers shall review and familiarize themselves with the lesson plan prepared by the applicant.

Actual observation:

i. The applicants shall be observed for the entire class period in reference to the submitted lesson plan.
ii. Only the Observation Notes Form shall be brought and accomplished by the observers during the actual observation. The observers shall record in the Observation Notes Form their comments and observations on the applicant's performance.

Post observation:

i. The Rating Sheet shall be accomplished individually by each observer after the actual observation. *(Note: Only the teaching demonstration shall be rated. The lesson plan and instructional materials submitted to the observers shall only serve as reference.)*
ii. Observers shall put on record under "Other Comments" of the Rating Sheet and Inter-Observer Agreement Form when the applicant's demonstration of any COI falls below the desired rating of 5 for Teacher II and III; 6 for Teacher IV to TVII; 7 for Master Teacher I and II; 8 for Master Teacher III to V.
iii. Only the subject specialist/s shall rate Indicator 1.
iv. An Inter-Observer Agreement Exercise shall be done, whereby all observers discuss their reasons for the rating in each indicator. In case of different ratings, the observers shall come up with a final rating, which is **NOT** an average of their individual ratings, but a rating based on their **reasoned and consensual judgment**.

d. *Computation of Points for the COI criterion.* The points for the PPST COIs shall be computed as follows:

$$\textbf{Points}_{(COI)} \quad \frac{\textbf{COT rating}}{\textbf{Highest Possible COI Score}} \times \textbf{WA}_{(COI)}$$

Where:
COT rating = Applicant's final rating obtained as reflected in the COT Inter-Observer Agreement Form
Highest possible score = 30 for Beginning towards Proficient (Teacher II-III, SST I)
35 for Proficient (Teacher IV-VII, SNET I-IV);
40 for Highly Proficient (MT I-II, SNET V);
45 for Distinguished (MT III-V)
WA = Weight Allocation for COI

Illustrative example: *Vacant position: MT I (Highly Proficient)*
COT rating = 36
Highest Possible Score = 40
WA = 25

$$\textbf{Points}_{(COI)} = \frac{36}{40} \times 25 = 22.5 \text{ points}$$

46. **Non-classroom Observable Indicators (NCOI).** The demonstration of NCOIs shall be assessed through the applicant's annotations on how the submitted means of verification (MOVs) from their RPMS portfolio and their responses to the interview validating the actual achievement of the identified NCOIs. It shall be done through the accomplishment of the Portfolio Annotations Form (PAF) and Behavioral Events Interview (BEI).

a. *The Non-Classroom Observable Indicators.* The selected NCOIs indicated in this Order shall constitute the non-classroom observable indicators for the selection and appointment of teachers to higher teaching positions, unless otherwise modified by subsequent issuances.

Table 6(a). PPST Non-Classroom Observable Indicators

Career Stage 1-2		Career Stage 2				Career Stage 3		Career Stage 4		
TII	T III	T IV	T V	T VI	T VII	MT I	MT II	MT III	MT IV	MT V
4.3.2	1.2.2	1.2.2	1.2.2	1.2.2	1.2.2	1.2.2* 1.2.3**	1.2.3	1.2.3* 1.2.4**	1.2.4	4.3.4
5.5.2	4.2.2	4.2.2	5.5.2	4.4.2	4.4.2	4.4.2* 4.4.3**	4.4.3	4.4.3* 4.4.4**	4.4.4	5.5.4
6.2.2	4.3.2	4.3.2	6.1.2	5.4.2	5.2.2	5.2.2* 5.2.3**	6.1.3	6.3.3* 6.3.4**	6.2.4	6.2.4
6.4.2	5.2.2	5.2.2	7.3.2	5.5.2	6.1.2	6.1.2* 6.1.3**	6.3.3	7.2.3* 7.2.4**	7.3.4	6.4.4
7.3.2	5.5.2	7.4.2	7.4.2	7.4.2	7.4.2	7.4.2* 7.4.3**	7.4.3	7.5.3* 7.5.4**	7.5.4	7.5.4

**Indicator to be assessed in the Portfolio Annotation* ***Indicator to be assessed in the Interview*

b. *The Non-Classroom Observable Indicators Assessment Tools and Forms for RSP.* The following assessment tools are designed to facilitate the assessment of applicant's demonstration of the NCOIs. These forms can be accessed through this link: https://bit.ly/AnnexesRSAHigherTeaching.

i. ***Portfolio Annotations Form (Annex N)*** is used to demonstrate how the teacher applicant exhibits each of the NCOIs by writing down annotations to

the presented/submitted artifacts/MOVs from their RPMS portfolio. The applicant shall narrate how the MOVs facilitated the achievement of the NCOI.

ii. ***Rubrics for the Demonstration of NCOI through Portfolio Annotation and BEI (Annex O)*** are tools used as scoring guide in assessing applicant's annotations to the submitted documentations/MOVs and applicant's responses to the interview questions.

iii. **Rating Sheets for Portfolio Annotation and BEI *(Annex P)*** are used by each assessor to indicate the rating/level attained by the applicant in each of the NCOIs.

iv. **Inter-Assessor Agreement Forms for Portfolio Annotation and BEI *(Annex Q)*** are used to indicate the collegial final rating attained by the teacher applicant in each of the NCOIs, as agreed upon by the assessors.

c. *Protocols in Administering and Assessing the Demonstration of the Non-Classroom Observable Indicators.* Administrators and assessors of the PAF shall ensure that the following protocols are judiciously followed:

General Guidelines:

i. The designation of sub-committee/s for the assessment of NCOIs shall take into consideration their understanding and knowledge of the PPST NCOIs, the specific tools and protocols for PAF assessment and interview, and the recruitment and selection process. Furthermore, sub-committee/s shall include subject matter experts on the specialization of the position to be filled.

ii. There shall be two (2) to three (3) assessors who will assess the applicant's demonstration of NCOIs through PAF and BEI. The assessors must not be related to the applicant within the third degree of consanguinity or affinity.

iii. Applicants shall accomplish the PAF and undergo the BEI on the scheduled day of assessment.

iv. Assessors shall individually rate the applicant's responses to the PAF and BEI using the Rubrics for the Demonstration of NCOIs.

v. An Inter-Assessor Agreement shall be done whereby all assessors discuss their reasons for the rating. In case of different ratings, the observers shall come up with a final rating, which is **NOT** an average of their individual ratings but a rating based on their **reasoned and consensual judgment.**

Portfolio Assessment:

i. The HRMPSB shall identify a designated location, preferably a room, for applicants to accomplish the PAF. A proctor shall be assigned to discuss the instructions and oversee the process.

ii. The PAF shall be accomplished on the spot. The submitted portfolio containing the applicant's MOVs shall be the basis of their annotations. The corresponding NCOIs in the applicant's present career stage shall be used.

iii. The applicant shall be given at most two (2) hours to accomplish the complete set of the PAF.

iv. In the event when an in-person/face-to-face conduct of the assessment of the demonstration of NCOI is not feasible, the applicant may accomplish the PAF online, provided that the following protocols are applied.

- Applicants shall be scheduled for an online platform meeting (Zoom, Google Meet, etc.)
- All applicants shall be required to keep their video/camera turned on at all times to allow the proctor to monitor the accomplishment of the PAF.
- The PAF may be distributed through email. Applicants may submit the accomplished PAF to a designated email address.
- The PAF may likewise be administered using online forms such as Google Form for easier collection and organization of answers; provided that the security and confidentiality of the applicants' answers are

ensured and protected. When using Google Form, the 'Locked Mode' shall be enabled to prevent the applicants from opening tabs or other applications while accomplishing the PAF.

- The PAF may also be administered using individual word processing applications prepared for each applicant. Links to the individual document shall be managed and sent individually to applicants. Download, print, and copy options shall be disabled to keep document confidentiality.

v. Using the Rating Sheet for Portfolio Annotation, assessors shall indicate the rating attained by the applicant for each of the NCOIs in the 'Rating' column, and shall use the portion 'Other Remarks' to write down statement/s that support the given rating.

Interview:

i. The conduct of the interview shall follow the procedures and protocols indicated in the RSPI Handbook Vol. 1, with the interviewers crafting their set of interview questions.

ii. The interview shall be used to validate the applicants' responses in the PAF to further assess the demonstration of the NCOIs. It may also be used to collect complete and detailed information about the applicant and verify their credentials. The applicants' potential, characteristics or traits, and fitness shall be assessed through the interview.

iii. The interviewers shall use the STAR (Situation-Task-Action-Results) approach to validate whether the key behaviours that are linked to the required competencies have been exhibited by the applicant. The STAR approach draws focus on actual **S**ituations in which the applicant acted; the **T**asks that the applicant faced; the **A**ctions that the applicant took; and the **R**esults of those actions.

iv. Using the Rating Sheet for the BEI, assessors shall indicate the rating attained by the applicant for each of the criteria in the *'Rating'* column. They shall use the portion 'Other Remarks' to write down statement/s that support the given rating.

d. *Computation of Points for the NCOI Criterion.* The points for the PPST NCOIs shall be computed as follows:

$$\textbf{Points}_{(NCOI)} = PA\ Score + BEI\ Score$$

Where:

$$PA\ Score = \frac{Total\ Rating}{Highest\ Possible\ Total\ Rating}\ x\ 10$$

Total Rating = Sum of final rating obtained by the applicant as reflected in the Inter-Assessor Agreement Form for Portfolio Annotation
Highest Possible Total Rating = 30 for Beginning towards Proficient (Teacher II-III, SST I)
35 for Proficient (Teacher IV-VII, SNET I-IV);
40 for Highly Proficient (MT I-II, SNETV);
45 for Distinguished (MT III-V)

Illustrative example: Vacant position: MT I (Highly Proficient)
Total Rating = 33
Highest Possible Total Rating = 40
WA = 10

$$PA\ Score = \frac{33}{40}\ x\ 10 = \textbf{8.250 points}$$

$$BEI\ Score = \frac{Total\ Rating}{Highest\ Possible\ Total\ Rating}\ x\ 5$$

Total Rating = Sum of final rating obtained by the applicant as reflected in the Inter-Assessor Agreement Form for BEI
Highest Possible Total Rating = 12

Illustrative example:

$$BEI\ Score = \frac{11}{12}\ x\ 5 = \textbf{4.583 points}$$

Illustrative example: Vacant position: MT I (Highly Proficient)
PA Score = 8.250
BEI Score = 4.583

$$\textbf{Points}_{(NCOI)} = 8.250 + 4.58 = 12.83$$

47. The HRMPSB may also conduct other evaluative assessments as deemed necessary to gather additional information about the applicant in terms of other aspects such as but not limited to their potential, character, and fitness. They shall be used to provide additional information and guidance to the appointing officer/authority in selecting possible appointees. The required competencies or related to the duties and responsibilities of the position to be filled shall be the basis for the development of evaluative assessment tool and rubrics. The HRMPSB may employ the expertise of subject matter experts for this purpose. Other evaluative assessments, however, do not have corresponding scores in the CAR.

a. *Written Examination.* A written examination that is standard to all applicants of the same position may be developed and administered to measure the applicant's knowledge, language proficiency, ability to present ideas, judgment, and leadership ability.

b. *Skills or Work Sample Test.* This type of test may be administered to evaluate the application of skills relevant to the requirement of the position to be filled (e.g. Technical-Vocational-Livelihood, SpEd, FSL). The test and evaluation rubrics shall be designed by subject matter experts as requested by the HRMPSB depending on the type of skills test required by the position to be filled. *Subject matter experts* refer to individuals internal or external to the school/SDO where the vacancy

exists, or to the Department, who have a working knowledge of the specific knowledge, skills, attitudes, and key behaviours required by the position to be filled.

c. *Ethics-Oriented and Personality Development Test and/or CSC Promotional Test.* Modelled with CSC MC No. 6, s. 2017, results of this test may be used by the appointing officer/authority in selecting the most qualified candidate for appointment.

Comparative Assessment Results

48. After a judicious and objective assessment of the qualified candidates, the HRMPSB shall prepare and submit to the appointing officer/authority a duly signed Comparative Assessment Result (CAR) ***(Annex I)*** within seven (7) calendar days after all the applicants have been assessed. The CAR shall contain only the candidates for appointment who meet the **cut-off score of 50 points** based on the total scores obtained from the evaluative assessments, highlighting the top five (5) ranking candidates.

49. For multiple vacancies of the same position title, the HRMPSB shall determine and highlight the total number of top-ranking candidates in the CAR, computed by multiplying the number of vacant plantilla items by a factor of five (5), as follows:

Total number of top-ranking candidates = number of vacant items x 5

50. Separate CAR shall be prepared and submitted by the HRMPSB for the following:

a. Kindergarten and Elementary (K-6);
b. JHS;
c. SHS Track;
    i. Academic Track and Core Subjects;
    ii. Technical Vocational Livelihood Track;
    iii. Arts and Design; and
    iv. Sports;
d. DOST Scholar Graduates (SST I);
e. Special Needs Education (SNET I-V).

51. The HRMPSB shall indicate in the *'Remarks'* column all other relevant information about the individual applicants to guide the appointing officer/authority in the selection of possible appointee/s. Specific information that may be supplied in the 'Remarks' column include but not limited to the HRMPSB's notes on the applicant's potential, job fitness, organization fitness, and location fitness.

The required competencies to effectively deliver the relevant content in the appropriate key stages and relevant subject or learning area specialization shall be the primary consideration in the appointment. Thus, the *'Remarks'* column of the CAR shall contain the teacher applicant's information and qualifications on the following:

a. Learning area specialization (e.g. Kindergarten or Early Childhood Education; Filipino, English, Math, Science, and other subject area specialization; SHS strand and area specialization);
b. Knowledge and qualifications in handling learners in Alternative Learning System (ALS), Special Education (SpEd), Madrasah, Indigenous People's Education (IPEd);
c. Language/s proficiency;
d. Other specialized skills and qualifications such as but not limited to proficiency in Filipino Sign Language (FSL),[6] knowledge on the use of assistive technology or special learning aids, among others;

[6] Pursuant to RA 11106 also known as the "Filipino Sign Language Act" and its IRR

e. Place of residence (RA No. 8190, Localization Law);
f. Beneficiary of national laws, programs, and partnerships such as the *"Fast-Tracked S&T Scholarship Act of 2013"* pursuant to RA No. 10612.

For SHS and SST positions, the *'Remarks'* column shall also contain information whether the applicant has PBET/LET/LEPT eligibility to guide the appointing officer/authority on the appropriate status of appointment to be given to qualified applicants.

52. The CAR for a particular published position shall be valid until filled, but not to extend beyond the validity of the publication or re-publication of said vacant position in the CSC website. Should no appointment be issued within the 9-month publication period, the SDS, through the HRMO, shall cause the re-publication and re-posting of the vacant position.

53. For elementary, in the event when all the candidates in the CAR are already appointed and there are still vacant positions, the SDS shall order the conduct of another round of recruitment and selection process to establish a new CAR.

For JHS and SHS, in the event that all the candidates in the CAR who possess the needed subject/learning area specialization are already appointed and there are still vacant positions for the said subject/learning area, the HRMPSB shall commence another round of recruitment and selection to establish a new CAR for the specific learning area.

54. A copy of the CAR, in which candidates are listed using application codes, shall be posted in at least three (3) conspicuous places in DepEd offices/schools concerned for a period of at least 10 calendar days, indicating the date of posting.

55. Queries and/or clarifications of the applicants pertaining to the process and result of the comparative assessment shall be lodged to the HRMPSB within five (5) calendar days from the date of posting of the CAR; and shall be responded to, in writing, by the HRMPSB within three (3) to seven (7) calendar days upon receipt of the query and/or clarification. Notwithstanding the existence a query and/or clarification including any pending resolution pertaining to such, the process of appointment shall proceed without delay.

E. Appointment

56. The appointing officer/authority shall be guided by the report of the HRMPSB's CAR, and in the exercise of sound discretion, select, insofar as practicable, the candidate deemed most qualified for appointment.

57. The appointing officer/authority may select from the candidates in the CAR who are ranked below the top five (5) or top-ranking candidates, as may be determined per Item 49, when the appointment falls within the purview of the exemptions enumerated below:

a. Merit and fitness as provided for in the 1987 Philippine Constitution and EO No. 292, titled *"Administrative Code of 1987"*.

   i. *Learning Area Specialization.* Appointment may be valid when the candidates belonging to the top five (5) or top-ranking candidates do not possess the necessary learning area specialization required by the position to be filled, or the candidates belonging to the top five (5) or top-ranking candidates who possess the necessary learning area specialization required by the position to be filled have already been appointed and there are still vacant positions to be filled.

   ii. *PBET/LET/LEPT.* Priority shall be given to applicants who are LEPT eligible. Pursuant to Section 8 of RA No. 10533 and in accordance with the CSC ORAOHRA, the hiring of teachers in the elementary of secondary on provisional status may be allowed only in the absence of applicants who

possess the appropriate Eligibility who is available and willing to accept the appointment, as certified by the SDS.

iii. *Teaching experience in SHS.* Teacher applicants currently teaching in any SHS shall be given priority in the appointment in SHS positions before all other applicants can be appointed.

b. Localization Law

RA No. 8190, otherwise known as the Localization Law, grants priority in the appointment or assignment of teachers to public elementary or secondary schools to bona fide residents of the barangay, municipality, city, or province where the school is located; provided, that the teacher possesses all the minimum qualifications for the position as required by law.

By virtue of Section 3 of the Localization Law, which grants authority to the Department to prescribe rules and regulations in the implementation of the said Act, and to clarify the operationalization of the Law, the order of priority shall be further defined from highest to least priority such that bona fide residents of the barangay, municipality, city, or province, in that order, shall be given priority in the appointment of teachers. Furthermore, the definition of bona fide resident for this purpose shall be expanded to include a teacher applicant who has taught for at least one (1) school year in a DepEd public school located in the barangay, municipality, city, or province, in that order, in the school where the vacancy exists is located, to be validated by a service record.

c. Other laws or provisions of the law, national policy, and/or agreement entered into by DepEd with other government agencies and/or non-government institutions which grant priority in the appointment. It is reiterated that the priority in the appointment given to beneficiaries of such laws, national policies, and/or agreements shall only apply to teacher applicants listed in the CAR, unless otherwise stipulated in the specific policy issuance.

58. Only when deemed necessary, the appointing officer/authority may request for Background Investigation (BI) of selected candidates to be conducted by the HRMO or other personnel selected by the HRMO. It may be conducted to verify the applicant's credentials, behaviours, and previous performance, if any, by contacting the applicant's identified reference persons in their school/s attended, and previous or current workplace.

59. Applicants in the CAR who may not be selected for appointment and those who scored below the cut-off score of 50 points may participate in the succeeding recruitment and selection process and may opt to carry over or update their scores in all or any criterion.

60. The decision to appoint shall be rendered by the appointing officer/authority, and conferred to the HRMO through the CAR, in which the appointing officer/authority shall signify their choice of appointee/s. The same shall be the basis of the HRMO in the preparation and submission of appointment papers and documentary requirements to the CSC FO in accordance with the specific provisions of the ORAOHRA.

61. The approval of the appointment of the successful candidate/s shall be decided and effected only by the appointing officer/authority, ensuring compliance with the relevant provisions, effectivity, and procedures as provided for in the ORAOHRA.

62. The status of appointment shall be based on the eligibility and total score obtained by the successful candidate.

a. A permanent appointment shall be issued to an appointee in the CAR who meets all the QS of the position to be filled in terms of *Education, Training, Experience,*

and *PBET/LET/LEPT Eligibility* and obtains a score of at least 50 points in the comparative assessment.

b. A provisional appointment may be issued to an appointee in the CAR who meets all the requirements of the position to be filled except the *Eligibility* and obtains a score of at least 50 points in the comparative assessment; but only in the absence of a qualified eligible applicant in the CAR with the appropriate specialization, who is actually available and willing to accept the appointment, as certified by the SDS. A provisional appointment shall not be effective beyond the school year during which it was issued, subject to applicable guidelines on school calendar.

   A provisional appointee may continuously be reappointed/renewed every year within five (5) years reckoned from the date of first hiring[7]; provided, that the SDO shall cause the publication and posting of the teaching position occupied by the provisional appointee every six (6) months after the first issuance of the provisional appointment to invite qualified LEPT eligible applicants to undergo the selection process. A performance rating of at least Satisfactory shall be required for reappointment/renewal.

   Scholar graduates of RA No. 10612 (Fast-Tracked S&T Scholarship Act of 2013) and the Merit Scholarship Program of the Department of Science and Technology – Science Education Institute (DOST-SEI) with the appropriate specialization shall be allowed to teach in specialized subjects on provisional status, subject the above-cited conditions. They shall be required to pass the LEPT within five (5) years reckoned from the date of first hiring should they opt to continue teaching in DepEd beyond the required period of their service obligation.

63. The nature of appointment of the successful candidate, which may be original, promotion, or reappointment, shall be in accordance with the provisions under Section 11 of the ORAOHRA.

64. No employee shall be required to assume the duties and responsibilities of the position without being furnished with a copy of their appointment by the HRMO after it is signed by the appointing officer/authority. The appointee shall acknowledge receipt of the appointment by signing on the acknowledgement portion at the back of the appointment form.

65. The services rendered by any person who was required to assume the duties and responsibilities of any position without an appointment having been issued by the appointing officer/authority shall not be credited nor recognized by the CSC and the payment of salaries and other benefits shall be the personal liability of the person who made them assume office.

66. Upon the issuance of the appointment, the duly approved appointments shall be announced through the posting of a Notice of Appointments Issued (NAI) in the bulletin boards and through other modes for at least 15 calendar days. Pursuant to CSC Resolution No. 1800582 dated June 13, 2018, an anticipated vacancy in teaching positions due to promotion may be filled up, provided that, an annotation on the promotional appointment to indicate that the appointee shall be reverted to their former position in case the promotional appointment of the previous position holder is disapproved or invalidated.

67. An appointment may be cancelled if the appointee does not assume office or report within 30 calendar days from receipt of the written notice of the appointment. The position is deemed vacant upon cancellation of appointment.[8]

68. The appointing officer/authority shall be accountable for the appointments. They shall respond to queries and complaints pertaining to the results of the selection.

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[7] Section 8 of RA No. 10533 (The Enhanced Basic Education Act of 2013) approved on May 15, 2013.
[8] Section 20, CSC Resolution No. 1800692

69. Any protest on the appointment shall be the accountability of the appointing officer/authority in the concerned governance level. The protest shall be filed through a formal written communication addressed to the SDS, within 15 calendar days from the date of issuance of appointment. The Rules on Protest under the 2017 RACCS shall apply.

The SDS shall respond to the protest within seven (7) calendar days from the receipt of the protest but may extend to up to 20 days depending on the complexity of the protest.

No appeal shall be filed to a higher governance level of DepEd. Appeals pertaining to an action or response to protests issued by the SDS shall be submitted and lodged to the concerned CSCFO.

Consistent with Rule XVIII Section 92 of 2017 RACCS, the pendency of an appeal pertaining to the appointment issued shall not render the appointment ineffective nor bar the approval thereof.

70. All other provisions on appointment stipulated in Part V(E) Appointment, as provided in the DepEd Merit Selection Plan, as well as the applicable rules and regulations provided for in the ORAOHRA shall strictly be adhered to.

VI. Monitoring and Evaluation

71. The Heads of Office shall ensure that all HRMPSB members, sub-committees, and other stakeholders are provided with adequate capability building interventions to ensure smooth implementation of this Order. They shall regularly monitor strict adherence to these guidelines. They shall establish a systematic feedback mechanism; and evaluate, address, and report implementation and policy issues that may arise.

72. Issues and concerns in relation to recruitment, selection, and appointment shall be officially documented and resolved accordingly, subject to the applicable CSC rules and regulations. The appointing officer/authority shall be guided on the decision on appointments by Rules 17 and 18 of CSC Resolution No. 1701077 dated July 3, 2017 (Rules on Administrative Cases in the Civil Service [2017 RACCS]). Furthermore, the HRMPSB shall be responsible for responding to queries and concerns related to the comparative assessment, while the HRMO shall be responsible for addressing concerns on publication and posting of vacant positions, receipt of applications, and the initial evaluation process vis-à-vis the QS.

73. The Bureau of Human Resource and Organizational Development - Human Resource Development Division (BHROD-HRDD), together with the RO HRDD and HRD under School Governance and Operations Division (SGOD) in the SDO, shall regularly monitor and evaluate existing policies, guidelines, rules, and regulations on the recruitment, selection, and appointment. In addition, both RO and SDO HRMPSBs may also submit their policy recommendations to BHROD-HRDD whenever deemed necessary.

74. The result of the policy evaluation and consolidated recommendations shall be consulted by the BHROD-HRDD with the CSC and other government agencies concerned.

75. The BHROD-HRDD shall recommend policy actions on the HR management rules and regulations to the Office of the Secretary that serve the best the interest of the Department.

VII. References

76. This Order is formulated based on provisions stipulated in the following issuances:

a. Executive Order No. 292, *"Instituting the Administrative Code of 1987"*
b. CSC Memorandum Circular No. 3, s. 2012, *"Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM)*
c. DepEd Order No. 42, s. 2017, *"National Adoption and Implementation of the Philippine Professional Standards for Teachers"*
d. CSC Resolution No. 1701077 promulgated 03 July 2017, *"2017 Rules on Administrative Cases in the Civil Service (2017 RACCS)*
e. CSC Memorandum Circular No. 14, s. 2018, *"2017 Omnibus Rules on Appointments and Other Human Resource Actions, Revised July 2018"*
f. DepEd Order No. 019, s. 2022, *"The Department of Education Merit Selection Plan"*
g. DepEd Memorandum No. 041, s. 2022, *"Transitory Measures on the Implementation of DepEd Order No. 019, s. 2022 (The Department of Education Merit Selection Plan)"*
h. DepEd Memorandum No. 084, s. 2022, *"Effectivity of DepEd Order No. 019, s. 2022 (The Department of Education Merit Selection Plan)"*
i. EO No. 174, s. 2022, *Establishing the Expanded Career Progression System for Public School Teachers* and its IRR

VIII. Repealing Clause

77. All provisions of the following DepEd Orders, rules and regulations, and other related issuances that pertain to the recruitment, selection, and appointment of teachers to higher teaching positions, which are inconsistent with this Order and its provisions, are hereby repealed, rescinded, or amended accordingly.

a. MEC No. 10, s. 1979, *Implementing Rules and Regulations for the System of Career Progression for Public School Teachers*
b. DO No. 66, s. 2007, *Revised Guidelines on the Appointment and Promotion of Other Teaching, Related Teaching, and Non-Teaching Positions*
c. DO No. 31, s. 2015, *Guidelines on the Publication and Filling-up of Anticipated Vacancies*
d. DO No. 3, s. 2016, *Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017*
e. DO No. 32, s. 2016, *Addendum to DepEd Order No. 3, s. 2016 (Hiring Guidelines for Senior High School [SHS] Teaching Positions Effective SY [SY] 2016-2017)*
f. DO No. 49, s. 2016, *Guidelines on the Hiring of Contractual (Full-Time and Part-Time) Teachers in Senior High School*
g. DO No. 51, s. 2017, *Amended Qualification Standards for Senior High School Teaching Positions in the Technical-Vocational-Livelihood Track and Other Clarifications on the Hiring Guidelines*

78. The provisions of the DepEd Orders that pertain to the recruitment, selection, and appointment to Teacher I positions, which shall not be affected by this Order, shall remain in effect.

79. The existing guidelines on the reclassification of teaching and school head positions shall remain in effect, unless otherwise modified or amended by subsequent issuances.

IX. Separability Clause

80. If any provision of this policy or the application of such provision to any person or circumstance is declared invalid, the remainder of the policy or the application of such provision to other persons or circumstances shall not be affected by such declaration.

X. Transitory Provisions

81. DepEd Memorandum (DM) 041, s. 2022 or the *Transitory Measures on the Implementation of DepEd Order No. 019, s. 2022 (The Department of Education Merit Selection Plan)* required the undertaking of the following critical activities that shall guide DepEd personnel and stakeholders in preparing and setting up the necessary structural and technological mechanisms to transition to the new system of selection, hiring, appointment, and promotion of personnel in across all governance levels of DepEd:

a. Guided by Part V(G) Institutional Arrangements, Items 81, 82, and 83 of the DepEd MSP, all appointing officers/authorities in the SDOs shall establish their respective HRMPSB that shall handle the comparative assessment of teacher applicants.

   This shall be done through the issuance of an Office Order specifying the membership of the HRMPSB and their roles and responsibilities. Further, upon the recommendation of HRMOs and HRMPSBs, the appointing authorities shall designate sub-committees, insofar as practicable, to assist in the receipt of applications, initial evaluation, and comparative assessment of applicants. The designation shall bear the specific duties and responsibilities to be performed by the sub-committee/s.

   Existing HRMPSBs and sub-committees in the Department shall be reorganized and re-established pursuant to the aforementioned MSP provisions.

b. Capability building of DepEd personnel, HRMOs, HRMPSBs, appointing officers/authorities, and other stakeholders shall be led by the BHROD in the CO, the HRDD in the RO, and SGOD-HRD in the SDO. Moreover, they shall develop and implement a communication plan to include dissemination of information, education, and communication (IEC) materials for the RSP initiatives of the Department pursuant to Item 102, Part VII Transitory Provision of the DepEd MSP.

XI. Effectivity

82. This DepEd Order shall take effect immediately upon its approval and after publication on the DepEd website and registration with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City).

83. This policy shall apply to all higher teaching positions in the Elementary, JHS, and SHS levels that will be published and posted a day after the issuance of this DepEd Order.

All vacant positions that are published and posted prior to the issuance of this DepEd Order and all ongoing assessments shall continue to be governed by the existing policies and guidelines, as applicable.

84. These guidelines shall apply to vacant Teacher IV, V, VI, VII, and Master Teacher V positions, upon the creation and inclusion of these new items to the Index of Occupational Services, Occupational Groups, Classes, and Salary Grades of the Department of Budget and Management (DBM).

85. The existing hiring guidelines for Teacher I positions shall remain in effect, unless otherwise repealed, modified, or amended by subsequent policies.

86. The existing reclassification guidelines for teaching and school heads positions in the Elementary and JHS levels shall remain in effect, unless otherwise modified or amended by subsequent policies.

Annex A.1

LIST OF DEPED AUTHORIZED POSITIONS

Teaching Positions

Note: [1] Based from the DepEd GMIS and BHROD Classification as of August 2, 2024

[2] Only those covered by this DepEd Order per Scope of the Policy

[3] Adopted parenthetical titles of Special Science Teacher and Special Needs Education Teachers pursuant to the IRR of EO 174 and RA 11650

Position Title	Salary Grade
Teacher II	12
Teacher III	13
Teacher III (Special Science Teacher I)	13
Teacher IV	14
Teacher IV (Special Education Teacher I)	14
Teacher V	15
Teacher V (Special Education Teacher II)	15
Teacher VI	16
Teacher VI (Special Education Teacher III)	16
Teacher VII	17
Teacher VII (Special Education Teacher IV)	17
Master Teacher I	18
Master Teacher I (Special Education Teacher V)	18
Master Teacher II	19
Master Teacher III	20
Master Teacher IV	21
Master Teacher V	22

CS Form No. 9
Revised 2018

Electronic copy to be submitted to the CSC FO must be in MS Excel format

Republic of the Philippines
(Select Agency Name)
Request for Publication of Vacant Positions

To: CIVIL SERVICE COMMISSION (CSC)

We hereby request the publication of the following vacant positions, which are authorized to be filled, at the (Select Agency Name) in the CSC website:

HRMO

Date: _____

No.	Position Title **(Parenthetical Title, if applicable)**	Plantilla Item No.	Salary/ Job/ Pay Grade	**Monthly Salary**	Qualification Standards					Place of Assignment
					Education	Training	Experience	Eligibility	Competency (if applicable)	
1										
2										

Interested and qualified applicants should signify their interest in writing. Attach the following documents, along with the documentary requirements listed in the applicable guidelines, to the application letter and send to the address below not later than ***(deadline of submission)*** .

1. Fully accomplished Personal Data Sheet (PDS) with recent passport-sized picture (CS Form No. 212, Revised 2017) which can be downloaded at www.csc.gov.ph;
2. Performance rating **in the last rating period** (if applicable);
3. Photocopy of certificate of eligibility/rating/license; and
4. Photocopy of Transcript of Records.

QUALIFIED APPLICANTS are advised to hand in or send through courier/email their application to:

HRMO
(Position Title)
(Office Address)
mail@agency.gov.ph

APPLICATIONS WITH INCOMPLETE DOCUMENTS SHALL NOT BE ENTERTAINED.

Annex C-1

CHECKLIST OF REQUIREMENTS

Name of Applicant: _____ Application Code: _____
Position Applied For: _____
Office: _____
Contact Number: _____
Religion: _____
Ethnicity: _____
Person with Disability: Yes ( ) No ( )
Solo Parent: Yes ( ) No ( )

	Basic Documentary Requirement	Status of Submission *(To be filled-out by the applicant; Check if submitted)*	Verification *(To be filled-out by the HRMO/HR Office/sub-committee)*	
			Status of Submission *(Check if complied)*	Remarks
a.	Letter of intent addressed to the SDS			
b.	Duly accomplished PDS with Work Experience Sheet (CS Form No. 212, Revised 2017)			
c.	Photocopy of Voter's ID and/or any proof of residency			
d.	Photocopy of valid and updated PRC License/ID			
e.	Photocopy of Certificate of Board Rating			
f.	Photocopy of scholastic/academic record (i.e., Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available)			
g.	Photocopy of duly signed Service Record or Certificate of Employment, whichever is applicable			
h.	Photocopy of latest appointment (for those applying for promotion)			
i.	Photocopy of certificate/s of relevant specialized trainings or professional development programs			
j.	Photocopy of valid Technical Education and Skills Development Authority (TESDA) National Certificate (NC) II , Trainers Methodology Certificate (TMC), if applicable			
k.	Photocopy of the required Performance Ratings with at least Very Satisfactory rating. (Note: Submit at most three (3) performance ratings depending on the performance requirements per Item 25 of this Order. The latest performance rating shall cover one (1) year complete performance rating period in the current position)			
l.	Checklist of Requirements, CAV, Data Privacy Consent Form			
m.	Other documents as may be required by the HRMPSB for comparative assessment (e.g. Portfolio or Means of Verification (MOVs) for the assessment of identified PPST NCOIs			

Attested:

_____
Human Resource Management Officer

OMNIBUS SWORN STATEMENT

CERTIFICATION OF AUTHENTICITY AND VERACITY

I hereby certify that all information above are true and correct, and of my personal knowledge and belief, and the documents submitted herewith are original and/or certified true copies thereof.

DATA PRIVACY CONSENT

I hereby grant the Department of Education the right to collect and process my personal information as stated above, for purposes relevant to the recruitment, selection, and placement of personnel of the Department and for purposes of compliance with the laws, rules, and regulations being implemented by the Civil Service Commission.

_____
Name and Signature of Applicant

Subscribed and sworn to before me this _____ day of _____, year _____.

_____
Person Administering Oath

In consonance with Republic Act No. 8792 or the "*Electronic Commerce Act of 2000*", (e)lectronic documents shall have the legal effect, validity or enforceability as any other document or legal writing and a) (w)here the law requires a document to be in writing, that requirement is met by an electronic document if the said electronic document maintains its integrity and reliability and can be authenticated so as to be usable for subsequent reference.

Annex D-1

INITIAL EVALUATION RESULT (IER)

Position: _____

Salary Grade and Monthly Salary: _____

Qualification Standards:

Education _____

Training _____

Experience _____

Eligibility _____

No.	Application Code	Names of Applicant	Personal Information									Education	Training		Experience		Eligibility	Remarks	
			Address	Age	Sex	Civil Status	Religion	Disability	Ethnic Group	Email Address	Contact No.		Title	Hours	Details	Years		QS (Qualified or Disqualified)	Performance (Met or Not Met)
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			

Prepared and certified correct by:

_____
(Name and signature)
Human Resource Management Officer
Date: _____

Notes and Instructions for the HRMO:

a) For the purpose of posting the IER, ***columns D to M*** *shall be concealed in accordance with RA No. 10163 (Data Privacy Act). The only information that shall be made public are the application codes, qualifications of the applicants in terms of Education, Training, Experience, Eligibility, and Competency (if applicable), and remark on whether Qualified or Disqualified*

b) If the information does not apply to the applicant, please put N/A.

ANNEX E-1

Republic of the Philippines
Department of Education
(INSERT DEPED OFFICE/GOVERNANCE LEVEL)
PERSONNEL DIVISION

[Insert Date Here]

[INSERT NAME OF APPLICANT]
[Insert Address of the Applicant]

Dear **[Applicant]**,

Congratulations!

We are pleased to inform you that based on the initial evaluation, we have found your qualifications to be substantial vis-à-vis the Civil Service Commission (CSC) approved Qualification Standards (QS) of **[insert position applied for]** position under **[insert specific office]**. Below are the results of the initial evaluation conducted by the undersigned dated **[insert Initial Evaluation Date]**:

Position Applied for	CSC-approved QS of the Position	Your Qualifications	Remarks
Master Teacher I – SHS Academic and Core Subjects **[Insert specific plantilla item number]**	**Education:** Master's degree in relevant strand/subject	Bachelor of Secondary Education (BSEd) Master of Science in Statistics 12 units for a Doctoral degree in Statistics	Qualified
	Experience: 4 years of relevant teaching/industry work experience	5 years and 1 month as SHS Teacher III in Barangka National High School – June 1, 2016 to present	Qualified
	Training: 12 hours of training relevant to the subject area specialization	24 hours training on curriculum contextualization or localization and lesson planning [January 27 to 29, 2021] 24 hours training on Financial Literacy [August 5 to 7, 2020] 40 hours National Training of Trainers of Grade 11 Science and Mathematics for the K-12 Enhanced Basic Education Program [December 9 to 13, 2019]	Qualified
	Eligibility: Applicants for a permanent appointment: RA 1080 (Teacher); if not RA 1080 eligible, they must pass the LET within the five (5) years after the date of first hiring Applicants for a contractual position: None required	RA 1080 (Secondary)	Qualified
	Performance Requirement of the Position	**Your Qualifications**	**Remarks**
	Performance: At least Very Satisfactory in the last three (3) immediately preceding rating periods, each covering one (1) year performance	SY 2020-2021: 3.756 (VS) SY 2021-2022: 4.055 (VS) SY 2022-2023: 4.345 (VS)	Met

Please be advised of your assigned application code **[insert application code]** which shall be used as you proceed with the next stage of the selection process. You may refer to the official issuances of **[insert SDO]** for the additional announcements in this regard.

For inquiries, you may contact **[insert office number and email address]**.

Thank you.

Very truly yours,

[Insert Name of the HRMO]
[Insert Position/Designation]

(Insert Office Address)
(Insert Telephone Nos.): (02) 0000-0000 Insert Email Address: personnel000@deped.gov.ph

ANNEX F-1

Republic of the Philippines
Department of Education
(INSERT DEPED OFFICE/GOVERNANCE LEVEL)
PERSONNEL DIVISION

[Insert Date Here]

[INSERT NAME OF APPLICANT]
[Insert Address of the Applicant]

Dear **[Applicant]**,

Please be informed of the results of the initial evaluation of your qualifications vis-à-vis the Civil Service Commission (CSC)-approved Qualification Standards (QS) of **[insert position applied for]** position under **[insert specific office]**, as follows:

Position Applied for	CSC-approved QS of the Position	Your Qualifications	Remarks
Master Teacher I – SHS Academic and Core Subjects **[Insert specific plantilla item number]**	**Education:** Master's degree in relevant strand/subject	BS of Elementary Education (BEEd) Master of Science in Early Childhood Care and Development	Disqualified
	Experience: 4 years of relevant teaching/industry work experience	8 years as Elementary Teacher III in Barangka Elementary School – June 1, 2013 to present	Disqualified
	Training: 12 hours of training relevant to the subject area specialization	24 hours training on curriculum contextualization or localization and lesson planning [January 27 to 29, 2021] 24 hours training on Financial Literacy [August 5 to 7, 2020]	Qualified
	Eligibility: Applicants for a permanent appointment: RA 1080 (Teacher); if not RA 1080 eligible, they must pass the LET within the five (5) years after the date of first hiring Applicants for a contractual position: None required	RA 1080 (Elementary)	Disqualified
	Performance Requirement of the Position	**Your Qualifications**	**Remarks**
	Performance: At least Very Satisfactory in the last three (3) immediately preceding rating periods, each covering one (1) year performance	SY 2020-2021: 3.456 (S) SY 2021-2022: 3.650 (VS) SY 2022-2023: 4.075 (VS)	Not Met

While your qualifications made a favorable impression, we regret to inform you that you did not meet the minimum QS set for **[insert position applied for]** position. You may, however, continue to submit job applications in response to other vacancy announcements.

The results of the initial evaluation shall be released and posted for transparency purposes. You may refer to your assigned application code **[insert application code]** in the official posting of the results.

Thank you and we wish you the best of luck in your future success.

Very truly yours,

[Insert Name of the HRMO]
[Insert Position/Designation]

Annex G-2

INDIVIDUAL EVALUATION SHEET (IES)

Name of Applicant: _____ Application code: _____
Position Applied For: _____
Schools Division Office: _____
Contact Number: _____
Job Group/SG-Level: _____

Criteria	Weight Allocation	Applicant's Actual Qualifications: Details of Applicant's Qualifications *(Relevant documents submitted; additional requirements, notes of HRMPSB Members)*	Computation	Actual Score
Education	10			
Training	10			
Experience	10			
Performance	30			
PPST Classroom Observable Indicators *(Classroom Observation)*	25			
PPST Non-Classroom Observable Indicators *(Porforlio Annotation and BEI)*	15			
TOTAL	**100**			

I hereby attest to the conduct of the application and assessment process in accordance with the applicable guidelines; and acknowledge, upon discussion with the Human Resource Merit Promotion and Selection Board (HRMPSB), the results of the comparative assessment and the points given to me based on my qualifications and submitted documentary requirements for the **[insert position]** under **[insert office where the vacancy exists]**.

Furthermore, I hereby affix my signature in this Form to attest to the objective and judicious conduct of the HRMPSB evaluation through Open Ranking System.

_____
Name and Signature of Applicant
Date:

Attested:

_____
HRMPSB Chair

ANNEX H

Republic of the Philippines
Department of Education
(INSERT DEPED OFFICE/GOVERNANCE LEVEL)
PERSONNEL DIVISION

Human Resource Merit Promotion and Selection Board
FINAL DELIBERATION

Per deliberation of the HRMPSB held at **[insert place/platform (if online) of deliberation]** on **[insert date of deliberation]** for the position of **[insert position to be filled]** under **[insert office where the vacancy exists],** the following are the results:

Applicant	Issues	Recommendations	Decision

The HRMPSB has decided and finalized the results of the assessment of applicants after conducting the deep selection process. The members of the HRMPSB hereby affix their signature in the attached Comparative Assessment Result (CAR) to attest to the objective and judicious conduct of the comparative assessment process.

Prepared by:

[Signature]
[Name and Position of HRMPSB Secretariat]

Attested:

[Name and signature of the HRMPSB Chair]

Annex I-2

COMPARATIVE ASSESSMENT RESULT (CAR)

Position: _____ **Date of Final Deliberation:** _____

Schools Division Office: _____

	Name of Applicant	Application Code	COMPARATIVE ASSESSMENT RESULTS							Remarks	For Background Investigation (Y/N)		For Appointment *(To filled-out by the Appointing Officer/Authority; Please sign opposite the name of the applicant)*	Status of Appointment *(Based on availability of PBET/LET/LEPT)*
			Education (10 pts)	Training (10 pts)	Experience (10 pts)	Performance (30 pts)	PPST COIs (Classroom Observation/ Demo Teaching) (25 pts)	PPST NCOIs (Portfolio Annotation and BEI) (15 pts)	Total (100 pts)		Yes	No		
1	Juan C. Dela Cruz													
2														
3														
4														
5														

Prepared by the HRMPSB
(All members should affix signature)

Appointment conferred by:

Name and Position HRMPSB Member	Name and Position HRMPSB Member	Name and Position HRMPSB Chairperson	Name and Position HRMPSB Member	Name and Position HRMPSB Member	Name and Position Appointing Authority