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

November 9, 2026

DIVISION MEMORANDUM
No. 698 _, s. 2026

SUBMISSION OF APPLICATION DOCUMENTS FOR RECLASSIFICATION UNDER THE EXPANDED CAREER PROGRESSION (ECP) FOR FY 2026

To: **Assistant Schools Division Superintendent**
Chief Education Supervisor
Public Schools District Supervisors
Principals-In-Charge of the District
Heads of Public Elementary, Secondary and Integrated Schools
Members of the HRMPSB and District Sub-Committee
All Others Concerned

1. Pursuant to **DepEd Order No. 24, s. 2025,** titled "*Guidelines in the Implementation of the Expanded Career Progression System for Teachers and School Heads in the Department of Education*", and **DepEd Order No. 34, s. 2025,** titled "*Amendments and Clarifications to DepEd Order No. 024, s. 2025*", and in anticipation of the bulk of requests for reclassification, ALL concerned are hereby informed of the following information/instructions:

2. Applications which were submitted to the Department of Budget and Management (DBM) in CY 2025 but were returned due to discrepancies in the Plantilla Allocation List (PAL) will be given priority including those remaining applicants in the CAReER in CY 2025.

3. **Espousing the principles of merit, fitness, and equal opportunity, regardless of age, gender, civil status, disability, ethnicity, social status, religion, and political affiliation**, interested qualified applicants for CY 2026 reclassification to higher Teaching positions including Head Teachers, Special Education Teachers and Special Science Teachers and School Principals must submit their application documents to the Office stated below not later than **November 20, 2026 (FRIDAY), until 5:00 p.m. only**:

   Teaching Positions – Office of the School Head
   Teacher-in-Charge – District Sub-Committee (District Office)
   School Principal – Division Office c/o Personnel Unit

4. As stated in **DM-OUHROD-2025-2505, priority for reclassification shall be given to the Retirable Teacher I incumbents. Thus, the District Sub-Committee are advised to separate the application documents of Teacher I applicants who are 55 years old and above for easy identification.**

5. The following documentary requirements are to be submitted to the Office of the School Head/District Sub-Committee on or before **November 20, 2026**:

   a. Letter of intent addressed to the Schools Division Superintendent specifying the position applied for;
   b. Duly accomplished PDS (CS Form No. 212, Revised 2017) with Work Experience Sheet;
   c. Photocopy of valid and updated PRC License/ID;
   d. Certificate of Competency Level issued by authorized body (if applicable);

Poblacion, Numancia, Aklan
Tel/Fax No. (036) 265 3744 | (036) 265 3737 | (036) 265 3738 | (036) 265 3740 | (036) 265 3741
Website: http://www.depedaklan.online
Email Address: aklan.1958@deped.gov.ph

e. 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;
f. Duly signed updated Service Record;
g. Photocopy of latest appointment;
h. Photocopy of certificate/s of completion of NEAP-accredited professional development programs/courses, or certificates of training issued by NEAP-accredited public and private institutions or 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 20, 2026 will be credited.)
i. Photocopy of valid Technical Education and Skills Development Authority (TESDA) National Certificate (NC) II, ***Trainers Methodology Certificate (TMC) (for SHS-TVL Track applicants only);***
j. Photocopy of the required Performance Ratings **(completely signed)** with at least Very Satisfactory rating. ***(Note: Teacher applicants shall submit at most three (3) performance ratings depending on the performance requirements. The latest performance rating shall cover one (1) year complete performance cycle in the current position)***
k. 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-2), 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
l. Other documents may be required by the HRMPSB Sub-Committee, including but not limited to the following:
   - ✓ Teaching positions: Portfolio for the assessment of identified PPST non-classroom observable indicators.
   - ✓ School Principal positions: MOVs for the Outstanding Accomplishments, Application of Education and Application of Learning and Development (acquired after the latest promotion).

6. 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.**

7. 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 and notarized by authorized official. **Any false and fraudulent document submitted shall be grounds for disqualification.**

8. For **Teaching positions**, applicants may refer to DO 24, s. 2025, Enclosure No. 2: Guidelines on the Reclassification to Teaching Positions while for **School Principal** is Enclosure No. 3: Guidelines on the Reclassification for School Principal Positions.

9. **The number of slots for reclassification is yet to be determined based on the budget allocation for the Division. Applicants who may not be accommodated due to limited funding shall be prioritized for reclassification in the succeeding fiscal year and no longer required to undergo the assessment process. The reclassification of their positions shall be processed before all other new applicants can be reclassified. They are also not precluded from applying to any vacant positions and carry over their CAReER scores provided that, they will apply for the same position.**

10. School Heads are enjoined to post and announce this Memorandum in at least three (3) conspicuous places and social media platform for transparency purposes and to encourage a pool of applicants.

11. The schedule of activities on the conduct of Open Ranking and Comparative Assessment for **Teaching positions** are as follows:

Activity	Schedule	Person In-Charge
Submission of application letter and supporting documents to the Office of the School Head and issuance of application code *(Note: application code must bear the school ID i.e **T6-114771-01-2026**)*	November 10-20, 2026	School Head/AO II/ADAS
Conduct of initial evaluation of the documents including the performance requirement	November 23-26, 2026	School Head/AO II/ADAS
Posting of Initial Evaluation Result (IER) and sending of Official Communications to Qualified (Q) ***(Annex E)*** and Disqualified (DQ) applicants ***(Annex F)***	November 27, 2026	School Head/AO II/ADAS
Evaluation of submitted documents for the Education, Training, Experience (ETE), Performance, and Conduct of the Classroom Observable Indicators (Demonstration Teaching) and Non-Classroom Observable Indicators (NCOI Annotations) and Behavioral Events Interview (BEI) and signing of IES	December 1-11, 2026	School Head/AO II/ADAS/Sub-Committee in the District
Submission of Signed IES per position (hard and soft copy	December 16-18, 2026	AO II/ADAS/ Division HRMPSB
Consolidation of results per position and posting of Comparative Assessment Result (CAR) in preparation for the call up of submission to the Regional Office	December 21-29, 2026	AO II/ADAS/ Division HRMPSB

12. A separate Memorandum for the schedule of activities for School Principal applicants will be issued.

13. 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.

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

FELICIANO C. BUENAFE JR. CESO V
Schools Division Superintendent

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

EMPLOYEES HIRING POLICY RECRUITMENT TEACHERS

Republic of the Philippines
Department of Education

AUG 2 8 2025

DepEd ORDER
No. 024, s. 2025

GUIDELINES ON THE IMPLEMENTATION OF THE EXPANDED CAREER PROGRESSION SYSTEM FOR TEACHERS AND SCHOOL HEADS IN THE DEPARTMENT OF EDUCATION

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 Implementation of the Expanded Career Progression System for Teachers and School Heads in the Department of Education** pursuant to Executive Order (EO) No. 174, s. 2022 on Establishing the Expanded Career Progression System for Public School Teachers and its Implementing Rules and Regulations (IRR). This policy is aimed at promoting professional development and career advancement of teachers and school heads, anchored on the set qualifications and professional standards. It seeks to ensure that the organization retains its best talents by boosting morale and motivation through clearer career prospects and greater opportunities for advancement, leading to commensurate pay for their qualifications and competencies; thereby driving work satisfaction, productivity, and fulfilment.

2. The general policies and guidelines on the implementation of the Expanded Career Progression (ECP) System in DepEd, pursuant to EO No. 174, s. 2022 and its IRR, and Department of Budget and Management (DBM)-DepEd Joint Circular No. 01, s. 2025[1], that govern entry and advancement to teaching and school principal positions in the Department are stipulated in **Enclosure No. 1**. Meanwhile, the mechanisms, procedures, and standards governing their progression through reclassification of positions which shall guide all teachers and school heads, human resource management officers, members of the Human Resource Merit Promotion and Selection Board, finance officers, administrative officers, and heads of offices in the regional and schools division offices, and other stakeholders are stipulated in **Enclosure Nos. 2 and 3** of this Order.

3. All DepEd Orders, Memoranda, rules and regulations, and other related issuances or parts thereof that are inconsistent with this Order and its provisions are repealed, rescinded, or amended accordingly.

[1] Modified Position Classification and Compensation Scheme and System of Career Progression of Teachers and School Heads in the Public Basic Education System

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

5. 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.

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

SONNY ANGARA
Secretary

Encls.:
As stated

References:
DepEd Order Nos. 020 and 005, s. 2024; 007, s. 2023; 24, s. 2020; 42, s. 2017 and 32, s. 2012

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

APPOINTMENT
CAREER PROGRESSION
EMPLOYMENT
HIRING
POLICY
RECRUITMENT
RULES AND REGULATIONS
SELECTION
TEACHERS

(Enclosure No. 1 to DepEd Order No. 024, s. 2025)

GUIDELINES ON THE IMPLEMENTATION OF THE EXPANDED CAREER PROGRESSION SYSTEM FOR TEACHERS AND SCHOOL HEADS IN THE DEPARTMENT OF EDUCATION

I. Rationale

1. The 1987 Philippine Constitution provides that the State shall enhance the right of teachers to professional advancement and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfilment.

2. Republic Act (RA) No. 4670 or the *'Magna Carta for Public Schools Teachers'* recognizes that advancement in education depends on the qualifications and ability of the teaching staff and declares it as State policy to promote and improve the social and economic status of public school teachers, their living and working conditions, their terms of employment and career prospects in order that they may compare favorably with existing opportunities in other walks of life, attract and retain in the teaching profession more people with the proper qualifications.

3. Executive Order (EO) No. 500, s. 1978 on *'Establishing a New System of Career Progression for Public School Teachers'* establishes "a system of career progression and promotion for public school teachers that attaches a premium to classroom effectiveness, and that allows teachers to remain in the classroom while advancing in stature and compensation." It also states that "[c]lassroom teachers shall be given the option of choosing alternative career lines in School Administration or in Classroom Teaching, for purposes of advancement," and that the system of career progression "shall provide for equivalence in duties, recognition, and compensation for persons choosing either career line."

4. The newly promulgated EO No. 174, s. 2022 titled, *'Establishing the Expanded System of Career Progression for Public School Teachers'* and its Implementing Rules and Regulations (IRR) authorize the creation of additional teaching ranks of Teacher IV to VII, and Master Teacher V; define the career lines of teachers within the public school system, in all levels from Kindergarten to Senior High School (SHS); and promote professional development and career advancement among public school teachers anchored on established professional standards.

5. Pursuant to RA 6758[1] or the *'Compensation and Position Classification Act of 1989'* and the Senate and House of Representatives Joint Resolution No. 4[2], the Department of Budget and Management (DBM) and Department of Education (DepEd) jointly issued the **DBM-DepEd Joint Circular No. 01, s. 2025** on the *'Modified Position Classification and Compensation Scheme and System of Career Progression of Teachers and School Heads in the Public Basic Education System'* to implement the modified Compensation and Position Classification System (CPCS) consistent with EO No. 174, s. 2022. It revises Chapter 6 of the *'Manual on the Position Classification and Compensation'* issued through DBM Circular Letter No. 2007-6. It likewise outlines the general guidelines on the reclassification of positions in accordance with Budget Circular No. 2018-3 on the *'Guidelines on the Reclassification of Position.'*

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[1] *"An Act Prescribing a Revised Compensation and Position Classification System in the Government and for Other Purposes"* dated August 21, 1989

[2] *"Joint Resolution Authorizing the President of the Philippines to Modify the Compensation and Position Classification System of Civilian Personnel and the Base Pay Schedule of Military and Uniformed Personnel in the Government, and for Other Purposes"* dated June 17, 2009

6. Consistent with Section 4.3 of Budget Circular No. 2018-3 and DBM Circular Letter No. 2007-6, the DBM-DepEd Joint Circular No. 01 s. 2025 maintains that "[t]here is no distinction between the duties of one teaching position and those of other teaching positions," and "teaching positions are classified based on the personal qualifications of the incumbents thereof rather than based on the preponderant duties and responsibilities and qualification requirements of the positions."

7. Anchored on the principle of competency-based human resource (HR), the Civil Service Commission (CSC) approved through CSC Resolution No. 2500471 the *Amendment to the Qualification Standards (QS) for Teacher I-III, Master Teacher I-IV, and School Principal I-IV Positions and the QS for Newly-Created Teacher IV-VII and Master Teacher V Positions in the Department of Education (DepEd)*, establishing the Education, Training, Experience, and Eligibility requirements for each of the positions in the ECP System.

8. Through DepEd Order (DO) No. 42, s. 2017[3] and DO No. 24, s. 2020[4], DepEd adopted and implemented the redefined quality standards for teachers and school heads encapsulated in the Philippine Professional Standards for Teachers (PPST) and the Philippine Professional Standards for School Heads (PPSSH), respectively, taking into account the changes in the national and global educational landscape brought about by the K to 12 Reform under RA 10533[5], the enactment of RA No. 10968[6] or the Philippine Qualifications Framework (PQF) Act, the ASEAN Integration, globalization, and the changing character of the 21st century learners. The PPST and PPSSH articulate the professional practice expected of a quality teacher and school head, respectively, through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement.

9. Consistent with the State's commitment to advancing the right of every Filipino learner to quality in basic education, DepEd remains faithful to providing merit- and competency-based career advancement to teachers commensurate to their qualifications and competence by ensuring that the system incentivizes performance and mastery in curriculum content and pedagogical approaches; thereby, promoting their welfare, work motivation, and professional growth. The implementation of the expanded system of career progression for DepEd teachers and school heads pursuant to EO No. 174, s. 2022 and its IRR, and the modification of the school staffing parameters for Master Teacher and School Principal positions as stipulated in DBM-DepEd Joint Circular No. 1, s. 2025 shall further ensure that the organization and its workforce, particularly in the schools, 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.

10. As such, the Department hereby issues this DepEd Order on the ***Implementation of Expanded Career Progression System for Teachers and School Heads in the Department of Education***. This Order provides for the internal guidelines on the implementation of EO No. 174, s. 2022, its IRR, and the DBM- DepEd Joint Circular No. 1, s. 2025; and sets forth a systematic and competency-based process of advancement of teachers and school heads along the established career lines in classroom teaching and school administration. Ultimately, this Order is aimed at promoting professional development and career advancement of teachers and school heads anchored on the set qualifications and professional standards, ensuring that the organization retains its best talents by making sure that remuneration is commensurate with their qualifications and competencies and providing other means of job satisfaction and fulfilment.

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[3] *"National Adoption and Implementation of the Philippine Professional Standards for Teachers"* dated August 11, 2017
[4] *"National Adoption and Implementation of the Philippine Professional Standards for School Heads"* dated September 7, 2020
[5] *"An Act Enhancing the Philippine Basic Education System by Strengthening its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefor and for Other Purposes"* dated July 23, 2012
[6] *"An Act Institutionalizing the Philippine Qualifications Framework (PQF), Establishing the PQF-National Coordinating Council, and Appropriating Funds Therefor"* dated July 24, 2017

II. Scope

11. This Order provides guidance to teachers, school heads, Human Resource Management Officers (HRMOs), members of the Human Resource Merit Promotion and Selection Board (HRMPSB), Finance Officers, Administrative Officers, and Heads of Offices in the Regional and Schools Division Offices, and other stakeholders on the implementation of the Expanded Career Progression (ECP) System in DepEd pursuant to EO No. 174, s. 2022, its IRR, and DBM-DepEd Joint Circular No. 1, s. 2025 as well as the systematic and competency-based process of advancement of teachers and school heads along the established career lines in classroom teaching and school administration, through promotion by means of natural vacancy and reclassification of positions.

12. It covers the basic principles and general policies on the ECP System including the necessary staffing modification and personnel actions to ensure smooth transition to the new system as well as the specific guidelines, tools, procedures, and criteria that shall govern the entire process of career advancement and promotion of teachers and school heads from application to appointment to the promoted and/or reclassified position.

These guidelines cover the career progression and promotion of teachers and school heads to the following positions in all Elementary, Secondary, including Senior High Schools (SHS):

Class	Level	Salary Grade (SG)
Teacher	I, II, III, IV, V, VI, VII	11, 12, 13, 14, 15, 16, 17
Master Teacher	I, II, III, IV, V	18, 19, 20, 21, 22
School Principal	I, II, III, IV	19, 20, 21, 22

As such, this Order shall apply to all teacher and school principal incumbents of the above-enumerated positions, holding permanent appointments, in all levels from Kindergarten to SHS, including those handling Alternative Learning System (ALS), Madrasah, and Indigenous Peoples Education (IPEd). It shall also apply to Special Science Teachers (SST) and Special Needs Education Teachers (SNET) whose positions shall bear such parenthetical title pursuant to Sections 21 and 25 of the IRR of EO No. 174, s. 2022.

This Order shall not govern the hiring and original appointments to vacant Teacher I, higher teaching, and School Principal positions. The existing recruitment, selection, and appointment guidelines for Teacher I and school administration positions as stipulated in DepEd Order (DO) No. 007, s. 2023 and for higher teaching positions as stipulated in DO 20, s. 2024 and their subsequent issuances shall apply, unless otherwise repealed, modified, or amended by subsequent policies.

13. This Order does not apply to positions belonging to the following job groups:
    a. Guidance Coordinators, Guidance Counselors, School Counselors, and School Counselor Associates;
    b. School Farming Coordinators;
    c. Vocational Instruction Supervisors;
    d. School Librarian I, II, III and other positions in the Library Service Group assigned in schools, regardless of whether they are assigned at least one (1) teaching load;
    e. Teaching positions in non DepEd-managed schools and community learning centers such as:
        i. Philippine High School for the Arts (PHSA), National Academy for Sports (NAS), and other schools and community learning centers managed by DepEd attached agencies;
        ii. Philippine Science High Schools (PSHS); and
        iii. State Universities and Colleges (SUCs) offering basic education (i.e., Junior High School (JHS) and SHS Programs, and Laboratory Schools);
    f. Teaching positions in Bangsamoro Autonomous Region in Muslim Mindanao (BARMM); and

g. Other positions that are neither specified in EO No. 174, s. 2022 nor specifically identified by the DepEd as covered by the System.

Notwithstanding, the BARMM may adopt this Order to implement the ECP System in the Region pursuant to EO No. 174, s. 2022.

III. Definition of Terms

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

c. **Classroom Teaching (CT) Career Line** refers to the career pathway of teachers that is involved in classroom teaching. The classes of positions in the CT Career Line include Teacher I-VII and Master Teacher I-V.

d. **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 applied for.

e. **Comparative Assessment Result for Expanded Reclassification (CAReER)** refers to the report prepared by the HRMPSB that shall contain the complete list of all candidates for reclassification, highlighting the candidates, whose total scores obtained from the evaluative assessments, meet the quota based on available fund allocation of the division.

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

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

h. **Coterminous with the Incumbent** refers to an appointment that is co-existent with the appointee, in that after the resignation, separation or termination of the services of the incumbent, the position shall be deemed automatically abolished.

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 appropriate 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 and school principal 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 qualified applicant 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 applied for.

m. **Experience** refers to the skills and knowledge gained or acquired by an individual in previous or current employment in either the government or private sector, whether full-time or part-time, which would enable him or her to perform the duties of the position to be filled as provided in the Position Description Form (PDF). In evaluating full-time and part-time work experience, the actual work hours rendered per week should be, as far as practicable, considered. Experience must be relevant and material to the duties and functions of the position.
    i. **Relevant experience** - refers to appropriate knowledge or skill acquired from previous or current employment which has significant closeness and functional relationship with the duties attached to the position to be filled, as certified by the HRMO, immediate supervisor, or authorized officials of the previous or current employer. Alternatively, the proof of relevant experience may include work samples or signed performance evaluations of the individual, among others.
    ii. **Specialized experience** - refers to a distinct line of knowledge or skill which is specifically required of the position.
    iii. **Managerial experience** - refers to knowledge or skills involving leadership, functional guidance, and supervision over people, resource, and/or policy, and exercising functions such as planning, organizing, directing, coordinating, controlling, and overseeing the activities of an organization, a unit thereof, or of a group.

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

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

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

p. **Higher Teaching Positions** refers 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 Sections 21 and 25 of the IRR of EO No. 174, s. 2022.

q. **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.

r. **Initial Evaluation Results (IER)** refers to the report submitted by the HRMO which contains the list of qualified and disqualified applicants vis-a-vis the CSC-approved Qualification Standards (QS) and Performance requirements.

s. **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.

t. **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.

u. **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.

v. **Merit** refers to the necessary qualifications and competencies to perform the duties and responsibilities of the position applied for.

w. **Natural Vacancy** refers to vacancy resulting from promotion, transfer, or any form of separation from service of an incumbent of a position, such as resignation, dropping from the rolls, termination of service, expiration of appointment, retirement, or death.

x. **On-stream Candidates** refers to incumbents affected by the implementation of the ECP System who shall be given priority in the provision of professional development interventions and promotion to School Principal I position, whether through reclassification or natural vacancy, during the three (3)-year transition period.

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)** refers 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 Towards Proficient to Distinguished practice.

aa. **Philippine Professional Standards for School Heads (PPSSH)** refers to the set of Professional standards that constitute a quality school head. It shall serve as a public statement of professional accountability of school heads. It sets out what school heads are expected to know, be able to do, and value as they progress in their profession.

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. **Reclassification** refers to a form of staffing modification or position classification action which may be applied only when there is a warranted substantial change in the regular duties and responsibilities of the incumbent of the position. It generally involves a change in any or all of the position attributes, i.e., position title, salary grade, or position level. For teachers covered by the Teachers Preparation Pay Schedule and the Compensation and Position Classification Plan for Faculty Positions[7], reclassification shall be based on the qualification of the incumbent of position. Reclassification of positions shall apply only to *filled regular positions* in the national government covered by or following the Compensation and Position Classification System (CPCS) established under RA No. 6758, as amended.

ee. **Reclassification Form for Teaching Positions (RFTP)** refers to a tool for determining the appropriate classification of a teaching position (Teacher I-VII and Master Teacher I-V). It contains information on position title, unique item number, and authorized salary in the current Personal Services current Itemization and Plantilla of Personnel (PSIPOP). The form reflects the applicant's attainment of the minimum qualifications of the position per CSC-approved QS, performance, and comparative assessment results.

ff. **Reclassification Form for School Principal Positions (RFSPP)** refers to a tool for determining the appropriate classification of a school principal position (School Principal I-IV). It contains information on position title, unique item number, and authorized salary in the current Personal Services current Itemization and Plantilla of Personnel (PSIPOP). The form reflects the applicant's attainment of the minimum qualifications of the position per CSC-approved QS, performance, and comparative assessment results, including school head assessment results (for school heads).

gg. **Retitling**[8] is a form of reclassification that does not involve change in salary grade of the position; provided that the new position title belongs to the same occupational group.

hh. **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.

ii. **School Administration Career Line** refers to the career pathway of teachers involved in school management and operations, and instructional supervision. The classes of positions in the SA Career Line include School Principal I-IV.

jj. **Scrap and Build** is a form of conversion of vacant regular position which necessitates changes in the position titles, wherein the vacant item is abolished, and, in its stead, the appropriate position is created.

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[7] *See* Circular Letter No. 2007-6 dated February 19, 2007 re: *Manual on Position Classification and Compensation*
[8] *See* DBM Budget Circular No. 2018-3 dated July 30, 2018 re: *Guidelines on the Reclassification of Positions*

kk. **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).

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

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

a. BEI - Behavioral Events Interview
b. BHROD - Bureau of Human Resource and Organizational Development
c. CAReER - Comparative Assessment Result for Expanded Reclassification
d. CO - Central Office
e. COI – Classroom Observation Indicators
f. COT – Classroom Observation Tool
g. CSC - Civil Service Commission
h. CSFO – Civil Service Commission Field Office
i. DBM – Department of Budget and Management
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. NOSCA - Notices of Organization, Staffing and Classification Action
u. ORS - Open Ranking System
v. ORAOHRA - Omnibus Rules on Appointments and Other Human Resource Actions
w. PAF – Portfolio Annotations Form
x. PAL – Plantilla Allocation List
y. PDS - Personal Data Sheet
z. PPST – Philippine Professional Standards for Teachers
aa. PPSSH – Philippine Professional Standards for School Heads
bb. PR- Performance Rating
cc. QS - Qualification Standards
dd. RFTP – Reclassification Form for Teaching Positions
ee. RFSPP – Reclassification Form for School Principal Positions
ff. RO - Regional Office
gg. RSA – Recruitment, Selection, and Appointment
hh. SDO - Schools Division Office
ii. SDS – Schools Division Superintendent
jj. SG - Salary Grade

IV. Policy Statement

16. The Department hereby provides for the set of guidelines that shall govern the implementation of EO No. 174, s. 2022 titled *'Establishing the Expanded Career Progression System for Public School Teachers'*, its IRR, and the DBM-DepEd Joint Circular No. 1, s. 2025. It adopts the redefined career lines of classroom teaching and school administration as mandated by EO No. 174, s. 2022 and outlines the process of career progression and promotion of teachers and school heads along the career lines, anchored on the established professional standards for teachers and school heads that provide clear measures for professional learning, competent practice, and effective engagement.

Consistent with the merit- and competency-based recruitment, selection, and placement policies of the Department as stipulated in its Agency Merit Selection Plan (MSP), these guidelines uphold DepEd's commitment to retain its best talents by promoting professional development and career advancement; ensuring that remuneration of its personnel is commensurate to the acquired qualifications and competencies; and driving high levels of performance while boosting morale, work motivation, and fulfilment.

V. General Guidelines

A. The Expanded Career Progression for Teachers and School Heads

17. The Expanded Career Progression (ECP) System stipulated in EO No. 174, s. 2022 defines the career progression for teachers and school heads in the Classroom Teaching and School Administration Career Lines, respectively. Teachers and school heads within the public basic education school system, in all levels from Kindergarten to SHS, falling within the coverage of EO No. 174, s. 2022 and its IRR, and this Order shall be afforded reasonable opportunities to apply for further career progression to either career lines.

a. ***Classroom Teaching (CT) Career Line.***—The CT Career Line shall be the career pathway for teachers involved in classroom teaching. The CT Career Line shall have the following classes of positions:
    i. Teacher I,
    ii. Teacher II,
    iii. Teacher III,
    iv. Teacher IV,
    v. Teacher V,
    vi. Teacher VI,
    vii. Teacher VII,
    viii. Master Teacher I,
    ix. Master Teacher II,
    x. Master Teacher III,
    xi. Master Teacher IV, and
    xii. Master Teacher V.

b. ***School Administration (SA) Career Line.*** —The SA Career Line shall be the career pathway for teachers involved in school management and operations, and instructional supervision. The SA Career Line shall have the following classes of positions:
    i. School Principal I,
    ii. School Principal II,
    iii. School Principal III, and
    iv. School Principal IV.

18. ***Equivalence of Positions in the CT and SA Career Line; Alignment with the Career Stages of the PPST and PPSSH.*** The equivalence in the positions in the CT and SA Career Lines as well as their alignment with the Career Stages of the PPST and PPSSH is shown in the table below:

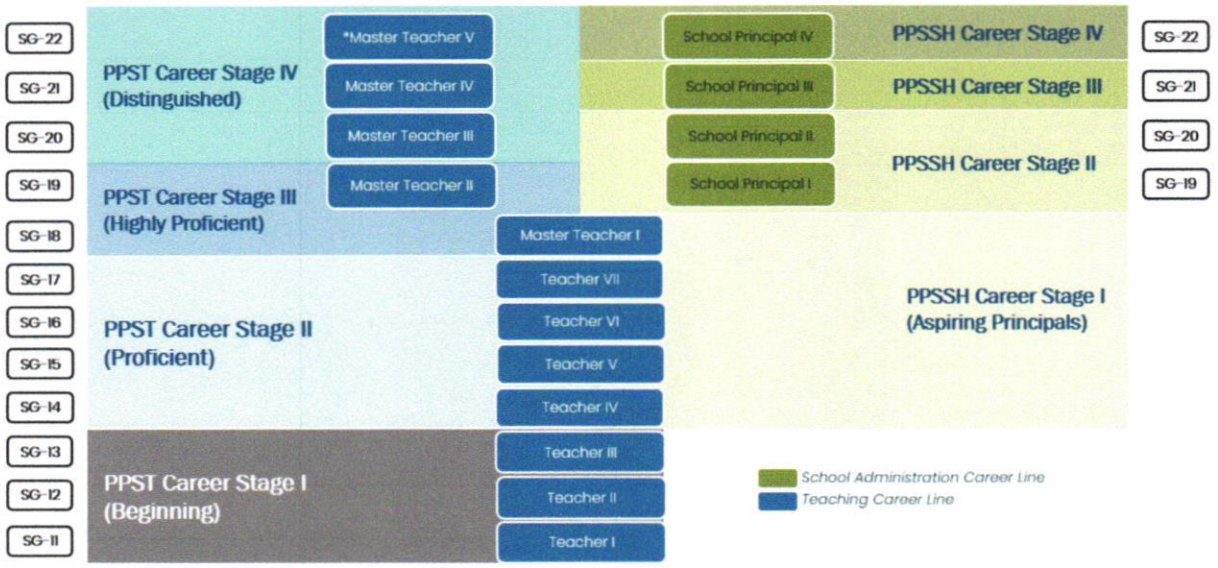


Figure 1. Equivalence of Positions in the CT and SA Career Line; and Alignment with the Career Stages of the PPST and PPSSH

19. The Salary Grades and their rates as indicated in the illustration above shall be deemed updated, adjusted, or modified whenever necessary to reflect such current levels and rates as may be fixed by relevant laws and executive issuances.

20. Hiring and promotion to positions in the ECP System shall be based on merit, fitness, and competence; and shall require the attainment of the minimum qualifications approved by the CSC and the appropriate proficiency level defined under the established professional standards for teachers and school heads per DO 42, s. 2017 and DO 24, s. 2020, subject to the applicable assessments, staffing ratios and deployment parameters, and rules and regulations as provided for in this Order. Teachers and school leaders shall be promoted primarily through reclassification of position; without precluding promotions through natural vacancy in the event of newly created items and vacated positions, subject to the provisions under Section 26 of this Enclosure on the *Scrap-and-Build Policy*.

Promotion to higher positions shall be non-hierarchical; provided that the following conditions are met:

a. **Career Stage-based Advancement.** Under no circumstance shall an applicant be allowed to jump to higher career stage/s for promotion without progressing through each of the career stages defined under the established professional standards, e.g., an incumbent of any position under *Career Stage I - Beginning towards Proficient* (Teacher I-III) shall be required to go through any of the positions under *Career Stage II – Proficient* (Teacher IV-VII) before advancing to any position under *Career Stage III – Highly Proficient* (MT I-II); and

b. **Three (3) Salary Grade Limitation.** Promotion, whether through reclassification or natural vacancy, shall not exceed three (3) salary grades higher than the applicant's present position, except when the promotional appointment falls within the purview of any applicable exemptions granted by the CSC as stipulated in the ORAOHRA. In such cases, appropriate justification shall be submitted to the oversight agencies (i.e., DBM and CSC), together with other required documents, for evaluation and approval.

21. ***Entry and Advancement in the Classroom Teaching Career Line.***—All qualified individuals desiring to pursue the CT Career Line may apply to any position through natural vacancy or reclassification[9] of positions, subject to necessary assessments and applicable staffing standards and deployment parameters. Applicants to positions in the CT Career Line must:

a. meet the minimum qualifications for the teaching position applied for in terms of *Education, Training, Experience, Eligibility, and Competence (if applicable)*[10] per CSC-approved QS and *Performance* requirement;

b. meet the desired proficiency level for teachers defined under the PPST as may be assessed through Performance Ratings and/or Certificate of Competency Level issued by the authorized body (if applicable)[11]:
   i. Beginning towards Proficient: Teacher I, II, III
   ii. Proficient: Teacher IV, V, VI, VII
   iii. Highly Proficient: Master Teacher I, II
   iv. Distinguished: Master Teacher III, IV, V;

c. undergo the comparative assessment by the Human Resource Merit Promotion and Selection Board (HRMPSB) in accordance with the following guidelines:
   i. Enclosure No. 2: *'Guidelines on the Reclassification to Teaching Positions'*; and
   ii. DO 20, s. 2024: *'Guidelines on the Recruitment, Selection, and Appointment to Higher Teaching Positions'* for natural vacancy.

22. ***Entry and Advancement in the School Administration Career Line.***— All qualified individuals desiring to pursue the SA Career Line may apply through natural vacancy or reclassification[12] of positions, subject to necessary assessments and applicable staffing standards and deployment parameters. Applicants to positions in the SA Career Line must:

a. meet the minimum qualifications for the School Principal position applied for in terms of *Education, Training, Experience, Eligibility, and Competence (if applicable)*[13] per CSC-approved QS and *Performance* requirement;
b. meet the desired proficiency level for school heads defined under the PPSSH as may be assessed through the applicable DepEd-administered school head assessment and/or Certificate of Competency Level issued by the authorized body (if applicable)[14]:

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[9] Applicable only for teachers and school principal positions. In view of the established organizational structure and staffing complement, reclassification shall not be applicable to other related-teaching and non-teaching positions, unless otherwise provided by law and policies.

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

[11] Applicable only upon establishment of a system of recognition affirming the career stages achieved by teachers and school leaders to be issued by Teacher Education Council (TEC) pursuant to Section 8(f) of RA 11713 *'Excellence in Teacher Education Act'*.

[12] Applicable only for teachers and school principal positions. In view of the established organizational structure and staffing complement, reclassification shall not be applicable to other related-teaching and non-teaching positions, unless otherwise provided by law and policies.

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

[14] Applicable only upon establishment of a system of recognition affirming the career stages achieved by teachers and school leaders to be issued by Teacher Education Council (TEC) pursuant to Section 8(f) of RA 11713 'Excellence in Teacher Education Act'.

i. Career Stage II: School Principal I, II
ii. Career Stage III: School Principal III
iii. Career Stage IV: School Principal IV;

c. Undergo the comparative assessment by the HRMPSB in accordance with the following guidelines:

i. Enclosure No. 3: *'Guidelines on the Reclassification to School Principal Positions'*; and
ii. Enclosure No. 3 to DO 007, s. 2023: *'Guidelines on the Recruitment, Selection, and Appointment in the Department of Education*, and its subsequent issuances, for natural vacancy.

23. ***Choice of Career Line.***—Upon reaching the Master Teacher I position, a teacher may choose to pursue the CT Career Line or the SA Career Line. A teacher pursuing a promotion to Master Teacher II shall continue upwards in the Classroom Teaching Career Line; while a teacher opting a career as a School Principal shall continue upwards in the School Administration Career Line, without precluding the provisions of Section 24 of this Enclosure on *Switching Career Lines.*

24. ***Switching Career Lines.***—The switching of career line from classroom teaching to school administration and vice versa shall be allowed **once**; provided, that the individual opting to switch possesses all the necessary qualifications and expected competencies for the position being applied for in the other career line; provided further, that switching of career line shall be subject to available vacant position and/or applicable staffing standards and deployment parameters for Master Teacher and School Principal positions. The applicable guidelines for natural vacancy or reclassification of positions as defined in Sections 21 and 22 of this Enclosure shall apply.

25. Qualified Teachers, Master Teachers, and School Principals may be considered for promotion to the other higher positions, related teaching and non-teaching, in the service, subject to the necessary assessment and applicable guidelines.

Similarly, qualified individuals, internal or external to DepEd, shall be allowed to apply to any vacant position in the ECP System commensurate to their qualifications and proficiency level; subject to the provisions stipulated in Sections 21 and 22 of this Enclosure.

26. ***Scrap-and-Build Policy.***— In the event when any position in the CT or SA Career Line is vacated through promotion, transfer, resignation, retirement, or any form of separation from service, the vacant position shall be published/posted as natural vacancy and shall be filled-up in accordance with the DepEd MSP and applicable RSA Guidelines within one (1) year reckoned from the date of vacancy. If the position remains vacant after the one (1) year period, the Schools Division Office (SDO) shall facilitate the conversion of the dormant item to the entry position of the job group. As such, the position shall be abolished, and in their stead, the following positions shall be created:

Vacated Position	Converted Position
School Principal II School Principal III School Principal IV	School Principal I

Vacated Position	Converted Position
Teacher II Teacher III Teacher III *(Special Science Teacher I)* Teacher IV Teacher V Teacher VI Teacher VI *(Special Science Teacher II)* Teacher VII Master Teacher I Master Teacher II Master Teacher III Master Teacher IV Master Teacher V	Teacher I

As stated, positions bearing the parenthetical titles of Special Needs Education Teacher and Special Needs Education Master Teacher shall maintain their parenthetical title upon conversion to the entry position of the job group; while positions bearing the parenthetical title of Special Science Teacher shall be converted to Teacher I.

B. Modified Staffing Standards for Master Teacher and School Principal Positions

27. Pursuant to Section 9.0 of DBM-DepEd Joint Circular No. 1, s. 2025, which amends the *1997 Organization and Staffing Standards for DECS Schools Division, Elementary and Secondary Schools*, the modified staffing standards establishing the number of authorized Master Teacher and School Principal positions in Elementary and Secondary schools shall be as follows:

Position	Staffing Standards
School Principal I School Principal II School Principal III School Principal IV	One (1) plantilla item per school regardless of position title
Kindergarten and Elementary Level	
Master Teacher I Master Teacher II Master Teacher III Master Teacher IV Master Teacher V	One (1) plantilla item for every five (5) Teachers within the school, regardless of position title
Secondary Level (Junior High Schools)	
Master Teacher I Master Teacher II Master Teacher III Master Teacher IV Master Teacher V	One (1) plantilla item for every five (5) Teachers per subject/learning area within the school, regardless of position title
Secondary Level (Senior High Schools)	
Master Teacher I Master Teacher II Master Teacher III Master Teacher IV Master Teacher V	One (1) plantilla item for every five (5) Teachers per track within the school, regardless of position title

Secondary Level (Regional Science High Schools)	
Master Teacher I Master Teacher II Master Teacher III Master Teacher IV Master Teacher V	One (1) plantilla item for every three (3) Teachers per subject/learning area within the school, regardless of position title
Special Needs Education	
Master Teacher I Master Teacher II Master Teacher III Master Teacher IV Master Teacher V	One (1) plantilla item for every five (5) SNEd Teachers within the Schools Division, regardless of position title
Alternative Learning System	
Master Teacher I Master Teacher II Master Teacher III Master Teacher IV Master Teacher V	One (1) plantilla item for every five (5) ALS Teachers within the Schools Division, regardless of position title
Multigrade Schools and Hardship Posts	
Master Teacher I Master Teacher II Master Teacher III Master Teacher IV Master Teacher V	One (1) plantilla item for every three (3) Teachers within the school, regardless of position title

28. One (1) School Principal item, regardless of position title or level, shall be authorized for every unique school (i.e., school with School ID). Transfer or redeployment of excess items or reassignment or designation of personnel resulting from the implementation of the *Transitory Provisions* as stipulated in Part VI of this Enclosure shall be effected, subject to the provisions under Section 35 of this Enclosure.

29. The modified staffing standards for Master Teacher positions, as shown in the table above, mandates the required Master Teacher to Teacher ratio for each curricular offering, Regional Science High School (RSHS), Special Needs Education (SNEd), Multigrade Schools, and Schools in Hardship Posts, taking into consideration the schools unique context as well as the broadened expectations and roles of Master Teachers to include instructional supervision, technical assistance, coaching and mentoring, and collaboration with teacher colleagues.

a. For Elementary Schools, one (1) Master Teacher item, regardless of position title or level, shall be authorized for every five (5) teachers within the school.
b. For Junior High School (JHS), one (1) Master Teacher item, regardless of position title or level, shall be authorized for every five (5) teachers per subject/learning area within the school.
c. For SHS, one (1) Master Teacher item, regardless of position title or level, shall be authorized for every five (5) teachers per track within the school
d. For Regional Science High School (RSHS), one (1) Master Teacher item, regardless of position title or level, shall be authorized for every three (3) teachers per subject/learning area within the school.
e. For Special Needs Education, one (1) Master Teacher item with parenthetical item of *'Special Needs Education Teacher'*, regardless of position title or level, shall be authorized for every five (5) SNED Teachers within the schools division.
f. For Alternative Learning System, one (1) Master Teacher item, regardless of position title or level, shall be authorized for every five (5) ALS Teachers within the schools division.

g. For Multigrade Schools and Schools in Hardship Posts, one (1) Master Teacher item, regardless of position title or level, shall be authorized for every three (3) teachers within the school.

30. To ensure that reclassification and/or retitling of positions are in accordance with the *Modified Staffing Standards for Master Teacher and School Principal Positions*, the DepEd Regional Office, shall submit an inventory of the Teacher, Master Teacher, and School Principal positions shall be submitted to DBM Regional Office (RO) as a supporting document to the requests for reclassification or retitling.

VI. Transitory Provisions

31. ***Transition Period.***—Pursuant to Title V, Section 19 of the IRR of EO No. 174, s. 2022, the transition to the ECP System shall be three (3) years reckoned from the date of the issuance of the IRR of EO No. 174, s. 2022. For purposes of establishing the exact dates of the transition period, it shall be reckoned from the date of the official publication of the IRR of EO No. 174, s. 2022 in the Official Gazette, which is on February 25, 2025, and shall end on February 24, 2028.

Similarly, for purposes of establishing the reckoning dates of the succeeding provisions under this Section, it shall be noted that the effectivity date of the IRR of EO No. 174, s. 2022 shall be on March 12, 2025, which is 15 days after its publication on the Official Gazette, pursuant to Section 37 of the IRR of EO No. 174, s. 2022.

32. ***Conversion of Existing Vacant Positions.***—Consistent with the *'scrap-and-build'* policy as stipulated in Section 26 of this Enclosure and pursuant to Section 20 of the IRR of EO No. 174, s. 2022, existing vacant positions shall be converted to the appropriate position.

a. The existing vacant positions, with titles that conform with the position titles in the ECP System as enumerated in Sections 17(a) and 17(b) of this Enclosure shall be filled up within one (1) year reckoned from the date of the issuance and publication of the IRR of EO No. 174, s. 2022 *(i.e., February 25, 2025)*. In accordance with the RSA Guidelines stipulated under DO 20, s. 2024 for higher teaching positions and DO 007, s. 2023 and its subsequent issuances for School Principal positions, DepEd shall employ all necessary means to fill up the vacant positions until February 24, 2026. Thereafter, such vacant positions shall be converted to the appropriate position as indicated under Section 26 of this Enclosure on the *Scrap-and-Build Policy*.
b. The existing vacant positions, with titles that *do not* conform with the position titles in the ECP System shall no longer be filled up upon the issuance of this Order and shall be converted to appropriate positions in the ECP System. Vacant or unfilled Special School Principal (SSP) I-II and Assistant School Principal (ASP) II-III shall be converted to School Principal I position; while vacant or unfilled Assistant School Principal (ASP) I, Assistant Special School Principal (ASSP) I, and Head Teacher (HT) I-VI positions shall be converted to Teacher I positions; *except* those that are already published and posted and/or with ongoing assessment and selection. Once filled up, appointees of said published positions shall be covered by the provisions under Sections 33 to 35 of this Enclosure.

   Upon issuance of this Order, SDOs shall be given 90 days to facilitate the conversion of vacant SSP, ASP, ASSP, and HT positions to the appropriate positions stated above. They shall submit a Plantilla Allocation List (PAL) containing all the positions for conversion to the DepEd-RO, including other necessary documents, which shall subsequently be submitted to the DBM-RO, copy furnished DepEd Central Office - Bureau of Human Resource and Organizational Development (BHROD). For information and tracking purposes, the BHROD shall monitor the conversion of positions through the regular DepEd Personnel Audit (DPA), and SDOs and ROs shall be required to regularly submit a report on approved conversion of positions to the BHROD.

33. ***Promotion or Reclassification of Incumbents.***—Pursuant to Section 22 of the IRR of EO No. 174, s. 2022, qualified individuals, who are holding the positions that *do not* conform with the position titles in the ECP System, may be promoted or reclassified to appropriate positions in the ECP System that are commensurate to their qualifications and proficiency level, subject to the necessary assessments and applicable staffing standards and deployment parameters as provided for under Section 27 of this Enclosure.

As such, qualified incumbents of SSP I-II, ASP I-III, ASSP I, HT I-VI, SNET I-V, and SST I-II positions may apply for promotion or reclassification to the appropriate Teacher, Master Teacher, and School Principal position, subject to the provisions stipulated in Sections 21 to 23 of this Enclosure. For the duration of the three (3)-year transition period, they shall be given priority in the promotion through natural vacancy; provided they belong to the top 5 or top-ranking candidates. Similarly, they shall be given priority in the reclassification of positions, subject to the guidelines stipulated in this Order.

34. ***Retitling of Existing Filled Positions to Positions in the ECP System.***—The existing positions, with titles that *do not* conform to the position titles in the ECP System shall be retitled to the positions of equivalent SGs in the ECP System, as shown below. This shall apply to existing incumbents who may not be qualified for promotion or reclassification to higher positions at the time of the effectivity of the IRR *(i.e., March 12, 2025)* per Section 33 of this Enclosure.

The process on the retitling of positions—including the submission of documents, endorsement, and approval—is detailed in ***Appendix 1***.

Current Position	Retitled Position	SG Level
Special School Principal II Assistant School Principal III	School Principal II or Master Teacher III	20
Special School Principal I Assistant School Principal II Head Teacher VI	School Principal I or Master Teacher II	19
Assistant School Principal I Assistant Special School Principal I Head Teacher V	Master Teacher I	18
Head Teacher IV	Teacher VII	17
Head Teacher III	Teacher VI	16
Head Teacher II	Teacher V	15
Head Teacher I	Teacher IV	14

a. Incumbents of ***Special School Principal I-II*** shall be retitled to the equivalent School Principal position, provided they meet the CSC-approved QS for the position; otherwise, they shall retain their position title until such time that they meet the QS. Having been performing the function of a School Head, they shall not be required to pass the National Qualifying Examination for School Heads (NQESH), Principal's Test, or DepEd-administered principalship or school head assessment/s and undergo HRMPSB the assessment process.

b. Incumbents of ***Assistant School Principal II-III*** and ***Head Teacher VI*** positions shall be retitled to the appropriate position in the ECP System without having to undergo the HRMPSB assessment. They shall be given the following options:

i. Incumbents who meet the CSC-approved QS for the equivalent School Principal position and the competencies for school heads as certified by passing the NQESH, Principal's Test, or DepEd-administered principalship or school head assessment/s shall be:

   (a) Retitled to the equivalent School Principal position, subject to applicable staffing standards and deployment parameters as provided for under Section 27 of this Enclosure. Retitled School Principals shall be assigned to any Elementary or Secondary school within the SDO with no School Principal item, subject to the provisions under Section 35 of this Enclosure.
   (b) Should all schools within the SDO have been assigned with one (1) School Principal item and there are still qualified incumbents, said incumbents shall retain their position title and continue to perform as Assistant School Head or Department Head in the same school until a vacant School Principal position becomes available, to which they shall be given priority provided they belong to the top 5 or top-ranking candidates; without precluding the provision under Section 33 of this Enclosure on the *Promotion and Reclassification of Incumbents*. Further, should there be more qualified ASP and HT VI incumbents than the number of vacancy, appointments shall be made based on their respective ranks in the comparative assessment.

ii. Incumbents who *do not* meet the CSC-approved QS for the equivalent School Principal position and/or have passed the NQESH, Principal's Test, or DepEd-administered principalship or school head assessment/s shall be retitled to the equivalent Master Teacher position, subject to applicable staffing standards and deployment parameters as provided for under Section 27 of this Enclosure. The said incumbents shall be allowed to switch career line under Section 24 of this Enclosure. The said incumbents shall be given, upon their concurrence, the following options in terms of functions:

   (a) Assume the functions attached to a Master Teacher position;
   (b) Perform their existing functions as Assistant School Head or Department Head in the same school by virtue of designation; or
   (c) Perform as a School Head designate in any Elementary or Secondary school within the SDO with no School Principal item pursuant to Section 35 of this Enclosure.

   Official Designation Orders duly signed by the Schools Division Superintendent (SDS) shall be issued to incumbents who opt to take on the functions of a School Head designate, Assistant School Head designate, or Department Head designate, subject to applicable policies, rules and regulations, and guidelines on designation.

   For the duration of the three (3)-year transition period, incumbents retitled to Master Teacher positions shall be regarded as *on-stream candidates* for the SA Career Line. As such, they shall be provided with professional development interventions to equip them with the necessary competencies to be full-fledged principals and shall be given priority in the promotion or reclassification to appropriate School Principal position commensurate with their qualifications and proficiency level, subject to the applicable guidelines stipulated in this Order.

iii. Incumbents who may not qualify for either School Principal or Master Teacher position and those who may not be retitled to Master Teacher as may be declared as excess per established staffing standards, shall retain their position title and continue to perform as Assistant School Head or Department Head in the same school.

They shall likewise be regarded as *on-stream candidates* for the SA Career Line during the transition period, within which they shall be provided with professional development interventions to equip them with the necessary competencies to be full-fledged principals and shall be given priority in the promotion or reclassification to appropriate School Principal position commensurate with their qualifications and proficiency level, subject to the applicable guidelines stipulated in this Order.

After the three (3)-year transition period, incumbents shall no longer be regarded as *on-stream candidates*. If they fail to be reclassified or retitled to the appropriate position in the ECP System within the transition period, the position they are holding shall be tagged as *coterminous with the incumbent (CTI)*. As such, they may apply for promotion only through natural vacancy to any vacant teaching, school administration, related teaching, or non-teaching position in the service, subject to the CSC-approved QS and applicable RSA guidelines. Pursuant to Section 32(b) of this Enclosure, CTI positions shall be converted to the appropriate position once the incumbent vacates the position through promotion, transfer, resignation, retirement, or any form of separation from service.

c. Incumbents of ***Assistant School Principal I, Assistant Special School Principal I, and Head Teachers I-V*** positions shall be given the following options:

i. To **retain** their current position title and perform the functions attached to their position, as defined in the Job Description, in the same school. Having been performing leadership and management functions, retained incumbents may be assigned, upon their concurrence, as School Head designate in any Elementary or Secondary school within the SDO with no School Principal item. Issuance of an Official Designation Order signed by the SDS shall be required.
Notwithstanding, incumbents who opted to retain their position shall be allowed to request the retitling of their position to the equivalent position in the ECP System at any time within the three (3)-year transition period.

They shall likewise be regarded as *on-stream candidates* for the SA Career Line during the transition period, within which they shall be provided with professional development interventions to equip them with the necessary competencies to be full-fledged principals and shall be given priority in the promotion or reclassification to School Principal I position without passing through Master Teacher I, subject to the applicable guidelines stipulated in this Order.

After the three (3)-year transition period, incumbents shall no longer be regarded as *on-stream candidates*. If they fail to advance to School Principal I within the transition period or request the retitling of their current position to the equivalent position in the ECP System, the position they are holding shall be tagged as CTI. As such, they may apply for promotion only through natural vacancy to any teaching, school administration, related teaching, or non-teaching position in the service, subject to the CSC-approved QS and RSA applicable guidelines. Pursuant to Section 32(b) of this Enclosure, CTI positions shall be converted to the appropriate position once the incumbent vacates the position through promotion, transfer, resignation, retirement, or any form of separation from service.

ii. To **retitle** to the equivalent position in the ECP System. As such, they shall be given the following options in terms of functions upon the concurrence of the incumbent:

(a) Assume the functions attached to the equivalent Teacher or Master Teacher position;
(b) Perform their existing functions in the same school by virtue of designation pursuant to Section 35 of this Enclosure; or
(c) Perform as a School Head Designate in any Elementary or Secondary school within the SDO with no School Principal item pursuant to Section 35 of this Enclosure.

Official Designation Orders duly signed by the SDS shall be issued to incumbents who opt to take on the functions of a School Head Designate, Assistant School Head Designate, or Department Head Designate, subject to applicable policies, rules and regulations, and guidelines on designation.

They shall likewise be regarded as *on-stream candidates* for the SA Career Line during the transition period, within which they shall be provided with professional development interventions to equip them with the necessary competencies to be full-fledged principals and shall be given priority in the promotion or reclassification to School Principal I position without passing through Master Teacher I position, subject to the applicable guidelines stipulated in this Order.

After the three (3)-year transition period, incumbents shall no longer be regarded as *on-stream candidates*. As such, they may apply for promotion or reclassification to the appropriate Teacher, Master Teacher, and School Principal position, subject to the applicable promotion or reclassification guidelines as indicated in Sections 21 and 22 of this Enclosure; and shall only be allowed to choose between CT and SA Career Lines upon reaching the Master Teacher I position.

iii. *On-stream candidates*, either retained or retitled, who are currently managing schools and who opted to continue performing their existing function as School Head shall maintain their School Head designation in the same school within the three (3) year transition period. However, if they fail to be reclassified to School Principal I position within the three (3) year period and a full-fledged School Principal has been appointed, they shall be designated as Assistant School Head Designate for School Operations and Management in any Elementary or Secondary schools with enrolment of more than 1,000 learners.

d. Incumbents of ***Special Needs Education Teacher I-V, and Special Science Teacher I-II*** shall be retitled to the equivalent position in the ECP System without having to undergo the HRMPSB assessment. Retitled positions shall maintain the parenthetical titles of *Special Needs Education Teacher* and *Special Science Teacher*, as follows:

Current Position	Retitled Position	SG Level
Special Needs Education Teacher V	Master Teacher I *(Special Needs Education Master Teacher I)*	18
Special Needs Education Teacher IV	Teacher VII *(Special Needs Education Teacher IV)*	17
Special Needs Education Teacher III	Teacher VI *(Special Needs Education Teacher III)*	16
Special Science Teacher II	Teacher VI *(Special Science Teacher)*	16
Special Needs Education Teacher II	Teacher V *(Special Needs Education Teacher II)*	15
Special Needs Education Teacher I	Teacher IV *(Special Needs Education Teacher I)*	14
Special Science Teacher I	Teacher III *(Special Science Teacher)*	13

i. Upon issuance of this Order, SDOs shall be given 90 days to facilitate the retitling of SNET and SST positions to the appropriate positions as stated above. They shall submit a PAL containing all the positions for retitling to the DepEd-RO, including other necessary documents, which shall subsequently be submitted to the DBM-RO, copy furnished DepEd Central Office - BHROD. For information and tracking purposes, the BHROD shall monitor the retitling of positions through the regular DPA.

ii. Incumbents of retitled positions shall continue to perform the same functions attached to their position.

iii. Incumbents of retitled positions may advance in the CT or SA Career Lines through natural vacancy or reclassification of position, subject to the provisions stipulated in Sections 21 to 23 of this Enclosure.

(a) Incumbents of teaching positions bearing the parenthetical title of *Special Needs Education Teacher* and *Special Needs Education Master Teacher* may advance up to the highest position in the CT or SA Career Line, subject to the CSC-approved QS for the position, necessary assessments, and applicable staffing standards. Their positions shall maintain the parenthetical titles as follows:

(i) Teacher IV (Special Needs Education Teacher I)
(ii) Teacher V (Special Needs Education Teacher II)
(iii) Teacher VI (Special Needs Education Teacher III)
(iv) Teacher VII (Special Needs Education Teacher IV)
(v) Master Teacher I (Special Needs Education Master Teacher I)
(vi) Master Teacher II (Special Needs Education Master Teacher II)
(vii) Master Teacher III (Special Needs Education Master Teacher III)
(viii) Master Teacher IV (Special Needs Education Master Teacher IV)
(ix) Master Teacher V (Special Needs Education Master Teacher V)

Consistent with Section 26 of this Enclosure on the *Scrap-and-Build Policy*, if the position remains vacant after the one (1) year period reckoned from the date of vacancy, the vacant position shall be converted to Teacher IV (Special Needs Education Teacher I).

(b) Incumbents of teaching positions bearing the parenthetical title of *Special Science Teacher* may advance up to the highest position in the CT or SA Career Line through reclassification or natural vacancy. For purposes of reclassification to higher teaching positions, they shall be categorized as SHS Teaching Position subject to the appropriate CSC-approved QS for Academic Track and Core Subjects and Technical Vocational Livelihood Track (TVL) Track; and the reclassified item shall no longer bear the parenthetical title of *Special Science Teacher*.

In line with the special hiring arrangements pursuant to Republic Act (RA) No. 10612, also known as the *'Fast-Tracked S&T Scholarship Act of 2013,'* once Special Science Teacher positions created for scholar graduates endorsed by Department of Science and Technology – Science Education Institute (DOST-SEI) are vacated due to promotion, transfer, resignation, end of return service obligation, retirement, or any form of separation from service of an incumbent, the vacant position shall be published and posted to accommodate qualified RA 7687 teacher incumbents vying for promotion, RA 10612 and RA 7687 teacher incumbents requesting transfer from other regions or schools division, and other specialized teachers in STEM and TVL, subject to applicable QS and necessary assessment stipulated in DO 20, s. 2024. Consistent with Section 26 of this Enclosure on the *Scrap-and-Build Policy*, if the position remains vacant after the one (1) year period reckoned from the date of vacancy, the vacant position shall be converted to Teacher I.

35. ***Designation and Redeployment of Excess Items and/or Incumbents.—*** Staffing complement resulting from the promotion, reclassification, and retitling of positions, in line with the implementation of the *Transitory Provisions*, shall be subject to transfer or redeployment of positions and/or reassignment or designation of personnel to schools with identified need in accordance with the *Modified Staffing Standards for Master Teacher and School Principal Positions* as stipulated in Section 27 of this Enclosure.

a. Consistent with the new CSC-approved QS for School Principal positions, which stipulates a generic Eligibility requirement (i.e., RA 1080 – Teacher) that no longer specifies the curriculum offering, whether Elementary or Secondary, School Principals may now be assigned to any Elementary or Secondary school within the SDO, subject to applicable guidelines on reassignment and designation.

b. In cases where all schools within the SDO have been assigned with one (1) School Principal, remaining incumbents of positions affected by the implementation of the *Transitory Provisions* shall be designated as either Assistant School Head Designate or Department Head Designate in Elementary or Secondary schools.

c. In cases where there is an excess Master Teacher in a school resulting from reclassification and retitling of ASP and HT positions, the incumbent of the retitled position may be reassigned and designated, upon their concurrence, to schools within the SDO with existing need of Master Teachers based on the new Master Teacher to Teacher ratios, with due consideration to the subject/learning area specialization needed by the school, in the case of secondary schools, subject to applicable guidelines on reassignment and designation.

36. ***Streamlining Duties and Responsibilities of School Level Personnel***

a. The ***Job Descriptions of Teaching and School Principal Positions*** are enclosed in ***Appendix 2***.

b. ***Master Teacher.***—In view of the adoption of the PPST, the expectation and roles of Master Teachers in schools have evolved to include instructional supervision, technical assistance, coaching and mentoring, and collaboration with teacher colleagues. The following specific attributes and functions shall be observed for Master Teacher levels:

i. Master Teachers are expected to demonstrate the teaching proficiency level equivalent to Career Stage III (Highly Proficient) and Career Stage IV (Distinguished) under the PPST. At the minimum, they are expected to consistently display a high level of performance in their teaching practice, mentor colleagues, and work collegially with other staff.

Towards this end, Master Teachers shall serve as subject matter experts, and perform instructional supervision, coaching and mentoring, and technical assistance functions to teachers. They shall guide other teachers in the school or cluster of schools towards improving their competencies and take the lead in the preparation of instructional materials. They shall serve as observers in the conduct of demonstration teaching or teacher consultants in other schools in the schools division.

ii. Master Teachers shall serve as raters of teacher performance under the Performance Management and Evaluation System (PMES)-PPST.

iii. The teaching load of Master Teachers shall be at most six (6) hours per day. To ensure provision of Instructional Supervision, school heads shall design the teachers' program in a way that they have time to conduct coaching and mentoring as part of their teacher ancillary tasks as Master Teachers.

iv. All Master Teachers shall be administratively under the School Head, who shall be the Rater of all Master Teachers, notwithstanding their rank or salary level.

c. ***Department Head Designate.***—A Department Head Designate shall be assigned in Grades 4-6, JHS, and SHS. In Kindergarten to Grade 3, Department Head Designate shall serve as a Grade Level Head.

i. A Department Head Designate shall come from the ranks of Master Teachers in the particular subject/learning area/track. The designation of Teachers lower than the rank of a Master Teacher I shall only be allowed in the event when there is no Master Teacher in the subject/learning area/track.

ii. The issuance of an Official Designation Order duly-signed by the SDS shall be required.

iii. The designation as Department Head shall be on rotation, each for a period of one (1) year.

iv. A Department Head Designate shall have three (3) hours of teaching load.

v. As Department Head Designate, they shall perform the duties and responsibilities as stipulated in ***Appendix 3***.

vi. For purposes of performance management and evaluation, they shall use the prescribed Individual Performance Commitment and Review Form (IPCRF) to

reflect their performance as teacher based on the PPST and their contributions as Department Head to the School performance. They shall reflect their performance targets and accomplishments as Department Head Designate under the Key Result Area (KRA) on Teaching and Learning Delivery.

d. ***Assistant School Head Designate.—*** An Assistant School Head Designate shall be assigned in schools with an enrolment of more than 1,000 learners.

i. As part of the professional development of prospective or aspiring principals, Assistant School Head Designates shall come from the ranks of Teacher VI, Teacher VII, and Master Teacher I. The designation of Teachers lower than the rank of Teacher VI shall only be allowed in the event when there is no Teacher VI, Teacher VII, and Master Teacher I in the school. The designation of Master Teachers higher than Master Teacher I shall only be allowed when the incumbent signifies future plans to switch career tracks based on his/her Individual Development Plan (IDP).

ii. The issuance of an Official Designation Order duly signed by the SDS shall be required.

iii. With the assignment of Department Head Designates focusing on Teaching and Learning Delivery, Assistant School Heads, including those who opted to retain their current position and/or function and those who may be designated in line with the implementation of the *Transitory Provisions*, shall focus on School Operations and Learner Support.

iv. Pursuant to DepEd Order No. 005, s. 2024, a designated ASP shall be relieved of teaching load to allow full discharge of school leadership and management duties. An ASP may be assigned a teaching load on the condition that all teachers in the school have been assigned the maximum teaching overload of two (2) hours.

v. The specific duties and responsibilities of Assistant School Head Designate are detailed in ***Appendix 4.***

vi. For purposes of performance management and evaluation, they shall use the generic IPCRF to reflect their performance targets and accomplishments as Assistant School Head Designate aligned with the School OPCRF.

37. ***Capability Building.—***The Department shall capacitate DepEd officials, personnel, and key stakeholders to ensure smooth transition and proper implementation of the ECP System.

a. The BHROD, in collaboration with DepEd-ROs and SDOs, shall orient all teachers and school heads on the salient features and relevant details of the ECP System. It shall develop Information, Education, and Communication (IEC) materials to advocate and promote the ECP System as well as ensure uniform understanding of the policy and guidelines.

b. The National Educators' Academy of the Philippines (NEAP) shall ensure the provision of in-service education and training for the continuous professional development of teachers and school heads and prepare them for future career advancement.

c. For the duration of the three (3)-year transitory period, the NEAP shall prioritize the provision of professional development interventions to *on-stream candidates* to SA Career Line (i.e., Assistant School Principals and Head Teachers) to equip them with the necessary competencies to be full-fledged principals.

d. The NEAP shall ensure continuous training and capability building for raters of teacher performance under the DepEd PMES as well as assessors of teacher competencies for purposes of professional development intervention and career progression.

e. The BHROD, in collaboration with DepEd-ROs and SDOs, shall ensure the provision of capability building/training programs and resource materials for the members of the HRMPSB and its sub-committees who shall serve as assessors of applicants for promotion or reclassification.

38. ***Alignment and Integration with Other Human Resource Systems, Policies, and Programs***

a. The BHROD and NEAP shall collaborate in the formulation of a comprehensive onboarding and induction policy that ensures seamless integration of teachers and school heads as they assume new positions in the ECP System with new roles and expectations.

b. The BHROD shall update the DepEd PMES Guidelines taking into consideration, among others, its complementation with the ECP System.

c. The BHROD and NEAP shall ensure alignment of DepEd professional development and career progression frameworks with the system of recognition, affirming the career stages achieved by teachers and school leaders based on the professional standards, to be established by the Teacher Education Council (TEC) pursuant to RA 11713.

d. The BHROD shall ensure alignment of the *Modified Staffing Standards for Master Teacher and School Principal Positions* with the proposed School Organizational Structure and Staffing Standards.

e. All SDOs shall update the *System of Ranking Positions* defining the next-in-rank positions to include the new position titles created pursuant to EO No. 174, s. 2022 in accordance with ***Appendix 5***, for onward submission to CSC, copy furnished DepEd Central Office.

VII. Miscellaneous Provisions

39. Issuance of appointment of all personnel with approved reclassification and/or retitling of position, which may result in any change in any or all of the position attributes: position title, parenthetical title, level, and/or salary grade, shall be guided by relevant provisions of the CSC Omnibus Rules on Appointments and Other Human Resource Actions (ORAOHRA).

40. Promotion through reclassification of position shall only apply to incumbents of teaching and school head positions as stipulated in this Order. Other teaching-related and non-teaching personnel in the service may enter the CT and SA career lines through natural vacancy, subject to the CSC-approved QS and assessments in accordance with Sections 21 and 22 of this Enclosure.

41. Newly-created and vacated teaching positions due to promotion, resignation, retirement, or any form of separation from service of an incumbent shall be filled-up in accordance with the DepEd MSP and applicable RSA Guidelines and pursuant to Section 26 of this Enclosure on the *Scrap-and-Build Policy*. They shall be open to all qualified applicants, internal or external to DepEd, including but not limited to the following:

a. Remaining candidates in the existing CAR-RQA/CAR/CAReER who were not accommodated in the regular hiring, promotion, or reclassification process;

b. Qualified applicants who opt to shift career lines pursuant to Section 24 on *Switching Career Line*;

c. Qualified applicants for transfer, provided they undergo the assessment process subject to the applicable guidelines on transfer; and

d. Other qualified applicants, internal and external to DepEd.

VIII. Monitoring and Evaluation

42. The Undersecretary of HROD Strand in the Central Office, Regional Directors, and SDSs shall lead and ensure smooth transition and proper implementation of this Order. Together with the BHROD and NEAP at the Central Office, RO-Human Resource Development Division, and SDO-School Governance and Operations Division (SGOD), they shall serve as ECP Champions at each level of governance.

43. All SDSs shall establish an ECP Committee under the SDO, composed of the Assistant Schools Division Superintendent (ASDS) as Chair, Chief Education Supervisors of SGOD and Curriculum Implementation Division (CID), Senior Education Program Specialist of Human Resource Development (HRD), Planning Officer, Budget Officer, Accountant, Administrative Officer V, and Administrative Officer IV (HRMO), to lead and monitor the transition, change management, and implementation of the ECP System in accordance with this Order. The ECP Committee shall:

a. Monitor strict adherence to the provisions of these guidelines;
b. Manage the advocacy and information dissemination to internal and external stakeholders;
c. Profile and facilitate professional development and career advancement of personnel affected by the implementation of the ECP System;
d. Guide and provide support to affected personnel based on the available options stipulated in this Order;
e. Facilitate the changes in the Plantilla, staffing modification, and personnel movements, and reporting thereof to the RO and CO;
f. Ensure the conduct and cascading of capacity building activities to incumbents, implementers, assessors, and key stakeholders;
g. Ensure alignment and streamlining of systems and procedures at the SDO level in accordance with applicable provisions under Section 38 of this Enclosure;
h. Establish a systematic feedback mechanism; and evaluate, address, and report implementation and policy issues that may arise;
i. Document and resolve ECP System-related issues and concerns, subject to the applicable policies and guidelines, rules and regulations, and relevant issuances; and
j. Report and elevate policy and higher-level implementation issues and concerns to RO-HRDD, for onward submission to BHROD.

44. The HRMPSB at the SDO shall be responsible for the comparative assessment and shall respond to queries and appeals related thereto. Meanwhile, the SDO HRMO shall be responsible for addressing concerns on call for applications, receipt of applications, and the initial evaluation process vis-à-vis the QS and performance requirements.

45. The BHROD-Human Resource Development Division (HRDD), together with the RO-HRDD and HRD under SGOD in the SDO, shall regularly monitor the promotion and reclassification of teachers and school heads under the ECP System. The HROD Strand shall develop an integrated electronic information system that facilitates the collection, storage, and updating of data and information on the qualification, performance, and proficiency levels as well as a monitoring system that tracks the progression of teachers and school heads under the ECP System.

46. The BHROD-HRDD, together with the RO-HRDD and ECP Committee in the SDO, shall regularly monitor and evaluate existing policies, guidelines, rules, and regulations on the career progression system and reclassification guidelines. In addition, ECP Committee in the SDO may also submit their policy recommendations to BHROD-HRDD, through the RO-HRDD, whenever deemed necessary.

47. The result of the policy evaluation and consolidated recommendations from HRMPSBs shall be consulted by the BHROD-HRDD with the DBM, CSC, PRC, and other government agencies concerned.

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

IX. References

49. This Order is formulated on the basis of provisions stipulated in the following issuances:

a. Executive Order 500, s. 1978, *'Establishing a New System of Career Progression for Public School Teachers'*
b. Executive Order No. 174, s. 2022, *'Establishing the Expanded Career Progression System for Public School Teachers'*
c. IRR of EO No. 174, s. 2022, *'Establishing the Expanded Career Progression System for Public School Teachers'*
d. RA 6758, *'An Act Prescribing a Revised Compensation and Position Classification System in the Government and for Other Purposes'*
e. Senate and House of Representatives Joint Resolution No. 4, *'Joint Resolution Authorizing the President of the Philippines to Modify the Compensation and Position Classification System of Civilian Personnel and the Base Pay Schedule of Military and Uniformed Personnel in the Government, and for Other Purposes'*
f. DBM-DepEd Joint Circular No. 01, s. 2025, *'Modified Position Classification and Compensation Scheme and System of Career Progression of Teachers and School Heads in the Public Basic Education System'*
g. CSC Resolution No. 2500471, s. 2025, *'Amendment to the Qualification Standards (QS) for Teacher I-III, Master Teacher I-IV, and School Principal I-IV Positions and the QS for Newly-Created Teacher IV-VII and Master Teacher V'*
h. DBM Circular Letter No. 2007-6, *'Manual on the Position Classification and Compensation'*
i. DO 42, s. 2017, *'National Adoption and Implementation of the Philippine Professional Standards for Teachers'*
j. DO 24, s. 2020, *'National Adoption and Implementation of the Philippine Professional Standards for School Heads'*
k. DBM Budget Circular No. 2018-3, *'Guidelines on the Reclassification of Positions'*
l. DBM Budget Circular o. 2019-1, *'Salary Rules and Regulations Applicable to Human Resource, Position Classification and Staffing Actions'*
m. *CSC Resolution No. 2500358, 2025 Omnibus Rules on Appointments and Other Human Resource Actions (April 30, 2025)*
n. DO 019, s. 2022, *'The Department of Education Merit Selection Plan'*
o. DO 007, s. 2023, *'Guidelines on Recruitment, Selection, and Appointment in the Department of Education'*
p. DO 20, s. 2024, *'Guidelines on Recruitment, Selection, and Appointment to Higher Teaching Positions'*
q. DO 21, s. 2024, *'Amendments to DepEd Order No. 007, s. 2023 (Guidelines on Recruitment, Selection, and Appointment in the Department of Education)'*

X. Repealing Clause

50. All provisions of the following DepEd Orders, rules and regulations, and other related issuances that pertain to the career progression system for teachers and reclassification of teaching and school administration positions, which are inconsistent with this Order and its provisions, are hereby repealed, rescinded, or amended accordingly.

a. Chapter 6 of DBM Circular Letter No. 2007-6, *'Manual on the Position Classification and Compensation'*
b. Budget Circular No. 2004-1, *'Guidelines on Automatic Upgrading of Eligible Public-School Teachers Through the Equivalents Record Form Scheme'*
c. DO 97, s. 2011, *'Revised Guidelines on the Allocation and Reclassification of School Heads Positions'*
d. DO 57, s. 1997, *'Further Implementation of the Career Progression System for Master Teachers'*
e. *DO 52, s. 1999, 'Automatic Upgrading of Positions for Eligible Public School Teachers through Equivalents Record Form (ERFS) Scheme'*
f. *DO 5, s. 1998, 'Reclassification of Regular Teacher and Principal Items to Special Education (SPED) Teacher and Special School Principal Items'*
g. MEC Order No. 10, s. 1979, *'Rules and Regulations for the Implementation of the System of Career Progression for Public School Teachers'*

XI. Separability Clause

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

XII. Effectivity

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

53. This Order shall apply to all applications for promotion through natural vacancy and reclassification of position received by the SDO a day after its effectivity date.

(Enclosure No. 2 to DepEd Order No.024, s. 2025)

GUIDELINES ON THE RECLASSIFICATION TO TEACHING POSITIONS

A. Positions Authorized for Reclassification

1. Promotion through reclassification of position shall only apply to incumbents of teaching and school head positions. The list of teaching positions authorized for reclassification is enclosed in *Annex A-2*. This shall amend the *List of DepEd Authorized Positions (Teaching Positions)* attached as Annex A-1 of DO 20, s. 2024, adopting the updated position titles as stipulated in Item A, Section 17 of Enclosure 1.

B. Call for Applications

2. The Schools Division Superintendent (SDS), as the head of office at the SDO, shall issue an official memorandum calling for applications for reclassification of teaching positions **not later than June 30 of the current year**. Subsequent calls for applications may be done within the year subject to availability of funds.

3. The Memorandum or Call for Applications shall be posted in at least three (3) conspicuous physical places in the SDO, schools, and community learning centers (CLCs) such as the agency bulletin boards. The same shall be posted through other modes, such as but not limited to the SDO official website, social media, among others.

4. The Memorandum or Call for Applications shall contain the following information:

a. Estimated number of slots for reclassification per position;
b. Position Title *(including Parenthetical Title, if applicable)*;
c. Salary Grade;
d. Monthly Salary;
e. CSC-approved QS of positions[15];
f. Job Description of the positions *(see Appendix 2)*;
g. List of documentary requirements enumerated in Item 6 of this Enclosure, and other documentary requirements for the comparative assessment;
h. Deadline of submission of application documents;
i. Timeline/Schedule of application, assessment, and approval process, including prescribed number of days on the release of evaluation results, and other instructions;
j. Protocols and procedures on the adoption of remote modalities on recruitment and selection, as deemed practicable and applicable; and
k. Equal Employment Opportunity Clause in adherence to the Equal Opportunity Principle (EOP), which "allows anyone to apply for a position, irrespective of age, sex, sexual orientation, gender identity and expression, civil status, disability, religion, ethnicity, and political beliefs."

5. The estimated number of slots for reclassification per position shall be determined by the SDS, upon the recommendation of the HRMPSB, based on the following parameters:
a. Available budget allotment for the current fiscal year;
b. Priority positions based on teacher needs analysis; and
c. Applicable staffing standards and ratios for Master Teacher position

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[15] See *DO 019, s. 2025 'Amended Qualification Standards (QS) for Teacher I-III, Master Teacher I-IV, and School Principal I-IV Positions, and the QS for Newly Created Teacher IV-VII and Master Teacher V Positions; CSC Resolution No. 1800246 'Amended QS for Special Science Teacher I Position, Senior High School, Department of Education;* and *1995 QS Manual (for SNET Positions, unless otherwise amended by subsequent CSC Resolutions)*

C. Submission and Receipt of Application Documents

6. All interested applicants for reclassification shall submit the **Reclassification Form for Teaching Positions (RFTP)** *(Annex B-1)* to the respective HRMOs, through the Records Unit, on or before the deadline indicated in the SDO Memorandum or Call for Applications.

The RFTP Form is a tool for determining the appropriate classification of a position. It contains information on position title, unique item number, and authorized salary in the current Personal Services Itemization and Plantilla of Personnel (PSIPOP). The form reflects the applicant's attainment of the minimum qualifications of the position per CSC-approved QS, performance, and comparative assessment results. The RFTP shall be supported by the following documents:

a. Letter of intent addressed to the SDS containing the following information:
    i. Statement of Purpose/Expression of interest
    ii. Position applied for
b. Duly accomplished PDS *(CS Form 212, Revised 2025)* with Work Experience Sheet;
c. Photocopy of valid and updated PRC License/ID;
d. Certificate of Competency Level issued by authorized body *(if applicable)*[16];
e. Photocopy of scholastic/academic record (i.e., Special Orders, Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available);
f. Photocopy of duly signed Service Record;
g. Photocopy of latest appointment;
h. Photocopy of certificate/s of completion of National Educators Academy of the Philippines (NEAP)-accredited professional development programs/ courses, or certificates of training issued by NEAP-accredited public and private institutions or Photocopy of certificate/s of relevant specialized trainings or professional development programs, if any;
i. Photocopy of Technical Education and Skills Development Authority (TESDA) National Certificate (NC) II[17], Trainers Methodology Certificate (TMC) *(for SHS applicants in the Technical-Vocational-Livelihood (TVL) track only)*;
j. 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 14 of this Enclosure. The latest performance rating shall cover one (1) year complete performance rating period in the current position);*
k. 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-2)*; and
l. 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.

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[16] Applicable only upon establishment of a system of recognition affirming the career stages achieved by teachers and school leaders to be issued by Teacher Education Council (TEC) pursuant to Section 8(f) of RA 11713 'Excellence in Teacher Education Act'.

[17] 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

7. Individuals who failed to submit complete mandatory documents (Items 6.a to 6.k of this Enclosure) on the set deadline indicated in the SDO Memorandum or Call for Application shall not be included in the pool of official applicants. However, non-submission of other documents as may be required by the HRMPSB (Item 6.l) shall not warrant exclusion from the pool of official applicants.

8. No additional documents shall be accepted after the set deadline, as indicated in the SDO Memorandum or Call for Applications.

9. 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 6.k), duly signed by the applicant. 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.

10. 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.

11. 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.

D. Initial Evaluation of the Qualifications of Applicants (QS + Performance)

12. **Qualification Standards.** Upon receipt of the applications, an initial evaluation of the applicants' qualifications vis-à-vis the CSC-approved QS[18] of the position applied for shall be conducted by the HRMO. Specifically, the HRMO shall assess whether the applicants meet the minimum qualifications in terms of *Education, Experience, Training, Eligibility, and Competency (if applicable)*[19] requirements.

13. During the Initial Evaluation, applicants who fail to meet any of the CSC-approved qualifications for the position applied for, shall not advance to the verification of *Performance Requirements*. Instead, they shall receive a disqualification notice with a corresponding remark of *'Not Applicable'* under the Performance Requirement column, which shall be reflected in the Notice to Disqualified Applicants *(Annex F-2)*.

14. **Performance Requirements for Teaching Positions**. The initial evaluation shall likewise include the determination of the applicant's performance.

a. **Teacher applicants.** A rating of at least **Very Satisfactory** in the last rating period covering one (1) year complete performance cycle in the current position, as evidenced by the Performance Management and Evaluation System (PMES) Individual Performance Commitment and Review Form (IPCRF), shall be required. In addition, 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.

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[18] See *DO 019, s. 2025 'Amended Qualification Standards (QS) for Teacher I-III, Master Teacher I-IV, and School Principal I-IV Positions, and the QS for Newly Created Teacher IV-VII and Master Teacher V Positions; CSC Resolution No. 1800246 'Amended QS for Special Science Teacher I Position, Senior High School, Department of Education;* and *1995 QS Manual (for SNET Positions, unless otherwise amended by subsequent CSC Resolutions)*

[19] 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.

Position Applied For	PPST Career Stage	Classroom Observable Indicators	Non-Classroom Observable Indicators
Teacher II	Career Stage I (Beginning towards Proficient)	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	Career Stage II (Proficient)	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	Career Stage III (Highly Proficient)	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	Career Stage IV (Distinguished)	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

i. A teacher 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 be considered for promotion through reclassification. In such cases, the applicable performance ratings to be used for purposes of satisfying the performance requirements shall be based on at most three (3) rating periods reckoned from the last rating period prior to the leave of absence.

ii. For repeated indicators based on the three (3)-year distribution of PMES-PPST indicators, the **most recent rating** shall be considered for the purpose of satisfying the performance requirements for the position applied for.

iii. Advancement to any position in the next Career Stage shall be allowed; provided the applicant meets the performance requirements of the entry position of the Career Stage, in addition to the performance requirements of the position applied for, e.g., a Teacher II applying for Teacher V shall be

required to submit three (3) IPCRFs showing 6 Proficient COIs and 4 Proficient NCOIs at Outstanding with all the other 27 Proficient indicators at Very Satisfactory (VS) *(See Illustrative example 3).*

Illustrative example 1:

Date of Assessment:	*August 02, 2025*
Position applied for:	*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 submitted to meet the performance requirements:	*Three (3) IPCRFs from SY 2024-2025, SY 2023-2024, SY 2022-2023 showing 37 PPST indicators meeting the required performance ratings*

Illustrative example 2:

Date of Assessment:	*August 02, 2025*
Position applied for:	*Teacher III*
Performance Requirements:	*At least 12 Proficient COIs at VS* *At least 8 Proficient NCOIs at VS*
Number/s of performance ratings submitted to meet the performance requirements:	*IPCRF from SY 2024-2025 showing 8 Proficient COIs at VS and 6 Proficient NCOIs at VS; and* *IPCRF from SY 2023-2024 showing 6 Proficient COIs at VS and 5 Proficient NCOIs at VS*

Illustrative example 3:

Date of Assessment:	*August 02, 2025*
Position applied for:	*Teacher V*
Current position:	*Teacher II*
Performance Requirements:	*At least 6 Proficient COIs at Outstanding* *At least 4 Proficient NCOIs at Outstanding*
Number/s of performance ratings submitted to meet the performance requirements:	*IPCRF from SY 2024-2025 showing 6 Proficient COIs at Outstanding and 5 Proficient NCOIs at Outstanding;* ***and*** *IPCRFs from SY 2023-2024 and SY 2022-2023 showing at least VS rating in all PPST indicators*

b. **Non-teacher applicants** such as incumbents of *(a) School Principal position who intend to switch from SA to CT Career Line, (b) ASP and HT position for reclassification to appropriate teaching position in the CT Career Line,* and *(c) Teachers with designation as Teacher-in-Charge (TIC) or Assistant School Head Designate*, who are not using the existing PPST-based IPCRF of teachers, shall be evaluated using comparable performance requirements.

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 position. Consistent with the Experience requirement in the QS, the performance requirements for the applicants who are not using the existing PPST-based IPCRF of teachers shall be as follows:

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

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

16. 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 applied for; provided that the HRMO maintains and assumes full responsibility and accountability of the final results of the initial evaluation.

17. 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 the RA 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, and Competence (if applicable)*[20], Performance, and remark on whether *Qualified* or *Disqualified*.

18. 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 Notice to Qualified Applicants *(Annex E-2)* and Letter to Disqualified Applicants *(Annex F-2)*, respectively.

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

19. 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; and Performance Requirement.

E. Comparative Assessment of Applicants

20. Upon receipt of the report of the HRMO on the IER, the HRMPSB shall convene and screen the *Qualified* applicant to assess the competencies of applicants vis-à-vis the required competencies of the position applied for. The deliberation of the HRMPSB shall not be made earlier than 10 calendar days reckoned from the date of posting of the SDO Memorandum or Call for Applications.

21. 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:* *a. Chief of the Curriculum Implementation Division* *b. School Head where the vacancy exists* *c. Administrative Officer V for the Administrative Services Section* *d. Administrative Officer IV (HRMO)* *e. Representative of accredited employee's union/association belonging to the teaching group*

22. The HRMPSB Chairperson or the Assistant Schools Division Superintendent (ASDS) shall oversee and manage the entire assessment process.

23. 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 Enclosure;
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 Enclosure;
d. Assess the applicants' competencies on the Non-Classroom Observable Strands/Indicators through the assessment of portfolio annotations and Behavioral Events Interview (BEI) in accordance with the rubrics and protocols provided in this Enclosure;
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 applicants' 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 RFTP, wherein the applicant affixes their signature to signify their knowledge of and conformity to the process undertaken, and the points given to them;
h. Secure a Certificate of Availability of Funds from the Budget Officer;

i. Prepare and submit to the SDS the results of the comparative assessment for reclassification (i.e., rank list), highlighting the names of the candidates who can be accommodated for reclassification based on the available funds, teacher needs analysis, and established staffing parameters for Master Teacher positions; and
j. Prepare and submit the Plantilla Allocation List (PAL) based on the CAReER as approved by the SDS.

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

25. 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.

26. 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, 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 RFTP.

27. Upon receipt of their individual results, applicants shall affix their signature on their RFTP. The duly signed RFTP 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. This acknowledgment shall not, in any case, preclude the applicant from filing a protest relative to their application.

28. The HRMPSB Secretariat shall document the process of comparative assessment using the Minutes of Deliberation *(see prescribed template in Annex H)*. Appeals pertaining to the individual results as well as the HRMPSB's response, resolution, and action with respect to the appeal shall be reflected in the documentation.

29. Any issue on the comparative assessment shall be resolved by the HRMPSB prior to the finalization of the results (i.e., rank list). In the event that an applicant fails or refuses to sign the RFTP, the official Minutes of Deliberations shall suffice to establish the integrity of the assessment process. Applicants with unsigned RFTP shall not, in any case, cause the delay in the finalization of the results of the comparative assessment and shall not form part of the candidates for reclassification until the issue on the assessment has been resolved.

30. After the conduct of the comparative assessment, the HRMPSB shall establish the Comparative Assessment Results for Expanded Reclassification (CAReER) *(see prescribed template in Annex I-3)* and prepare the Plantilla Allocation List (PAL), for onward submission to the SDS.

A copy of the CAReER shall be posted by the HRMO 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.

31. 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.

32. The members of the sub-committee/s shall be selected from the pool of trained assessors who have undergone rigorous training, together with the HRMPSB, under the **Career Progression Assessors Program**, which focused on the conduct of multiple evaluation techniques in assessing the required competencies based on the criteria, parameters, and protocols stipulated in this Enclosure. Assessors shall be selected based on following criteria:

Qualifications for Assessors of Teacher Competencies:

Criteria	Description
Work Experience	○ Has been a School Head or Master Teacher for at least five (5) years or is working in other supervisory positions (e.g., PSDS or EPS) with school management experience for at least three (3) years *Note: If a Master Teacher is selected as assessor, he/she must be of higher ranks than the position applied for.* ○ Has conducted classroom observation, provided feedback, and rated/validated IPCRF
Performance Rating	○ Obtained at least Very Satisfactory rating for the past three (3) years
Learning and Development	○ Trained in the implementation of PPST, PPSSH, PPSS, or other related competency development and assessment for L&D. ○ Trained in the implementation of RPMS/PMES.
Essential Competencies (Knowledge, Skills, and Attitude)	○ Knowledge and understanding of the effective and proper implementation of competency-based standards (PPST, PPSSH, PPSS). ○ Knowledge and understanding of the use and implementation of HR policies like MSP, RSA Guidelines, and Career Progression Policy. ○ Understanding group dynamics and collaborative work with a pool of assessors. ○ Strong and efficient self and time-management skills to submit outputs on time.

Criteria and Point System for Comparative Assessment

33. The assessment of applicants for reclassificaiton to 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 applied for 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 exceed 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 a rating of at least Very Satisfactory;

e. **PPST Classroom Observable Indicators (COI)** measured through Classroom Observation; and

f. **PPST Non-Classroom Observable Indicators (NCOI)** measured through the Assessment of Portfolio Annotations and BEI.

34. 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

35. **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 applied for 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 applied for, 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 applied for.

Only qualifications that are relevant to the position applied for 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 applied for 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.

36. **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. The PMES 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:

$$\textbf{Points}_{\textbf{(Performance)}} = \frac{x}{5} \times \textbf{WA}_{\textbf{(Performance)}}$$

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

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

Non-submission of performance rating/s for any reason that are not within the prerogative of the Department (e.g. issues with previous position 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.

37. **Classroom Observable Indicators (COI).** The teachers' demonstration of COIs shall be assessed through the conduct of the classroom observation using the Classroom Observation Tool for Recruitment, Selection, and Placement (COT-RSP), 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 to III
    - Teacher III (Special Science Teacher)

- COT Rubric Levels 3 to 7 (Proficient) shall be used in assessing applicants to the following positions:
    - Teacher IV to VII
    - Teacher IV to VII (Special Needs Education Teacher I-IV)

- COT Rubric Levels 4 to 8 (Highly Proficient) shall be used in assessing applicants to the following positions:
    - Master Teacher I and II
    - Master Teacher I and II (Special Needs Education Master Teacher I and II)

- COT Rubric Levels 5 to 9 (Distinguished) shall be used in assessing applicants to the following positions:
    - Master Teacher III to V
    - Master Teacher III to V (Special Needs Education Master Teacher III-V)

a. *The Classroom Observable Indicators (COI).* The selected COIs indicated in this Enclosure 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 (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*	3.1.2*	3.1.2*	3.1.2*	3.1.2*	4.5.2	4.1.3	3.1.3*	4.5.4	3.1.4*	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, ALS, SNET, 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 applied for, 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:

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

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, Teacher III (SST))
35 for Proficient (Teacher IV-VII, Teacher IV-VII (SNET));
40 for Highly Proficient (MT I-II, MT I-II (SNEMT));
45 for Distinguished (MT III-V, MT III-V (SNEMT))
WA = Weight Allocation for COI

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

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

38. **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 PMES 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 Enclosure 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.* 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. **NCOI 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 PMES 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 applied for.

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.
vi. Applicants who fail to submit MOV/s for any NCOIs shall automatically get a rating of zero (0) for the Portfolio Assessment component for the particular NCOI with no MOV/s, without precluding the applicant to undergo the BEI.

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 behaviors 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.

v. Applicants who failed to submit MOV/s for any of the required NCOI shall still undergo the BEI, through which they may earn points in other components, except for the *Alignment with the NCOIs* which validates annotations to the MOV/s submitted.

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:

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

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, Teacher III (SST));*
- *35 for Proficient (Teacher IV-VII, Teacher IV-VII (SNET));*
- *40 for Highly Proficient (MT I-II, MT I-II (SNEMT));*
- *45 for Distinguished (MT III-V, MT III-V (SNEMT))*

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

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

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

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:

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

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

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

39. 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 and prioritizing

specific positions for reclassification depending on the need. The required competencies or related to the duties and responsibilities of the position applied for 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 CAReER.

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 applied for (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 applied for. 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 behaviors required by the position applied for.

F. Comparative Assessment Results for Expanded Reclassification (CAReER)

40. After a judicious and objective assessment of the qualified candidates, the HRMPSB shall prepare two (2) sets of the CAReER for each teaching position, including SNET positions, in accordance with Items 41 and 42 of this Enclosure within seven (7) calendar days after all the applicants have been assessed.

41. A copy of the duly signed CAReER per position, in which candidates are listed in no particular order 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

42. Another copy of the duly signed CAReER shall be submitted to the SDS, highlighting the candidates for reclassification who meet the **cut-off score of 50 points**, ranked from highest to lowest based on the total scores obtained from the evaluative assessments. The CAReER shall be accompanied by the Plantilla Allocation List (PAL) *(see Annex R-1)*, containing only the names of candidates who can be accommodated based on the cut-off score and the estimated number of slots for reclassification per position as determined based on the set parameters stipulated under Item 5 of this Enclosure.

43. The SDS shall review the CAReER and PAL ensuring equitable allocation of funding to all positions; and approve, if found in order, for onward endorsement to the Regional Director.

44. The HRMPSB shall indicate in the 'Remarks' column of the CAReER all other relevant information about the individual applicants to guide the SDS in the review and approval of the candidates to be recommended for reclassification. 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.

Specific details of the teacher needs analysis particularly on the required competencies to effectively deliver the relevant content in the appropriate key stages and relevant subject or learning area specialization shall also be form part of the primary considerations. Thus, the 'Remarks' column of the CAReER 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 Needs Education (SNET), 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), knowledge on the use of assistive technology or special learning aids, among others;
e. Place of residence (RA No. 8190, Localization Law), if applicable.

45. The CAReER for a particular position shall be valid until exhausted. All remaining candidates in the CAReER who meet the 50-point cut-off score but may not be accommodated for reclassification for current fiscal year due to limited funding shall be prioritized for reclassification in the next fiscal year. They shall be considered *'in the queue'* and shall not be required to undergo the assessment process. The reclassification of their positions shall be processed before all other new applicants can be reclassified.

46. All candidates who did not meet the 50-point cut-off score who opt to participate in the next reclassification process for the same position shall be given the option to carry over their CAReER scores and/or update their credentials without having to undergo the entire assessment process; provided, they submit a Letter of Intent and most recent performance ratings compliant with the performance requirements of the position applied for.

47. All candidates who may not be accommodated for reclassification, including those who did not meet the cut-off score, are not precluded from applying to any vacant position, subject to applicable RSA Guidelines.

Should they opt to apply to an equivalent vacant teaching position, candidates shall be allowed to carry over their CAReER scores and/or update their credentials without having to undergo the entire assessment process; provided, they submit a Letter of Intent and updated performance ratings compliant with the performance requirements of the position applied for.

48. 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 CAReER; 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 reclassification shall proceed without delay.

G. Processing and Approval of Reclassification of Positions

Schools Division Office

49. A complete set of duly signed CAReER and PAL, together with accomplished RFTP of all applicants, shall be submitted by the HRMPSB to the SDS.

50. Based on the CAReER and in consideration of the available funds as certified by the Budget Officer, teacher needs analysis, and applicable staffing standards for Master Teacher positions, the SDS shall recommend to the Regional Director the candidates for reclassification.

51. The SDO shall submit all applications for reclassifications to the RO on or before the set deadline stipulated in the Official Regional Memorandum. The following documents shall be submitted to the RO:

a. Endorsement Letter duly signed by the SDS;
b. Duly accomplished RFTP of qualified applicants;
c. Duly signed CAReER;
d. Duly signed Plantilla Allocation List (Annex R-1);
e. Certified Copy of ePSIPOP printout reflecting the names of the teachers for reclassification *(only those pages containing such names)*;

f. Certification of Availability of Funds duly signed by the Budget Officer and Latest status report on the lumpsum fund;
g. Certified copy of Sub-ARO;
h. CS Form 212 Personal Data Sheet with Work Experience Sheet;
i. Photocopy of scholastic/academic record (i.e., Special Orders, Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available);
j. Photocopy of duly signed Service Records;
k. Photocopy of certificate/s of completion of National Educators Academy of the Philippines (NEAP)-accredited professional development programs/ courses, or certificates of training issued by NEAP-accredited public and private institutions or Photocopy of certificate/s of relevant specialized trainings or professional development programs, if any;
l. Report on the Number of Teachers and Master Teachers *(for Master Teacher Applicants only) (Annex S-1).*
m. Special Transfer Order duly signed by the Schools Division Superintendent *(In-case of Transfer of Positions is deemed necessary)*
n. Quantum Leap justification *(if applicable)*

Regional Office

52. The Teacher Credentials Evaluator (TCE) in the RO shall evaluate the reclassification documents based on the CSC-approved QS and performance requirements as stipulated in Section D of this Enclosure, for onward submission to the HRMO.

53. The HRMO shall review the evaluated RFTP; and countersign, if found in order, below the name of the Chief Administrative Officer (CAO), Administrative Division. The HRMO shall likewise review the PAL, containing all the qualified teacher applicants for reclassification, for onward submission to the CAO.

54. The CAO shall certify the correctness of the RFTP by affixing his/her signature on the said documents. The CAO shall likewise review the PAL and transmittal to DBM-RO; countersign, if found in order, below the name of the Regional Director, and endorse for approval.

55. The Regional Director shall approve the RFTP, PAL, Report on the Number of Teachers and Master Teachers, and Transmittal Letter.

56. Subsequently upon approval, the following documents shall be submitted to the DBM-RO not later than **November 30** of the current year, for further evaluation:

a. Transmittal Letter
b. Plantilla Allocation List (PAL)
c. Report on the Number of Teachers and Master Teachers
d. Latest status report on the lumpsum fund
e. Special Transfer Order duly signed by the Schools Division Superintendent *(In-case of Transfer of Positions is deemed necessary)*
f. Quantum Leap justification *(If applicable)*

57. Based on the recommendation of the CAO, the Regional Director may designate other staff under the Personnel Section, as deemed practicable, to assist in the evaluation of the reclassification documents.

H. Issuance of Appointment Papers

58. Upon successful processing of the reclassification of positions based on the approved PAL and issuance of the Notices of Organization, Staffing and Classification Action (NOSCA) by the DBM RO through the Action Document Releasing System (ADRS) pursuant to DBM Circular Letter No. 2022-11, the DepEd SDO shall prepare and process the appointment papers in accordance with applicable provisions of the CSC ORAOHRA; and issue the same to all teachers concerned not later than **March 30** of the succeeding year, or as may be determined by both DBM and DepEd in cases of emergency and unprecedented situations.

59. Upon issuance of the appointment, the DepEd SDO shall prepare and process necessary adjustment to the salaries, subject to applicable guidelines.

60. The SDS as the appointing officer/authority shall be accountable for the appointments. They shall respond to queries and complaints pertaining appointments issued relative to the reclassification of positions.

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

Enclosure No. 3 to DepEd Order No024, s. 2025

GUIDELINES ON THE RECLASSIFICATION TO SCHOOL PRINCIPAL POSITIONS

A. Positions Authorized for Reclassification

1. Promotion through reclassification of position shall only apply to incumbents of teaching and school head positions. The list of School Head positions authorized for reclassification is enclosed in *Annex A-2*.

B. Call for Applications

2. The Schools Division Superintendent (SDS), as the head of office at the SDO, shall issue an official memorandum calling for applications for reclassification of School Principal positions **not later than June 30 of the current year**. Subsequent calls for applications may be done within the year subject to availability of funds.

3. The Memorandum or Call for Applications shall be posted in at least three (3) conspicuous physical places in the SDO, schools, and community learning centers (CLCs) such as the agency bulletin boards. The same shall be posted through other modes, such as but not limited to the SDO official website, social media, among others.

4. The Memorandum or Call for Applications shall contain the following information:

a. Number of slots for reclassification per School Principal position;
b. Position Title;
c. Salary/Job/Pay Grade;
d. Monthly Salary;
e. CSC-approved QS of positions[21];
f. Job Description of the position *(see Appendix 2)*;
g. List of documentary requirements enumerated in Item 6 of this Enclosure;
h. Deadline of submission of application documents;
i. Timeline/Schedule of application, assessment, and approval process, including prescribed number of days on the release of evaluation results, and other instructions;
j. Protocols and procedures on the adoption of remote modalities on recruitment and selection, as deemed practicable and applicable; and
k. Equal Employment Opportunity Clause in adherence to the Equal Opportunity Principle (EOP), which "allows anyone to apply for a position, irrespective of age, sex, sexual orientation, gender identity and expression, civil status, disability, religion, ethnicity, and political beliefs."

5. The estimated number of slots for reclassification per position shall be determined by the SDS, upon the recommendation of the HRMPSB, based on the following parameters:

a. Available budget allotment for the current fiscal year; and
b. Applicable staffing standards for School Principal position.

[21] See *DO 019, s. 2025 'Amended Qualification Standards (QS) for Teacher I-II, Master Teacher I-IV, and School Principal I-IV Positions, and the QS for Newly Created Teacher IV-VII and Master Teacher V Positions*

C. Submission and Receipt of Application Documents

6. All interested applicants for reclassification shall submit the **Reclassification Form for School Principal Positions (RFSPP)** *(Annex B-2)* to the respective HRMOs, through the Records Unit, on or before the deadline indicated in the SDO Memorandum or Call for Applications.

The RFSPP Form is a tool for determining the appropriate classification of a position. It contains information on position title, unique item number, and authorized salary in the current Personal Services Itemization and Plantilla of Personnel (PSIPOP). The form reflects the applicant's attainment of the minimum qualifications of the position per CSC-approved QS, performance, and comparative assessment results, including school head assessment results. The RFSPP shall be supported by the following documents:

a. Letter of intent addressed to the SDS containing the following information:
    i. Statement of Purpose/Expression of interest;
    ii. Position applied for;
b. Duly accomplished PDS *(CS Form 212, Revised 2025)* with Work Experience Sheet;
c. Photocopy of valid and updated PRC License/ID;
d. Certificate of Competency Level issued by Authorized body *(if applicable)*;[22]
e. Photocopy of scholastic/academic record (i.e., Special Orders, Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available);
f. Photocopy of duly signed Service Record;
g. Photocopy of certificate/s of completion of National Educators Academy of the Philippines (NEAP)-accredited professional development programs/ courses, or certificates of training issued by NEAP-accredited public and private institutions or Photocopy of certificate/s of relevant specialized trainings or professional development programs, if any;
h. Certificate of Rating (COR) in the School Head Assessment *(National Qualifying Examination for School Heads (NQESH) or Principal's Test or other school head assessment as may be administered by DepEd)*;
i. Photocopy of latest appointment;
j. Photocopy of the Performance Rating with **at least Very Satisfactory** rating in the last rating period covering one (1) complete performance rating period in the current position prior to the deadline of submission;
k. 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-2)*; and
l. Other documents as may be required by the HRMPSB for the Comparative Assessment, including but not limited to:
    i. Means of Verification (MOVs) showing Outstanding Accomplishments, Application of Education, Application of Learning and Development reckoned from the date of last issuance of appointment

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.

7. Individuals who failed to submit complete mandatory documents (Items 6.a to 6.k of this Enclosure) on the set deadline indicated in the SDO Memorandum or Call for Application

[22] Applicable only upon establishment of a system of recognition affirming the career stages achieved by teachers and school leaders to be issued by Teacher Education Council (TEC) pursuant to Section 8(f) of RA 11713 'Excellence in Teacher Education Act'.

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 6.l) shall not warrant exclusion from the pool of official applicants.

8. No additional documents shall be accepted after the set deadline, as indicated in the SDO Memorandum or Call for Applications.

9. 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 6.k), duly signed by the applicant. 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.

10. 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.

11. 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.

D. Initial Evaluation of the Qualifications of Applicants

12. **Qualification Standards.** Upon receipt of the applications, an initial evaluation of the applicants' qualifications vis-à-vis the CSC-approved QS[23] of the position applied for shall be conducted by the HRMO. Specifically, the HRMO shall assess whether the applicants meet the minimum qualifications in terms of *Education, Experience, Training, Eligibility, and Competency (if applicable)*[24] requirements.

13. **School Head Assessment.** Upon meeting the QS, the HRMO shall verify whether the applicants have passed the DepEd-administered school head assessment such as the NQESH, Principal's Test, or DepEd-administered principalship or school head assessment/s.

Consistent with Item 27 of DO 21, s. 2024, first appointments to School Principal positions, whether through natural vacancy or reclassification, shall require candidates to pass the DepEd-administered school head assessment.

As such, it shall be reiterated that only passers/eligible of the NQESH, Principal's Test, or other school head assessment(s) that may so be required in the future, shall be eligible for first appointment to School Principal positions.

However, appointments to School Principal positions made at the time when a DepEd-administered examination is not yet required shall remain valid. Incumbents of such appointments, having been performing the function as School Principal, shall no longer be required to pass the NQESH, Principal's Test, or any other school head examination when applying for reclassification to higher School Principal positions.

14. The HRMO shall prepare and submit a duly signed Initial Evaluation Results (IER) *(see prescribed template in Annex D-2)* to the HRMPSB for deliberation. The IER shall contain, among others, the basic information of the applicants, actual qualifications based on submitted

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[23] See *DO 019, s. 2025 'Amended Qualification Standards (QS) for Teacher I-II, Master Teacher I-IV, and School Principal I-IV Positions, and the QS for Newly Created Teacher IV-VII and Master Teacher V Positions*

[24] 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.

credentials, and a remark on whether the applicants meet the minimum qualifications per CSC-approved QS and School Head assessment requirement. The IER shall be comprised of two (2) lists of applicants:

a. **Qualified (Q)** refers to those who meet both the minimum qualifications of the position applied for and school head assessment requirement; and
b. **Disqualified (DQ)** refers to those who do not meet the minimum qualifications of the position applied for and/or school head assessment requirement.

15. 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 applied for; provided that the HRMO maintains and assumes full responsibility and accountability of the final results of the initial evaluation.

16. 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 the RA 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)*[25]*, and School Head Assessment,* and remark on whether *Qualified* or *Disqualified.*

17. 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 Notice to Qualified Applicants *(Annex E-3)* and Letter to Disqualified Applicants *(Annex F-3),* respectively.

18. 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 and School Head Assessment requirement.

E. Comparative Assessment of Applicants

19. 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 applied for. The deliberation of the HRMPSB shall not be made earlier than 10 calendar days reckoned from the date indicated in the SDO Memorandum or Call for Applications.

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

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[25] 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

Governance Level	SPECIAL HRMPSB (School Principal Position)
Schools Division Office; and School	*Chairperson:* *a. Assistant Schools Division Superintendent* *Members:* *b. Chief of the School Governance and Operations Division* *c. Chief of the Curriculum Implementation Division* *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 school heads group*

21. The HRMPSB Chairperson or the Assistant Schools Division Superintendent (ASDS) shall oversee and manage the entire assessment process.

22. 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 Enclosure;
c. Assess, deliberate, and rate the applicants' qualifications and competencies in terms of Application of Education, Application of Learning and Development, and Outstanding Accomplishments using the rubrics and protocols provided in this Enclosure;
d. Conduct other appropriate evaluative assessments, as may be necessary, such as but not limited to Written Examinations (WE), Behavioral Events Interview (BEI), and Skills or Work Sample Tests (S/WST) to assess the applicants' potential, characteristics or traits, and fitness (i.e., Job Fit, Location Fit, and Organizational Fit);
e. 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;
f. Inform the individual applicant of the results of the deliberation using the RFSPP, wherein the applicant affixes their signature to signify their knowledge of and conformity to the process undertaken, and the points given to them;
g. Secure a Certificate of Availability of Funds from the Budget Officer;
h. Prepare and submit to the SDS the results of the comparative assessment for reclassification (i.e., rank list), highlighting the names of the candidates who can be accommodated for reclassification based on the available funds and established staffing parameters for School Principal positions; and
i. Prepare and submit the Plantilla Allocation List (PAL) based on the CAReER as approved by the SDS.

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

24. 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.

25. 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, 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 RFSPP.

26. Upon receipt of their individual results, applicants shall affix their signature on their RFSPP. The duly signed RFSPP 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. This acknowledgment shall not, in any case, preclude the applicant from filing a protest relative to their application.

27. The HRMPSB Secretariat shall document the process of comparative assessment using the Minutes of Deliberation *(see prescribed template in Annex H)*. Appeals pertaining to the individual results as well as the HRMPSB's response, resolution, and action with respect to the appeal shall be reflected in the documentation.

28. Any issue on the comparative assessment shall be resolved by the HRMPSB prior to the finalization of the results (i.e., rank list). In the event that an applicant fails or refuses to sign the RFSPP, the official Minutes of Deliberations shall suffice to establish the integrity of the assessment process. Applicants with unsigned RFSPP shall not, in any case, cause the delay in the finalization of the results of the comparative assessment and shall not form part of the candidates for reclassification until the issue on the assessment has been resolved.

29. After the conduct of the comparative assessment, the HRMPSB shall establish the Comparative Assessment Results for Expanded Reclassification (CAReER) *(see prescribed template in Annex I-4)* and prepare the Plantilla Allocation List (PAL), for onward submission to the SDS.

A copy of the CAReER shall be posted by the HRMO 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.

30. 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.

32. The members of the sub-committee/s shall be selected from the pool of trained assessors who have undergone rigorous training, together with the HRMPSB, under the **Career Progression Assessors Program** and **RSP Capability Building Program**, which focused on the conduct of multiple evaluation techniques in assessing the required competencies based on the criteria, parameters, and protocols stipulated in this Enclosure. Assessors shall be selected based on following criteria:

Qualifications for Assessors of School Head Competencies:

Criteria	Description
Work Experience	○ Has been a School Principal for at least five (5) years or is working in other supervisory positions (e.g., EPS) with school management experience for at least three (3) years *Note: If a School Principal is selected as assessor, he/she must be of higher ranks than the position applied for.* ○ Has conducted classroom observation, provided feedback, and rated/validated IPCRF
Performance Rating	○ Obtained at least Very Satisfactory rating for the past three (3) years
Learning and Development	○ Trained in the implementation of PPST, PPSSH, PPSS, or other related competency development and assessment for L&D. ○ Trained in the implementation of RPMS/PMES.
Essential Competencies (Knowledge, Skills, and Attitude)	○ Knowledge and understanding of the effective and proper implementation of competency-based standards (PPST, PPSSH, PPSS). ○ Knowledge and understanding of the use and implementation of HR policies like MSP, RSA Guidelines, and Career Progression Policy. ○ Understanding group dynamics and collaborative work with a pool of assessors. ○ Strong and efficient self and time-management skills to submit outputs on time.

Criteria and Point System for Comparative Assessment

31. The assessment of applicants for reclassification to School Principal positions shall be based on the following criteria:

a. **Education** units and/or degree relevant to the position applied for, exceeding the minimum requirements as defined in the CSC-approved QS;
b. **Training** hours relevant to the position applied for, exceeding the minimum requirements as defined in the CSC-approved QS, acquired after the last promotion but within the last five (5) years;
c. **Experience** relevant to the position applied for, exceeding the minimum requirements as defined in the CSC-approved QS;
d. **Performance** in the latest rating period covering one (1) year complete performance cycle in the current position with a rating of at least Very Satisfactory;
e. **Outstanding Accomplishments** acquired after the last promotion;
f. **Application of Education** acquired after the last promotion;
g. **Application of Learning and Development** acquired after the last promotion; and
h. **Potential** measured using other evaluative assessments.

32. The point system for evaluative assessment is detailed in Table 1.

Table 1. Point System for Evaluative Assessment: School Principal Positions

Criteria	Breakdown of Points
a. Education	10
b. Training	10
c. Experience	10
d. Performance	25
e. Outstanding Accomplishments	10
f. Application of Education	10
g. Application of Learning and Development	10
h. Potential (Written Exam, BEI)	15
Total	**100**

Rubrics for Computation of Points per Criterion

33. **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 applied for shall be given points.

Table 2.a. Increments Table – Education

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

Increment 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

Increment 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	
	Increments from minimum QS	Points	Increments from minimum QS	Points	Increments from minimum QS	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:

Position applied for: ***School Principal I (Secondary School) – SG 19***

Qualification Standards per CSC-approved QS

Education : *Master's degree in Education, or Educational Management, or Educational Leadership;*
or
Master's degree in relevant learning area with at least 9 units in Management

Training : *32 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, School Management and Operations, Instructional Leadership acquired within the last 5 years*

Experience : *5 years teaching experience and 1-year relevant experience in any of the following: learning area coordination, subject area supervision, school management and operations, instructional supervision.*

The date of HRMPSB assessment/Open Ranking System: ***September 20, 2025***

a. Based on the minimum QS of the position applied for, 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 Qualification Standards for School Principal I (Secondary School) – SG 19		***Corresponding Level based on Increments Table***
Education	*Master's degree in Education, or Educational Management, or Educational Leadership;* *or* *Master's degree in relevant learning area with at least 9 units in Management*	*Level 21 (based on Table 2.a)*
Training	*32 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, School Management and Operations, Instructional Leadership acquired within the last 5 years*	*Level 5 (based on Table 2.b)*
Experience	*5 years teaching experience and 1 year relevant experience in any of the following: learning area coordination, subject area supervision, school management and operations, instructional supervision.*	*Level 13 (based on Table 2.c)*

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 applied for.

Only qualifications that are relevant to the position applied for and which exceed the minimum (baseline) QS requirements of the position shall be given corresponding points in the computation of increments.

For current incumbents of School Principal positions who were promoted to such position prior to the issuance of the new QS per DO 19, s. 2025, their Experience qualification at the time of their promotion to School Principal such as *'Head Teacher for 1 year'* or *'Teacher-in-Charge for 2 years'* or *'Master Teacher for 2 years'* shall be deemed equivalent to *'Teacher for 5 years'* as indicated in the old CSC-approved QS. As such, in the determination of baseline level, said incumbents shall be considered meeting the required *'five (5) years teaching experience'* in the new CSC-approved QS.

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)***
Master's Degree in Education *Doctor of Philosophy in Education (PhD)*	*Using Table 2.a, the corresponding level of Applicant A's Education qualification (Doctor of Philosophy in Education) is at* ***Level 31****.* *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 31), as illustrated below:* *Applicant's Educ level – QS level = Increment* ***31 – 21 = 10 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)***
FLEX2LEAD (for School Heads), May 24-June 04, 2023, 80 hrs. *Capability Building Program for Teachers and School Heads organized by NEAP, March 1-5, 2024, 40 hrs.* *Division Training on the Conduct of Research (December 7-10, 2022) 32 hours* *Division Training on Curriculum and Pedagogy (August 15-16, 2021) 16 hours* *National Assembly of Education: Hold It in Trust: Leading in the Time of Industry (September 25-27, 2017) 24 hours*	*The cumulative hours of the relevant training/ L&D, which are acquired after the last promotion and within the last 5 years reckoned from the date of HRMPSB assessment, shall be considered for the counting of Increments.* *In the case of Applicant A, all training/ L&D interventions declared in his PDS are considered relevant to the School Principal I position. However, the "National Assembly of Education: Hold It in Trust: Leading in the Time of Industry" will not be credited for the computation of increments since it was earned more than 5 years from the date of HRMPSB Assessment. Applicant A's cumulative hours of relevant training/ L&D shall be 168 hours. Using Table 2.b, the corresponding level of Applicant A's Training qualification (168 hours) is at* ***Level 21****.* *The number of increments for Applicant A's Training qualifications shall be computed by subtracting the minimum QS level (Level 5) from the applicant's qualification level (Level 21), as illustrated below:* *Applicant's Training level – QS level = Increment* ***21 – 5 = 16 increments*** *Note: Applicant A's last promotion as Master Teacher I:* ***August 03, 2020*** *The date of HRMPSB assessment/ Open Ranking:* ***September 20, 2025***

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)***
Master Teacher I (August 01, 2019 to present) *Head Teacher III (March 05, 2013 to July 31, 2019)* *Teacher III (March 23, 2010 to March 04, 2013)* *Teacher II (June 21, 2007 to March 22, 2010)* *Teacher I (September 10, 2003 to June 20, 2007)*	*Only those experience relevant to the position applied for 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 experiences are the following:* *a.* ***Master Teacher I (from August 01, 2019 to present*)*** *is 4 years and 11 months.* *b.* ***Head Teacher III (from March 05, 2013 to July 31, 2019)*** *is 6 years and 4 months* *c.* ***Teacher I to III (from September 10, 2003 to March 4, 2013)*** *is 9 years and 6 months* *Using Table 2.c, the corresponding level of Applicant A's Experience qualification (20 years and 9 months) is at* ***Level 21****.* *The number of increments for Applicant A's Experience qualifications shall be computed by subtracting the minimum QS level of 1 year as Head Teacher (Level 3) from the applicant's qualification level (Level 14), as illustrated below:* *Applicant's Experience level – QS level = Increment* ***31 – 13 = 18 increments***

** reckoning date: Date of HRMSB Assessment/ Open Ranking System*

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 the applicable rubrics for the School Administration as shown in Table 3 and based on the number of increments earned by Applicant A, the computation of points for ETE is as follows:

Qualification of the Applicant A			***Computation of Points based on Incremental Scales Table & ETE Rubrics***			***Total number of points for ETE***
Education	***Training***	***Experience***	***Education***	***Training***	***Experience***	
Master's Degree in Education (MaEd) *Doctor of Philosophy in Education (PhD)*	*FLEX2LEAD (for School Heads), May 24-June 04, 2023, 80 hrs.* *Capability Building Program for Teachers and School Heads organized by NEAP, March 1-5, 2024, 40 hrs.* *Division Training on the Conduct of Research (December 7-10, 2022) 32 hours* *Division Training on Curriculum and Pedagogy (August 15-16, 2021) 16 hours* *National Assembly of Education: Hold It in Trust: Leading in the Time of Industry (September 25-27, 2017) 24 hours*	*Master Teacher I (August 01, 2019 to present)* *Head Teacher III (March 05, 2013 to July 31, 2019)* *Teacher III (March 23, 2010 to March 04, 2013)* *Teacher II (June 21, 2007 to March 22, 2010)* *Teacher I (September 10, 2003 to June 20, 2007)*	*10 increments* *Based on Table 3: 10 or more increments =* ***10 points (out of 10)*** **Applicant A exceeds the minimum QS of Master's degree in Education, or Educational Management, or Educational Leadership; or Master's degree in relevant learning area with at least 9 units in Management* **Applicant A earns the maximum 10 points allotted for Education*	*16 increments* *Based on Table 3: 10 or more increments =* ***10 points (out of 10)*** **Applicant A exceeds the minimum QS of 32 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, School Management and Operations, Instructional Leadership acquired within the last 5 years* **Applicant A earns the maximum 10 points allotted for Training*	*18 increments* *Applicant A exceeds the minimum QS of 5 years teaching experience and 1-year relevant experience in any of the follo wing: learning area coordination, subject area supervision, school management and operations, instructional supervision.* *Based on Table 3: 10 or more increments =* ***10 points (out of 10)***	***30 points***

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. Consistent with the provisions of the CSC ORAOHRA, units and/or degrees of Doctor of Medicine from a CHED-recognized institution may be considered master's units and/or degree for purposes of giving points, except for positions that involve practice of profession covered by board laws.

iii. Consistent with Legal Education Board (LEB) Resolution No. 406, s. 2019, Bachelor of Laws (LLB.) or Juris Doctor (J.D.) units and/or degree earned from law schools recognized or supervised by the LEB and its predecessor regulatory agencies shall be considered as equivalent to professional doctorate units/degrees in other non-law academic disciplines for purposes of giving points. Such equivalency does not apply to positions that require the practice of a regulated profession governed by board laws, and it shall not be used to

meet the minimum qualification standards in Education for teaching and school principal positions. This policy remains subject to any clarificatory guidelines as may be subsequently issued by the LEB.

iv. 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).*

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.

vi. Relevant Experience gained from abroad or outside the Philippines may be considered provided that the applicant submits a Certificate of Employment. 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.

34. **Performance.** Performance refers to the assessment of how tasks, duties, and responsibilities are carried out or accomplished by the applicant as evidenced by performance rating document or other means of verification. The performance rating obtained in the current or previous position that is relevant to the position applied for shall be used for purposes of giving points for performance.

$$\textbf{Points}_{(Performance)} = x/5 * WA_{(Performance)}$$

Where:
x = Performance Rating
5 = Highest Possible PR in DepEd RPMS
WA = Weight Allocation for Performance
(25 points)

Illustrative example:

Vacant Position:
School Principal I – SG 19
x = 4.356
WA = 25

$\textbf{Points}_{(Performance)} = 4.356/5 * 25 = 21.78$

The performance rating required for applicants for reclassification shall be the rating derived from the Performance Management and Evaluation System (PMES) Individual Performance Commitment and Review Form (IPCRF) or School's Office Performance Commitment and Review Form (OPCRF), whichever is applicable, obtained from the applicant's current or previous position that is relevant to the position applied for.

However, as a mandatory requirement, a performance rating of at least Very Satisfactory (VS) in the last rating period prior to the date of assessment or screening shall be required.

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 be considered for promotion through reclassification. In such cases, a performance rating in the last rating period prior to the leave of absence shall be required.

The performance rating prior to the reclassification of the position shall be considered as performance rating in the reclassified position for purposes of promotion, if applicable.

35. **Outstanding Accomplishments.** Outstanding Accomplishments refer to meritorious contributions of an applicant, such as ideas, inventions, or discoveries which were duly recognized by an authorized body. These must have a direct link to the KRAs of the applicant's current or previous position. Outstanding 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.

Table 4 below enumerates the components of Outstanding Accomplishments and the corresponding maximum points for each component.

Table 4. Components of Outstanding Accomplishments

Component	Points (Outstanding Accomplishments)
Awards and Recognition	7 points
Research and Innovation	4 points
Subject Matter Expert / Membership in National Technical Working Groups (TWGs) or Committees	3 points
Resource Speakership / Learning Facilitation	2 points
NEAP Accredited Learning Facilitator	2 points

The points allocation in Table 4 shall serve as the maximum or ceiling points that may be earned for each component. The points earned from each component are cumulative to determine the total points for Outstanding Accomplishments; but not to exceed the maximum points or weight allocation for Outstanding Accomplishments as stipulated in Table 1 (Point System for Evaluative Assessment for School Principal Positions).

Only those outstanding accomplishments acquired or earned after the last promotion shall be considered eligible to be given points.

National level individual awards acquired from a thorough search process and given by reputable award giving bodies, such as CSC, Metrobank, National Economic Development Authority (NEDA), Development Academy of the Philippines (DAP), DepEd, etc., shall be given maximum points in Outstanding Accomplishments (i.e. 10 points).

The details of each component of Outstanding Accomplishments, including the Means of Verification (MOV) required and rubrics for giving points, are as follows:

a. ***Awards and Recognition.*** This may refer to outstanding employee awards and/or awards as trainer/coach.

a.1. Outstanding Employee Award

Means of verification:

A. Any issuance, memorandum or document showing the Criteria for the Search; and
B. Certificate of Recognition/Merit.

Rubrics:

Level	Points(Outstanding Employee Award)
Division Level Search or Higher	4 points
School/Municipality/District Level Search	2 points

a.2. Awards as Trainer/Coach. This refers to awards gained by applicants as trainer/coach in any academic or non-academic competitions/activities.

Means of verification:

A. Any issuance or memorandum designating the applicant as trainer/coach; and
B. Certificate of Recognition/Appreciation as Trainer/Coach of a Winning Contestant/Event/Activity.

Rubrics:

Level	Points (Trainer/Coach Award)
Champion or Highest Placer in the National Level	3 points
Champion or Highest Placer in the Regional Level	2 points
Champion or Highest Placer in the Division/Provincial Level	1 point

For multiple awards received from the same award giving body and/or award category that are conducted in series or progressive manner, only the highest-level award shall be considered (e.g. NSPC winning coach at the division, regional, national level). Similarly, only the highest award shall be given points in cases where applicants submit multiple awards from different award giving bodies.

b. ***Research and Innovation***

Means of verification:

A. Proposal duly approved by the Head of Office or the designated Research Committee per DO No. 16, s. 2017;
B. Accomplishment Report verified by the Head of Office;
C. Certification of utilization of the innovation or research, within the school/office duly signed by the Head of Office;
D. Certification of adoption of the innovation or research by another school/office duly signed by the Head of Office; and
E. Proof of citation by other researchers (whose study/research, whether published or unpublished, is likewise approved by authorized body) of the concept/s developed in the research.

Rubrics:

MOVs Submitted	Points (Innovation/Research)
A, B, C & D	4 points
A, B, C & E	4 points
Only A, B & C	3 points
Only A & B	2 points
Only A	1 point

For collaborative research studies/innovations, the total points shall be divided by the number of authors/researchers indicated in the copyright page.

c. ***Subject Matter Expert / Membership in National TWGs or Committees.*** This shall apply to applicants who have been chosen and requested to use their technical knowledge, skills, and experience to develop an output, or work towards an outcome in the national level. This may include but not limited to the development and/or validation of framework, models, policies, and learning materials. Subject matter expertise or membership in NTWGs or Committees must, however, be relevant to the position being applied for in order to be given points.

Means of verification:

A. Issuance/Memorandum showing the membership in NTWG or Committees;
B. Certificate of Participation or Attendance; and
C. Output/Adoption by the organization/DepEd.

Rubrics:

MOVs Submitted	**Points(SME)**
ALL MOVs	3 points
Only A &B	2 points

d. ***Resource Speakership / Learning Facilitation.*** This shall apply to applicants who have been requested and invited to share their knowledge and expertise on specific subject matter/s. This may include applicants who served as a Resource Speaker, Resource Person, Trainer, and/or Learning Facilitator in seminars, training programs, conferences, convention, congress, forums, learning action cells (LAC) sessions, etc.

Means of verification (All listed MOVs shall be submitted):

A. Issuance/Memorandum/Invitation/Training Matrix;
B. Certificate of Recognition/Merit/Commendation/Appreciation; and;
C. Slide deck/s used and/or Session guide/s.

Rubrics:

Level	**Points (Resource Speakership/Learning Facilitation)**
Division Level Speakership or Higher	2 points
School/Municipality/District Speakership	1 point

e. ***NEAP Accredited Learning Facilitator.*** This shall apply to applicants who have been given accreditation as Learning Facilitator by the National Educator Academy of the Philippines (NEAP).

Means of verification:

A. Certificate of Recognition as Learning Facilitator issued by NEAP Regional Office
B. Certificate of Recognition as Learning Facilitator issued by NEAP Central Office

Rubrics:

Level	Points(NEAP Learning Facilitator)
Accredited National Assessor	2 points
Accredited National Trainer	1.5 points
Accredited Regional Trainer	1 point

Illustrative example:

Applicant Chico is applying for a School Principal I (SG-19) within SDO Baguio City. He is currently a Master Teacher I in Baguio City National High School appointed in October 2013. For the purpose of computing his Outstanding Accomplishments, he submitted the following MOVs:

Outstanding Accomplishments	***Points based on Rubric***	***HRMPSB Remarks***
Awards and Recognition: *Outstanding Employee Awards 2017 in Baguio National High School (no MOVs submitted)*	*2 points*	*Not credited due to non-submission of required MOVs*
Winning Coach (1st Prize Photojournalism) in 2015 RSPC (complete MOVs submitted)	*2 points*	*Credited*
Winning Coach (1st Prize Sayawit) in 2016 Division Edukasyon sa Pagpapakatao Celebration (complete MOVs submitted)	*1 point*	*Credited*
Resource Speakership/Learning Facilitation: *Certificate of Recognition as Resource Speaker in 2018 Division Training on Broadcasting (complete MOVs submitted)*	*1 point*	*Credited*

Applicant Chico gets three (3) points for his Awards as Trainer/Coach earned in 2015 and 2016, and one (1) point for his Resource Speakership in 2018. However, zero (0) or no point is given to under Outstanding Employee Award due to non-submission of the required MOVs. Chico gets a total of four (4) points in Outstanding Accomplishments.

36. **Application of Education.** Application of education is the contribution made by an applicant to their workplace as a result of their learnings from their education degree/s or units earned, such as but not limited to applied concepts, processes, and skills that are relevant to the position applied for. Points shall be given to an applicant who has successfully applied the learnings gained from said higher education units or degree/s earned. The application of education must have led to significant positive results in the applicant's current or previous work.

Higher premium shall be given to an application of education or intervention made by the applicant that is relevant and applicable to the position applied for.

Relevant intervention is described as the intervention that is directly applicable to the functional unit where the position applied for is lodged. An intervention is described to be *applicable* if it can be used in the operations of the functional unit based on its office mandates in the official DepEd Office Functions or Office Orders for the creation of the functional unit.

If the intervention made by the applicant does not meet the criteria to be *Relevant*, then said intervention shall be considered and be given corresponding points using the rubrics for *Not Relevant.*

Means of verification:

A. Action Plan approved by the Head of Office
B. Accomplishment Report verified by the Head of Office
C. Certification of the utilization/adoption signed by the Head of Office

Rubrics:

MOVs Submitted	Points(Application of Education)	
	Relevant	Not Relevant
ALL MOVs	10 points	5 points
Only A & B	7 points	3 points
Only A	5 points	1 point

37. **Application of Learning and Development (L&D).** Application of L&D is a proven success of the learnings gained from the human resource development (HRD) interventions done/attended by the applicant which must have led to significant positive results in their current or previous work.

Higher premium shall be given to an application of L&D or intervention made by the applicant that is relevant and applicable to the position applied for. The definition of *relevant intervention* as stipulated in Item 36 of this Enclosure shall apply.

Means of verification:

A. Certificate of Training or Certification on any applicable L&D intervention acquired that is aligned with the Individual Development Plan (IDP);
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.

Rubrics:

MOVs Submitted	Points(Application of L&D)	
	Relevant	Not Relevant
ALL MOVs	10 points	5 points
Only A, B, & C	7 points	3 points
Only A & B	5 points	1 point

38. **Potential.** Potential refers to the capacity and ability of an applicant to assume the duties and responsibilities of the position applied for, and those higher positions that are more technical in nature. It may be measured through any or all of the following:

Component	Points(Potential)	
	Appointment to School Principal I position	Appointment to Higher School Principal positions
Written Examinations (WE)	10 points	5 points
Behavioral Events Interview (BEI)	5 points	10 points

a. ***Written Examination*** refers to the standardized examination which measures the knowledge, language proficiency, ability to present ideas, judgment and leadership ability of the applicant. The test and evaluation rubrics appropriate to the school administration positions must be developed by subject matter experts as requested by the HRMPSB. *Subject matter experts* refer to individuals internal or external to the school where the vacancy exists, or to the Department, those who have working knowledge of the specific competencies required by the position applied for.

For **higher School Principal** positions, the HRMPSB or subject matter experts as may be requested by the HRMPSB shall develop a written examination which shall be the basis for scoring the component on Written Examination (5 points).

$$\textbf{Points}_{(WE)} = x/TI * WA_{(WE)}$$

Where:
x = *Raw score/rating in written examination*
TI = *Total number of test items or highest possible score*
WA = *Weight Allocation for WE*

Illustrative example:

Position:
School Principal II – SG 20

x = 85 (raw score from the SDO-developed written exam)
TI = 100
WA = 5

$\textbf{Points}_{(WE)} = 85/100 * 5 = 4.25$

For **School Principal I** position, the applicant's score in the NQESH, Principal's Test, or a similar standardized examination administered by DepEd shall be the basis for scoring the component on Written Examination (10 points).

For examinations that use percentage score (e.g., FY 2021 NQESH), rather than the numerical/raw score, as reflected in the official COR of passers, the Written Examination component of the comparative assessment for School Principal I shall be computed by multiplying the percentage score by the Weight Allocation *(WA)*, as illustrated below:

$$\textbf{Points}_{(WE)} = X_{NQESH} * WA_{(WE)}$$

Where:
X_{NQESH} = *NQESH percentage score*
WA = Weight Allocation for WE

Illustrative example:

Vacant position:
School Principal I – SG 19

X_{NQESH} = *82.5 (NQESH percentage score)*
WA = 10

$\textbf{Points}_{(WE)} = 82.5 * 10 = 8.25$

b. ***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. BEI is based on the principle that past behavior predicts future performance. It uses the STAR approach to validate whether the key behaviors 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**ask/s that the applicant faced; the **A**ctions that the applicant took; and the **R**esults of those actions.

The BEI may be used to assess the following areas:

i. *Aptitude.* The BEI shall be used to assess the applicant's potential or their capacity and ability to assume the duties of the position applied for and those higher positions that are more technical in nature.
ii. *Characteristics or traits.* It shall be used to gauge other relevant aspects such as the applicant's psychological and social well-being.
iii. *Fitness.* It shall serve as an avenue to evaluate an applicant's Job Fit, Location Fit, and Organizational Fit.
iv. *Other areas that may be identified by the HRMPSB.*

The points allocated for BEI component *(5 points for School Principal I and 10 points for higher positions)* shall be the maximum or ceiling points that may be earned by an applicant. The points earned from each area are cumulative to determine the total points for BEI component. The HRMPSB shall determine the appropriate areas relevant to the position applied for and assign points to each area not exceeding the maximum or ceiling points for BEI.

F. Comparative Assessment Results for Expanded Reclassification (CAReER)

39. After a judicious and objective assessment of the qualified candidates, the HRMPSB shall prepare two (2) sets of the CAReER for each school principal position in accordance with Items 40 and 41 of this Enclosure within seven (7) calendar days after all the applicants have been assessed.

40. A copy of the duly signed CAReER per position, in which candidates are listed in no particular order 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.

41. Another copy of the duly signed CAReER shall be submitted to the SDS, highlighting the candidates for reclassification ranked from highest to lowest based on the total scores obtained from the evaluative assessments. The CAReER shall be accompanied by the Plantilla Allocation List (PAL) *(see Annex R-2)*, containing only the names of candidates who can be accommodated based on the estimated number of slots for reclassification per position as determined based on the set parameters stipulated under Item 5 of this Enclosure.

42. The SDS shall review the CAReER and PAL ensuring equitable allocation of funding to all positions; and approve, if found in order, for onward endorsement to the Regional Director.

43. The HRMPSB shall indicate in the 'Remarks' column all other relevant information about the individual applicants to guide the SDS in the review and approval of the candidates to be recommended for reclassification. 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.

44. The CAReER for a particular position shall be valid until exhausted. The remaining applicants in the CAReER who were not accommodated in the current year shall be prioritized in the reclassification for the following year. They shall be considered *'in the queue'* and shall

not be required to undergo the assessment process. The reclassification of their positions shall be processed before all other new applicants can be reclassified.

45. All candidates who were not accommodated who opt to participate in the next reclassification process for the same position shall be given the option to carry over their CAReER scores and/or update their credentials without having to undergo the entire assessment process; provided, they submit a Letter of Intent and most recent performance ratings compliant with the performance requirements of the position applied for.

46. All candidates who may not be accommodated for reclassification are not precluded from applying to any vacant position, subject to applicable RSA Guidelines.

Should they opt to apply to an equivalent vacant school principal position, candidates shall be allowed to carry over their CAReER scores and/or update their credentials without having to undergo the entire assessment process; provided, they submit a Letter of Intent and updated performance ratings compliant with the performance requirements of the position applied for.

47. 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 CAReER; 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 reclassification shall proceed without delay.

G. Processing and Approval of Reclassification of Positions

Schools Division Office

48. A complete set of duly signed CAReER and PAL, together with accomplished RFSPP of all applicants, shall be submitted by the HRMPSB to the SDS.

49. Based on the CAReER and in consideration of the available funds as certified by the Budget Officer and applicable staffing standards for School Principal positions, the SDS shall recommend to the Regional Director the candidates for reclassification.

50. The SDO shall submit all applications for reclassifications to the RO on or before the set deadline stipulated in the Official Regional Memorandum. The following documents shall be submitted to the RO:

a. Endorsement Letter duly signed by the SDS;
b. Duly accomplished RFSPP of qualified applicants;
c. Duly signed CAReER;
d. Duly signed Plantilla Allocation List (Annex R-2);
e. Certified Copy of ePSIPOP printout reflecting the names of the school heads for reclassification *(only those pages containing such names)*;
f. Certification of Availability of Funds duly signed by the Budget Officer and Latest status report on the lumpsum fund;
g. Certified copy of Sub-ARO;
h. CS Form 212 Personal Data Sheet with Work Experience Sheet;
i. Photocopy of scholastic/academic record (i.e., Special Orders, Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available);
j. Photocopy of duly signed Service Records;
k. Photocopy of certificate/s of completion of National Educators Academy of the Philippines (NEAP)-accredited professional development programs/ courses, or certificates of training issued by NEAP-accredited public and private institutions or Photocopy of certificate/s of relevant specialized trainings or professional development programs, if any;

l. Certification of Rating (COR) in the NQESH, Principal's Test, or applicable School Head Assessment.
m. Report on the Number of School Principal Position within the Division *(Annex S-2).*
n. Special Transfer Order duly signed by the Schools Division Superintendent *(In-case of Transfer of Positions is deemed necessary)*
o. Quantum Leap justification *(If applicable)*

Regional Office

51. The Teacher Credentials Evaluator (TCE) in the RO shall evaluate the reclassification documents based on the CSC-approved QS and performance requirements as stipulated in Section D of this Enclosure, for onward submission to the HRMO.

52. The HRMO shall review the evaluated RFSPP; and countersign, if found in order, below the name of the Chief Administrative Officer (CAO), Administrative Division. The HRMO shall likewise review the PAL, containing all the qualified teacher applicants for reclassification, for onward submission to the CAO.

53. The CAO shall certify the correctness of the RFSPP by affixing his/her signature on the said documents. The CAO shall likewise review the PAL and transmittal to DBM-RO; countersign, if found in order, below the name of the Regional Director, and endorse for approval.

54. The Regional Director shall approve the RFSPP, PAL, Report on the Number of School Principal Position within the Division, and Transmittal Letter.

55. Subsequently upon approval, the following documents shall be submitted to the DBM-RO not later than **November 30** of the current year, for further evaluation:

a. Transmittal Letter
b. Plantilla Allocation List (PAL)
c. Report on the Number of School Principal Position within the Division
d. Latest status report on the lumpsum fund
e. Special Transfer Order duly signed by the Schools Division Superintendent *(In-case of Transfer of Positions is deemed necessary)*
f. Quantum Leap justification *(If applicable)*

56. Based on the recommendation of the CAO, the Regional Director may designate other staff under the Personnel Section, as deemed practicable, to assist in the evaluation of the reclassification documents.

H. Issuance of Appointment Papers

57. Upon successful processing of the reclassification of positions based on the approved PAL and issuance of the Notices of Organization, Staffing and Classification Action (NOSCA) by the DBM RO through the Action Document Releasing System (ADRS) pursuant to DBM Circular Letter No. 2022-11, the DepEd SDO shall prepare and process the appointment papers in accordance with applicable provisions of the CSC ORAOHRA; and issue the same to all personnel concerned not later than **March 30** of the succeeding year, or as may be determined by both DBM and DepEd in cases of emergency and unprecedented situations.

58. Upon issuance of the appointment, the DepEd SDO shall prepare and process necessary adjustment to the salaries, subject to applicable guidelines.

59. The SDS as the appointing officer/authority shall be accountable for the appointments. They shall respond to queries and complaints pertaining to appointments issued relative to the reclassification of positions.

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

Annex A.2

LIST OF DEPED AUTHORIZED POSITIONS
Teaching and School Principal 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 I	11
Teacher II	12
Teacher III	13
Teacher III (Special Science Teacher I)	13
Teacher IV	14
Teacher IV (Special Needs Education Teacher I)	14
Teacher V	15
Teacher V (Special Needs Education Teacher II)	15
Teacher VI	16
Teacher VI (Special Needs Education Teacher III)	16
Teacher VII	17
Teacher VII (Special Needs Education Teacher IV)	17
Master Teacher I	18
Master Teacher I (Special Needs Education Master Teacher I)	18
Master Teacher II	19
Master Teacher II (Special Needs Education Master Teacher II)	19
Master Teacher III	20
Master Teacher III (Special Needs Education Master Teacher III)	20
Master Teacher IV	21
Master Teacher IV (Special Needs Education Master Teacher IV)	21
Master Teacher V	22
Master Teacher V (Special Needs Education Master Teacher V)	22
School Principal I	19
School Principal II	20
School Principal III	21
School Principal IV	22

DBM-DepEd JC 01, s.2025_Form No. 2-A *For Teacher II, III, IV, V, VI, VII*

Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name: _____ Current Position: _____
Position Applied: _____ Item Number of Current Position: _____
Station/School _____ SG/Annual Salary: _____

Level: _____ Kindergarten _____ Junior High School
_____ Elementary _____ Senior High School

I. QUALIFICATION STANDARDS

Elements	QS of the Position	QS of the Applicant	Remarks
Education	*To be filled-out by the HRMO*	*To be filled-out by the HRMO*	
Training			
Experience			
Eligibility			

Note: Indicate the QS of the Position Applied for based on the CSC-Approved QS

II. PERFORMANCE REQUIREMENTS

1. Copy of duly approved IPCRF for the school year immediately preceeding the application.

2. The applicant must meet the following performance requirements depending on the position applied for.

Position Applied	Performance Requirements
Teacher II	At least 6 Proficient COIs at Very Satisfactory; and At least 4 Proficient NCOIs at Very Satisfactory
Teacher III	At least 12 Proficient COIs at Very Satisfactory; and At least 8 Proficient NCOIs at Very Satisfactory
Teacher IV	21 Proficient COIs at Very Satisfactory; and 16 Proficient NCOIs at Very Satisfactory
Teacher V	At least 6 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Outstanding
Teacher VI	At least 12 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Very Satisfactory and 4 Proficient NCOIs at Outstanding
Teacher VII	At least 18 Proficient COIs at Outstanding; and At least 6 Proficient NCOIs at Very Satisfactory and 6 Proficient NCOIs at Outstanding

Summary of the Achievement of PPST Indicators

**Put a (/) mark if the applicant meets the required PPST indicators; if not, put an (X) mark in both the "O" and "VS" columns.*

Domain/Strand/Indicators		O	VS
No.	**Domain 1. Content Knowledge and Pedagogy**		
1	1.1.2 Apply knowledge of content within and across curriculum teaching areas.		
2	1.2.2 Use research-based knowledge and principles of teaching and learning to enhance professional practice.		
3	1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process.		
4	1.4.2 Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.		
5	1.5.2 Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.		
6	1.6.2 Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.		
7	1.7.2 Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement		

	Domain 2. Learning Environment		
8	2.1.2 Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.		
9	2.2.2 Maintain learning environments that promote fairness, respect and care to encourage learning.		
10	2.3.2 Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.		
11	2.4.2 Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.		
12	2.5.2 Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.		
13	2.6.2 Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.		
	Domain 3. Diversity of Learners		
14	3.1.2 Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.		
15	3.2.2 Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds.		
16	3.3.2 Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.		
17	3.4.2 Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.		
18	3.5.2 Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.		
	Domain 4. Curriculum and Planning		
19	4.1.2 Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.		
20	4.2.2 Set achievable and appropriate learning outcomes that are aligned with learning competencies.		
21	4.3.2 Adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners.		
22	4.4.2 Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.		
23	4.5.2 Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals.		
	Domain 5. Assessment and Reporting		
24	5.1.2. Design, select, organize and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements		
25	5.2.2 Monitor and evaluate learner progress and achievement using learner attainment data.		
26	5.3.2 Use strategies for providing timely, accurate and constructive feedback to improve learner performance.		
27	5.4.2 Communicate promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.		
28	5.5.2 Utilize assessment data to inform the modification of teaching and learning practices and programs.		

	Domain 6. Community Linkages and Professional Engagement		
29	6.1.2 Maintain learning environments that are responsive to community contexts.		
30	6.2.2 Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.		
31	6.3.2 Review regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers.		
32	6.4.2 Comply with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.		
	Domain 7. Personal Growth and Professional Development		
33	7.1.2 Apply a personal philosophy of teaching that is learner-centered.		
34	7.2.2 Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.		
35	7.3.2 Participate in professional networks to share knowledge and to enhance practice.		
36	7.4.2 Develop a personal professional improvement plan based on reflection of one's practice and ongoing professional learning.		
37	7.5.2 Set professional development goals based on the Philippine Professional Standards for Teachers.		
	Total Number of O and VS		

III. COMPRATIVE ASSESSMENT RESULT

Education	Training	Experience	Performance	Classroom Observable Indicators	Non-Classroom Observable Indicators	Total Score

Conforme:

_____
Teacher Applicant

Attested by:

_____
HRMPSB Chair

IV. DEPED SCHOOLS DIVISION OFFICE ACTION

Reclassification of Position				Date Processed	Remarks
From	Salary Grade	To	Salary Grade		

Evaluated by:

_____
Administrative Officer IV (HRMO)

Certified Correct

_____
Administrative Officer V (Admin Services)

Recommending Approval:

_____
Schools Division Superintendent

V. DEPED REGIONAL OFFICE ACTION

Reclassification of Position				Date Processed	Remarks
From	**Salary Grade**	**To**	**Salary Grade**		

Evaluated by:

_____
Teachers Credential Evaluator

Certified Correct:

_____
Chief, Administrative Division

Approved:

_____
Regional Director

DBM-DepEd JC 01, s.2025_Form No. 2-A *For Master Teacher I, II, III*

Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name: _____ Current Position: _____

Position Applied: _____ Item Number of Current Position: _____

Station/School _____ SG/Annual Salary: _____

Level: _____ Kindergarten _____ Junior High School
_____ Elementary _____ Senior High School

I. QUALIFICATION STANDARDS

Elements	QS of the Position	QS of the Applicant	Remarks
Education	*To be filled-out by the HRMO*	*To be filled-out by the HRMO*	
Training			
Experience			
Eligibility			
Competency			

Note: Indicate the QS of the Position Applied for based on the CSC-Approved QS

II. PERFORMANCE REQUIREMENTS

1. Copy of duly approved IPCRF for the school year immediately preceeding the application.

2. The applicant must meet the following performance requirements depending on the position applied for.

Position Applied	Performance Requirements
Master Teacher I	21 Proficient COIs at Outstanding; and 8 Proficient NCOIs at Very Satisfactory and 8 Proficient NCOIs at Outstanding
Master Teacher II	At least 10 Highly Proficient COIs at Outstanding; and At least 5 Highly Proficient NCOIs at Very Satisfactory and 5 Highly Proficient NCOIs at Outstanding
Master Teacher III	21 Highly Proficient COIs at Oustanding; and 8 Highly Proficient NCOIs at Very Satisfactory and 8 Highly Proficient NCOIs at Outstanding

Summary of the Achievement of PPST Indicators

**Put a (/) mark if the applicant meets the required PPST indicators; if not, put an (X) mark in both the "O" and "VS" columns.*

Domain/Strand/Indicators		O	VS
No.	**Domain 1. Content Knowledge and Pedagogy**		
1	1.1.3 Model effective applications of content knowledge within and across curriculum teaching areas.		
2	1.2.3 Collaborate with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.		
3	1.3.3 Promote effective strategies in the positive use of ICT to facilitate the teaching and learning process.		
4	1.4.3 Evaluate with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy.		
5	1.5.3 Develop and apply effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.		
6	1.6.3 Model and support colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop the learners' pride of their language, heritage and culture.		
7	1.7.3 Display a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.		

	Domain 2. Learning Environment		
8	2.1.3 Exhibit effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.		
9	2.2.3 Exhibit effective practices to foster learning environments that promote fairness, respect and care to encourage learning.		
10	2.3.3 Work with colleagues to model and share effective techniques in the management of classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.		
11	2.4.3 Work with colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.		
12	2.5.3 Model successful strategies and support colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning.		
13	2.6.3 Exhibit effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning focused environments.		
	Domain 3. Diversity of Learners		
14	3.1.3 Work with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences.		
15	3.2.3 Exhibit a learner-centered culture that promotes success by using effective teaching strategies that respond to learners' linguistic, cultural, socio economic and religious backgrounds		
16	3.3.3 Assist colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.		
17	3.4.3 Evaluate with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.		
18	3.5.3 Develop and apply teaching strategies to address effectively the needs of learners from indigenous groups.		
	Domain 4. Curriculum and Planning		
19	4.1.3 Develop and apply effective strategies in the planning and management of developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.		
20	4.2.3 Model to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies to cultivate a culture of excellence for all learners.		
21	4.3.3 Work collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability levels.		
22	4.4.3 Review with colleagues, teacher and learner feedback to plan, facilitate, and enrich teaching practice.		
23	4.5.3 Advise and guide colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals.		

	Domain 5. Assessment and Reporting		
24	5.1.3 Work collaboratively with colleagues to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements.		
25	5.2.3 Interpret collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement.		
26	5.3.3 Use effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning.		
27	5.4.3 Apply skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians.		
28	5.5.3 Work collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement.		
	Domain 6. Community Linkages and Professional Engagement		
29	6.1.3 Reflect on and evaluate learning environments that are responsive to community contexts.		
30	6.2.3 Guide colleagues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process.		
31	6.3.3 Discuss with colleagues teaching and learning practices that apply existing codes, laws and regulations applicable to the teaching profession, and the responsibilities specified in the Code of Ethics for Professional Teachers.		
32	6.4.3 Exhibit commitment to and support teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders.		
	Domain 7. Personal Growth and Professional Development		
33	7.1.3 Manifest a learner-centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy.		
34	7.2.3 Identify and utilize personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school.		
35	7.3.3 Contribute actively to professional networks within and between schools to improve knowledge and to enhance practice.		
36	7.4.3 Initiate professional reflections and promote learning opportunities with colleagues to improve practice.		
37	7.5.3 Reflect on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals.		
	Total Number of O and VS		

III. COMPARATIVE ASSESSMENT RESULTS

Education	Training	Experience	Performance	Classroom Observable Indicators	Non-Classroom Observable Indicators	Total Score

Conforme:

Teacher Applicant

Attested by:

HRMPSB Chair

IV. DEPED SCHOOLS DIVISION OFFICE ACTION

Reclassification of Position				Date Processed	Remarks
From	Salary Grade	To	Salary Grade		

Evaluated by:

Administrative Officer IV (HRMO)

Certified Correct

Administrative Officer V (Admin Services)

Recommending Approval:

Schools Division Superintendent

V. DEPED REGIONAL OFFICE ACTION

Reclassification of Position				Date Processed	Remarks
From	Salary Grade	To	Salary Grade		

Evaluated by:

Teachers Credential Evaluator

Certified Correct:

Chief, Administrative Division

Approved:

Regional Director

DBM-DepEd JC 01, s.2025_Form No. 2-A *For Master Teacher IV and V*

Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name: _____ Current Position: _____

Position Applied: _____ Item Number of Current Position: _____

Station/School _____ SG/Annual Salary: _____

Level: _____ Kindergarten _____ Junior High School
_____ Elementary _____ Senior High School

I. QUALIFICATION STANDARDS

Elements	QS of the Position	QS of the Applicant	Remarks
Education			
Training			
Experience			
Eligibility			
Competency			

Note: Indicate the QS of the Position Applied for based on the CSC-Approved QS

II. PERFORMANCE REQUIREMENTS

1. Copy of duly approved IPCRF for the school year immediately preceeding the application.

2. The applicant must meet the following performance requirements depending on the position applied for.

Position Applied	Performance Requirements
Master Teacher IV	At least 10 Distinguished COIs at Outstanding; and 5 Distinguished NCOIs at Very Satisfactory and 5 Distinguished NCOIs at Outstanding
Master Teacher V	21 Distinguished COIs at Outstanding; and 8 Distinguished NCOIs at Very Satisfactory and 8 Distinguished NCOIs at Outstanding

Summary of the Achievement of PPST Indicators

**Put a (/) mark if the applicant meets the required PPST indicators; if not, put an (X) mark in both the "O" and "VS" columns.*

Domain/Strand/Indicators		O	VS
No.	**Domain 1. Content Knowledge and Pedagogy**		
1	1.1.4 Model exemplary practice to improve the applications of content knowledge within and across curriculum teaching areas.		
2	1.2.4 Lead colleagues in the advancement of the art and science of teaching based on their comprehensive knowledge of research and pedagogy.		
3	1.3.4 Mentor colleagues in the implementation of policies to ensure the positive use of ICT within or beyond the school.		
4	1.4.4 Model a comprehensive selection of effective teaching strategies that promote learner achievement in literacy and numeracy.		
5	1.5.4 Lead colleagues in reviewing, modifying and expanding their range of teaching strategies that promote critical and creative thinking, as well as other higher-order thinking kills.		
6	1.6.4 Show exemplary skills in and advocate the use of Mother Tongue, Filipino and English in teaching and learning to facilitate the learners' language, cognitive and academic evelopment and to foster pride of their language, heritage and culture.		
7	1.7.4 Exhibit exemplary practice in the use of effective verbal and on-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement in different learning contexts.		

	Domain 2. Learning Environment		
8	2.1.4 Apply comprehensive knowledge of, and act as a resource person for, policies, guidelines and procedures that relate to the implementation of safe and secure learning environments for learners.		
9	2.2.4 Advocate and facilitate the use of effective practices to foster learning environments that promote fairness, respect and care to encourage learning.		
10	2.3.4 Model exemplary practices in the management of classroom structure and activities, and lead colleagues at the whole-school level to review and evaluate their practices.		
11	2.4.4 Facilitate processes to review the effectiveness of the school's learning environment to nurture and inspire learner participation.		
12	2.5.4 Lead and empower colleagues in promoting learning environments that effectively motivate learners to achieve quality outcomes by assuming responsibility for their own learning.		
13	2.6.4 Provide leadership in applying a wide range of strategies in the implementation of positive and non-violent discipline policies/procedures to ensure learning-focused environments.		
	Domain 3. Diversity of Learners		
14	3.1.4 Lead colleagues to evaluate differentiated strategies to enrich teaching practices that address learners' differences in gender, needs, strengths, interests and experiences.		
15	3.2.4 Model exemplary teaching practices that recognize and affirm diverse linguistic, cultural, socio economic and religious backgrounds to promote learner success.		
16	3.3.4 Lead colleagues in designing, adapting and implementing teaching strategies that are responsive to learners with disabilities, giftedness and talents.		
17	3.4.4 Model a range of high level skills responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.		
18	3.5.4 Show comprehensive skills in delivering culturally appropriate teaching strategies to address effectively the needs of learners from indigenous groups.		
	Domain 4. Curriculum and Planning		
19	4.1.4 Model exemplary practice and lead colleagues in enhancing current practices in the planning and management of developmentally sequenced teaching and learning processes.		
20	4.2.4 Exhibit high-level skills and lead in setting achievable and challenging learning outcomes that are aligned with learning competencies towards the cultivation of a culture of excellence for all.		
21	4.3.4 Provide advice on the design and implementation of relevant and responsive learning programs that develop the knowledge and skills of learners at different ability levels.		
22	4.4.4 Lead colleagues in professional discussions to plan and implement strategies that enrich teaching practice.		
23	4.5.4 Model exemplary skills and lead colleagues in the development and evaluation of teaching and learning resources, including ICT, for use within and beyond the school.		

	Domain 5. Assessment and Reporting		
24	5.1.4 Lead initiatives in the evaluation of assessment policies and guidelines that relate to the design, selection, organization and use of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements.		
25	5.2.4 Provide advice on and mentor colleagues in the effective analysis and use of learner attainment data.		
26	5.3.4 Exhibit exemplary skills and lead initiatives to support colleagues in applying strategies that effectively provide timely, accurate and constructive feedback to learners to improve learning achievement.		
27	5.4.4 Share with colleagues a wide range of strategies that ensure effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians.		
28	5.5.4 Lead colleagues to explore, design and implement effective practices and programs using information derived from assessment data.		
	Domain 6. Community Linkages and Professional Engagement		
29	6.1.4 Model exemplary practice and empower colleagues to establish and maintain effective learning environments that are responsive to community contexts.		
30	6.2.4 Lead in consolidating networks that strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process.		
31	6.3.4 Lead colleagues in the regular review of existing codes, laws and regulations that apply to the teaching profession, and the responsibilities as specified in the Code of Ethics for Professional Teachers.		
32	6.4.4 Evaluate existing school policies and procedures to make them more responsive to the needs of the learners, parents and other stakeholders.		
	Domain 7. Personal Growth and Professional Development		
33	7.1.4 Model a learner-centered teaching philosophy through teaching practices that stimulate colleagues to engage in further professional learning.		
34	7.2.4 Act as a role model and advocate for upholding the dignity of teaching as a profession to build a positive teaching and learning culture within and beyond the school.		
35	7.3.4 Take a leadership role in supporting colleagues' engagement with professional networks within and across schools to advance knowledge and practice in identified areas of need.		
36	7.4.4. Demonstrate leadership within and across school contexts in critically evaluating practice and setting clearly defined targets for professional development.		
37	7.5.4 Lead reforms in enhancing professional development programs based on an in-depth knowledge and understanding of the Philippine Professional Standards for Teachers.		
	Total Number of O and VS		

III. COMPARATIVE ASSESSMENT RESULTS

Education	Training	Experience	Performance	Classroom Observable Indicators	Non-Classroom Observable Indicators	Total Score

Conforme:

Teacher Applicant

Attested by:

HRMPSB Chair

IV. DEPED SCHOOLS DIVISION OFFICE ACTION

Reclassification of Position				Date Processed	Remarks
From	Salary Grade	To	Salary Grade		

Evaluated by:

Administrative Officer IV (HRMO)

Certified Correct

Administrative Officer V (Admin Services)

Recommending Approval:

Schools Division Superintendent

V. DEPED REGIONAL OFFICE ACTION

Reclassification of Position				Date Processed	Remarks
From	Salary Grade	To	Salary Grade		

Evaluated by:

Teachers Credential Evaluator

Certified Correct:

Chief, Administrative Division

Approved:

Regional Director

DBM-DepEd JC 01, s.2025_Form No. 2-B

Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR SCHOOL PRINCIPAL POSITIONS (RFSPP)

Name: _____ Current Position: _____

Position Applied: _____ Item Number of Current Position: _____

Station/School _____ SG/Annual Salary: _____

Level: _____ Kindergarten _____ Junior High School
_____ Elementary _____ Senior High School

I. QUALIFICATION STANDARDS

Elements	QS of the Position	QS of the Applicant	Remarks
Education	*To be filled-out by the HRMO*	*To be filled-out by the HRMO*	
Training			
Experience			
Eligibility			

Note: Indicate the QS of the Position Applied for based on the CSC-Approved QS

II. SCHOOL HEADS ASSESSMENT (or its equivalent)

☐ Eligible Score _____

☐ Not Eligible

III. PERFORMANCE RATING: _____

*Must be at least **Very Satisfactory***
Attach certified true copy of School's Office Performance Commitment and Review (OPCR) Form or Individual Performance Commitment and Review (IPCR) form, (which ever is applicable) in the last rating period

IV. COMPRATIVE ASSESSMENT RESULT

Education	Training	Experience	Performance	Outstanding Accomplishments	Application of Education	Application of L&D	Potential	Total Score

Conforme:

_____
Applicant

Attested by:

_____
HRMPSB Chair

V. DEPED SCHOOLS DIVISION OFFICE ACTION

Reclassification of Position				Date Processed	Remarks
From	Salary Grade	To	Salary Grade		

Evaluated by:

_____
Administrative Officer IV (HRMO)

Certified Correct

_____
Administrative Officer V (Admin Services)

Recommending Approval:

VI. DEPED REGIONAL OFFICE ACTION

Reclassification of Position				Date Processed	Remarks
From	**Salary Grade**	**To**	**Salary Grade**		

Evaluated by:

_____
Teachers Credential Evaluator

Certified Correct:

_____
Chief, Administrative Division

Approved:

_____
Regional Director

Annex C-2

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 containing the following information: *i. Statement of Purpose/ Expression of interest* *ii. Position applied for*			
b.	Duly accomplished PDS with Work Experience Sheet (CS Form 212, Revised 2025)			
d.	Photocopy of valid and updated PRC License/ID			
e.	Certificate of Competency Level issued by Authorized body (if applicable)			
f.	Photocopy of scholastic/academic record (i.e., Special Orders, Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available)			
g.	Photocopy of duly signed Service Record			
h.	Photocopy of latest appointment			
i.	Photocopy of certificate/s of completion of National Educators Academy of the Philippines (NEAP)-accredited professional development programs/ courses, or certificates of training issued by NEAP-accredited public and private institutions or Photocopy of certificate/s of relevant specialized trainings or professional development programs, if any			
j.	Photocopy of Technical Education and Skills Development Authority (TESDA) National Certificate (NC) II11, Trainers Methodology Certificate (TMC) (for SHS applicants in the Technical-Vocational-Livelihood (TVL) track only);			
k.	Photocopy of the required Performance Rating(s) with at least Very Satisfactory rating *(For teaching positions: The applicant shall submit at most three (3) performance ratings depending on the performance requirements. The latest performance rating shall cover one (1) year complete performance rating period in the current position)*			
l.	Certificate of Rating (COR) in the School Head Assessment (National Qualifying Examination for School Heads (NQESH) or Principal's Test) (for School Principal positions only);			
m.	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)			
n.	Other documents as may be required by the HRMPSB ***For Teaching:*** *portfolio for the assessment of identified PPST non-classroom observable indicators.* ***For School Principal:*** *Means of Verification (MOVs) showing Outstanding Accomplishments, Application of Education, Application of Learning and Development reckoned from the date of last issuance of appointment*			

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	Performance *(Met or Did not Meet)*	Remarks *(Qualified or Disqualified)*
			Address	Age	Sex	Civil Status	Religion	Disability	Ethnic Group	Email Address	Contact No.		Title	Hours	Details	Years			
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), perfromance, and remark on whether Qualified or Disqualified*
b) If the information does not apply to the applicant, please put N/A.

Annex D-2

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	School Head Assessment (Passed or Failed)	Remarks *(Qualified or Disqualified)*
			Address	Age	Sex	Civil Status	Religion	Disability	Ethnic Group	Email Address	Contact No.		Title	Hours	Details	Years			
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, School Head Assessment, and Competency (if applicable), perfromance, and remark on whether Qualified or Disqualified*
b) If the information does not apply to the applicant, please put N/A.

ANNEX E-2

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 (Senior High School Master Teacher I - Academic Track and Core Subjects) **[Insert specific Plantilla item number]**	**Education:** Master's degree in relevant strand/subject plus 18 professional units in 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: 5 years experience in teaching or industry work in relevant strand/subject	5 years and 1 month as SHS Teacher III in Barangka National High School – June 1, 2020 to present	Qualified
	Training: 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)	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: RA 1080 (Teacher-Secondary) for permanent appointments None required for provisional and contractual appointments must pass the LET within 5 years after the date of first hiring	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 21 Proficient COIs at Outstanding 8 Proficient NCOIs at Very Satisfactory; and 8 Proficient NCOIs at Outstanding	SY 2020-2021: 3.756 (VS) SY 2021-2022: 4.055 (VS) SY 2022-2023: 4.345 (VS) 21 Proficient COIs at Outstanding 8 Proficient NCOIs at Very Satisfactory; and 8 Proficient NCOIs at Outstanding	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]

ANNEX E-3

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
School Principal I **[Insert specific Plantilla item number]**	**Education:** Master's degree in Education, or Educational Management, or Educational Leadership; or Master's degree in relevant learning area with at least 9 units in Management	Master's Degree in Education Doctor of Philosophy in Education (PhD)	Qualified
	Experience: 5 years teaching experience and 1-year relevant experience in any of the following: learning area coordination, subject area supervision, school management and operations, instructional supervision.	-Master Teacher I (August 01, 2019 to present) -Head Teacher III (March 05, 2013 to July 31, 2019) -Teacher III (March 23, 2010 to March 04, 2013) -Teacher II (June 21, 2007 to March 22, 2010) -Teacher I (September 10, 2003 to June 20, 2007)	Qualified
	Training: 32 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, School Management and Operations, Instructional Leadership acquired within the last 5 years	FLEX2LEAD (for School Heads), May 24-June 04, 2023, 80 hrs. Capability Building Program for Teachers and School Heads organized by NEAP, March 1-5, 2024, 40 hrs. Division Training on the Conduct of Research (December 7-10, 2022) 32 hours	Qualified
	Eligibility: RA 1080 (Teacher)	RA 1080 (Teacher)	Qualified
	School Head Assessment		**Remarks**
	National Qualifying Examination for School Heads (NQESH) or Principal's Test		Eligible

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]

ANNEX F-2

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 (Senior High School Master Teacher I - Academic Track and Core Subjects) **[Insert specific plantilla item number]**	**Education:** Master's degree in relevant strand/subject plus 18 professional units in Education Master's degree in relevant strand/subject	BS of Elementary Education (BEEd) Master of Science in Early Childhood Care and Development	Disqualified
	Experience: 5 years experience in teaching or industry work in relevant strand/subject	4 years as Elementary Teacher III in Barangka Elementary School – June 1, 2021 to present	Disqualified
	Training: 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)	24 hours training on curriculum contextualization or localization and lesson planning [January 27 to 29, 2024] 24 hours training on Financial Literacy [August 5 to 7, 2023]	Qualified
	Eligibility: RA 1080 (Teacher-Secondary) for permanent appointments None required for provisional and contractual appointments must pass the LET within 5 years after the date of first hiring	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 21 Proficient COIs at Outstanding 8 Proficient NCOIs at Very Satisfactory; and 8 Proficient NCOIs at Outstanding	SY 2020-2021: 3.456 (S) SY 2021-2022: 3.650 (VS) SY 2022-2023: 4.075 (VS) 18 Proficient COI at Outstanding 3 Proficient COI at VS 7 Proficient NCOI at Outstanding 9 Proficient NCOI at VS	Did not meet

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 F-3

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
School Principal I **[Insert specific plantilla item number]**	**Education:** Master's degree in Education, or Educational Management, or Educational Leadership; or Master's degree in relevant learning area with at least 9 units in Management	Master of Education in Educational Leadership (Complete Academic Requirements)	Disqualified
	Experience: 5 years teaching experience and 1-year relevant experience in any of the following: learning area coordination, subject area supervision, school management and operations, instructional supervision.	-Head Teacher III (March 05, 2013 to July 31, 2019) -Teacher III (March 23, 2010 to March 04, 2013) -Teacher II (June 21, 2007 to March 22, 2010) -Teacher I (September 10, 2003 to June 20, 2007)	Qualified
	Training: 32 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, School Management and Operations, Instructional Leadership acquired within the last 5 years	FLEX2LEAD (for School Heads), May 24-June 04, 2023, 80 hrs. *Capability Building Program for Teachers* and School Heads organized by NEAP, March 1-5, 2024, 40 hrs. Division Training on the Conduct of Research (December 7-10, 2022) 32 hours	Qualified
	Eligibility: RA 1080 (Teacher)	RA 1080 (Teacher)	Qualified
	School Head Assessment		**Remarks**
	National Qualifying Examination for School Heads (NQESH) or Principal's Test		Not Eligible

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 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 Results for Expanded Reclassification (CAReER) 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-3

COMPARATIVE ASSESSMENT RESULT FOR EXPANDED RECLASSIFICATION (CAReER)

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

Schools Division Office: _____

	Name of Applicant	Application Code	COMPARATIVE ASSESSMENT RESULTS							Remarks	For Background Investigation (Y/N)		For Recommendation *(To be filled-out by the Schools Division Superintendent; Please sign opposite the name of the applicant)*
			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)

Approved 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	Schools Division Superintendent

Annex I-4

COMPARATIVE ASSESSMENT RESULT FOR EXPANDED RECLASSIFICATION (CAReER)

Position: _____

Schools Division Office: _____

Date of Final Deliberation: _____

	Name of Applicant	Application Code	COMPARATIVE ASSESSMENT RESULTS									Remarks	For Background Investigation (Y/N)		For Recommendation/ *To be filled-out by the Schools Division Superintendent; Please sign opposite the name of the applicant)*
			Education (10 pts)	**Training (10 pts)**	**Experience (10 pts)**	**Performance (25 pts)**	**Outstanding Accomplishments (10 pts)**	**Application of Education (10 pts)**	**Application of Learning and Development (10 pts)**	**Potential (Written Exam/NQESH, 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)

Approved 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	Schools Division Superintendent

PLANTILLA ALLOCATION LIST
Reclassification of Teaching Positions

(Pursuant to Executive Order 174 titled, 'Establishing the Expanded System of Career Progression for Public School Teachers' and its Implementing Rules and Regulations (IRR) and DBM-DepEd Joint Circular No. 01, s. 2025 on the 'Modified Position Classification and Compensation Scheme and System of Career Progression of Teachers and School Heads in the Public Basic Education System')

Agency: _____
Region: _____
Division: _____
Education: Elementary/Junior High School/Senior High School

Item No. (per latest PSIPOP) (1)	Organizational Code per PSIPOP (2)	Organizational Code per PSIPOP to which the item will be transferred (3) *Leave blank if not applicable*	Name of School/SDO to which the item will be transferred (4) *Leave blank if not applicable*	Name of Incumbent (5) *(Surname, Name, Middle Name)*	Position Title		Date of Approval (8)	Salary Grade with Step Increment/Monthly Rate				Monthly Differential				<Current Year Requirements> Months Requirements (17)=(16)* no. of months	MYB and/or YEB Differential (18)	Total Funding Requirements (19)=(17)+(18)	Remarks (19)
					Present (6)	DepEd Approved Position (7)		Present (9)	(10)	DepEd Approved Position (11)	(12)	Sal. Differential (13) = (12) - (10)	PHIC (14)	RLIP (15) = (13)* 0.12	Total Monthly Requirements (16)=(13)+(14)+(15)				
(see DBM-DepEd Joint Circular No. 01, s. 2025 re: Modified Classification and Compensation Scheme and System of Career Progression of Teachers and School Heads in the Public Basic Education System)																			
-NOTHING FOLLOWS-																			
Sub-total for this page																		0	
Total previous page																			
Total this page/Grand Total																		0	

We hereby assume full responsibility for the veracity and accuracy of the basis for subject reclassification of positions after thorough review and scrutiny of documents submitted and in accordance with existing legal bases and DepEd guidelines on the reclassification of Teacher positions. In addition, we certify the correctness of all the abovestated entries and that employees whose names appear on the list are the incumbents of said positions. We further certify that the PS requirement covering the request for reclassification shall be funded under the Lump-sum appropriation for reclassification lodged in the DepEd RO.

Prepared by:

_____
Division HRMO
Date:

Recommending Approval:

_____
Schools Division Superintendent
Date:

Approved by:

_____
Regional Director
Date:

Documentary Requirements:

To be submitted to DBM RO:

1. Letter Request of the Regional Director of DepEd
2. Plantilla Allocation List for Reclassification of Teaching Positions pursuant to applicable guidelines
3. Latest status report on the lumpsum fund
4. Special Transfer Order duly signed by the Schools Division Superintendent (In-case of Transfer of Positions is deemed necessary)

Additional Documents for DepEd RO level only:

1. Endorsement of the Schools Division Superintendent
2. Certified Photocopy of Approved Reclassification Form for Teachers (RFTP) for Teacher II, III, IV, V, VI, and VII Positions *(DBM-DepEd Joint Circular No. 01, s.2025_Form No. 2-A)*
3. Certified Copy of the Comparative Assessment Results for Expanded Reclassification (CAReER) reflecting the names of the teachers for reclassification
4. Certified Copy of ePSIPOP printout reflecting the names of the teachers for reclassification *(only those pages containing such names)*
5. Certification of Availability of Funds duly signed by the Budget Officer
6. Certified copy of Sub-ARO

Instructions:

1) Each page should show a sub-total of the current page to be forwarded on the next page.
2) Succeeding page/s should show the a) sub-total of the current page b) sub-total forwarded from the previous page, and 3) sub-total of (a) and (b) to be forwarded to the next page.
3) The last page should also show (a) and (b) and the total of (a) and (b), which should be labelled as Grand Total.
4) Sort the list by Organizational Codes in descending order.
5) Group the position titles according to their respective organizational codes, also in decending order.

Legal Bases:

1. Executive Order 174, s. 2022
2. Implementing Rules and Regulations (IRR) of EO 174
3. DBM-DepEd Joint Circular No. 01, s. 2025

PLANTILLA ALLOCATION LIST
Reclassification of Master Teacher Positions

(Pursuant to Executive Order 174 titled, 'Establishing the Expanded System of Career Progression for Public School Teachers' and its Implementing Rules and Regulations (IRR) and DBM-DepEd Joint Circular No. 01, s. 2025 on the 'Modified Position Classification and Compensation Scheme and System of Career Progression of Teachers and School Heads in the Public Basic Education System')

Agency: _____
Region: _____
Division: _____
Education: Elementary/Junior High School/Senior High School

Item No. (per latest PSIPOP) (1)	Organizational Code per PSIPOP (2)	Organizational Code per PSIPOP to which the item will be transferred (3) *Leave it blank if not applicable*	Name of School/SDO to which the item will be transferred (4) *Leave it blank if not applicable*	Name of Incumbent (5) *(Surname, Name, Middle Name)*	Position Title		Date of Approval (8)	Salary Grade with Step Increment/Monthly Rate				Monthly Differential				<Current Year Requirements> Months Requirements (17)=(16)* no. of months	MYB and/or YEB Differential (18)	Total Funding Requirements (19)=(17)+(18)	Remarks (19)
					Present (6)	DepEd Approved Position (7)		Present (9)	(10)	DepEd Approved Position (11)	(12)	Sal. Differential (13) = (12) - (10)	PHIC (14)	RLIP (15) = (13)* 0.12	Total Monthly Requirements (16)=(13)+(14)+(15)				
-NOTHING FOLLOWS-																			
Sub-total for this page																			
Total previous page																			
Total this page/Grand Total																			

We hereby assume full responsibility for the veracity and accuracy of the basis for subject reclassification of positions after thorough review and scrutiny of documents submitted and in accordance with existing legal bases and DepEd guidelines on the reclassification of Master Teacher positions. In addition, we certify to the correctness of all the abovestated entries and that employees whose names appear on the list are the incumbents of said positions. We further certify that the PS requirement covering the request for reclassification shall be funded under the Lump-sum appropriation for reclassification lodged in the DepEd RO.

Prepared by:

_____
Division HRMO
Date:

Recommending Approval:

_____
Schools Division Superintendent
Date:

Approved by:

_____
Regional Director
Date:

Documentary Requirements:

To be submitted to DBM RO:

1. Letter Request of the Regional Director of DepEd
2. Plantilla Allocation List for Reclassification of Master Teacher Positions
3. Report on the Number of Teachers and Master Teachers
4. Latest status report on the lumpsum fund
5. Special Transfer Order duly signed by the Schools Division Superintendent (in-case of Transfer of Positions is deemed necessary)

Additional Documents for DepEd RO level only:

1. Endorsement of the Schools Division Superintendent
2. Certified Photocopy of Approved Reclassification Form For Teaching Positions (RFTP) for Master Teacher I, II, III, IV, and V Positions *(DBM-DepEd Joint Circular No. 01, s.2025_Form No. 2-A)*
3. Certified Copy of the Comparative Assessment Results for Expanded Reclassification (CAReER) reflecting the names of the teachers for reclassification
4. Certified Copy of ePSIPOP printout reflecting the names of the teachers for reclassification *(only those pages containing such names)*
5. Certification of Availability of Funds duly signed by the Budget Officer/Accountant/Bookkeeper
6. Certified copy of Sub-ARO
7. Certified copy of the Report on the Number of Teacher and Master Teacher Positions

Instructions:

1) Each page should show a a sub-total of the current page to be forwarded on the next page.
2) Succeeding page/s should show the a) sub-total of the current page b) sub-total forwarded from the previous page, and 3) sub-total of (a) and (b) to be forwarded to the next page.
3) The last page should also show (a) and (b) and the total of (a) and (b), which should be labelled as Grand Total.
4) Sort the list by Organizational Codes in descending order.
5) Group the position titles according to their respective organizational codes, also in decending order.

Legal Bases:

1. Executive Order 174, s. 2022
2. Implementing Rules and Regulations (IRR) of EO 174
3. DBM-DepEd Joint Circular No. 01, s. 2025

PLANTILLA ALLOCATION LIST
Reclassification of School Principal Positions

(Pursuant to Executive Order 174 titled, 'Establishing the Expanded System of Career Progression for Public School Teachers' and its Implementing Rules and Regulations (IRR) and DBM-DepEd Joint Circular No. 01, s. 2025 on the 'Modified Position Classification and Compensation Scheme and System of Career Progression of Teachers and School Heads in the Public Basic Education System')

Agency: _____
Region: _____
Division: _____
Education: Elementary/Junior High School/Senior High School

Item No. (per latest PSIPOP) (1)	Organizational Code per PSIPOP (2)	Organizational Code per PSIPOP to which the item will be transferred (3) *Leave it blank if not applicable*	Name of School/Division to which the item will be transferred (4) *Leave it blank if not applicable*	Name of Incumbent (5) *(Surname, Name, Middle Name)*	Position Title		Date of Approval (8)	Salary Grade with Step Increment/Monthly Rate				Monthly Differential				<Current Year Requirements> Months Requirements (17)=(16)* no. of months	MYB and/or YEB Differential (18)	Total Funding Requirements (19)=(17)+(18)	Remarks (19)
					Present (6)	DepEd Approved Position (7)		Present (9)	(10)	DepEd Approved Position (11)	(12)	Sal. Differential (13) = (12) - (10)	PHIC (14)	RLIP (15) = (13)* 0.12	Total Monthly Requirements (16)=(13)+(14)+(15)				
-NOTHING FOLLOWS-																			
Sub-total for this page																			
Total previous page																			
Total this page/Grand Total																			

We hereby assume full responsibility for the veracity and accuracy of the basis for subject reclassification of positions after thorough review and scrutiny of documents submitted and in accordance with existing legal bases and DepEd guidelines on the reclassification of School Principal positions. In addition, we certify to the correctness of all the abovestated entries and that employees whose names appear on the list are the incumbents of said positions. We further certify that the PS requirement covering the request for reclassification shall be funded under the Lump-sum appropriation for reclassification lodged in the DepEd RO.

Prepared by:

_____
Division HRMO
Date:

Recommending Approval:

_____
Schools Division Superintendent
Date:

Approved by:

_____
Regional Director
Date:

Documentary Requirements:

To be submitted to DBM RO:

1. Letter Request of the Regional Director of DepEd
2. Plantilla Allocation List for Reclassification of School Heads Positions
3. Report on the Number of School Principal Position within the Division
4. Latest status report on the lumpsum fund
5. Special Transfer Order duly signed by the Schools Division Superintendent (In-case of Transfer of Positions is deemed necessary)

Additional Documents for DepEd RO level only:

1. Endorsement of the Schools Division Superintendent
2. Certified Photocopy of Approved Reclassification Form for School Principal Positions (RFSPP) for School Principal I, II, III, and IV *(DBM-DepEd Joint Circular No. 01, s.2025_Form No. 2-B)*
3. Certified Copy of the Comparative Assessment Results for Expanded Reclassification (CAReER) reflecting the names of the teachers/school principal for reclassification
4. Certified Copy of ePSIPOP printout reflecting the names of the teachers/school principal for reclasssification (only those pages containing such names)
5. Certification of Availability of Funds duly signed by the Budget Officer/Accountant/Bookkeeper
6. Certified copy of Sub-ARO

Instructions:

1) Each page should show a a sub-total of the current page to be forwarded on the next page.
2) Succeeding page/s should show the a) sub-total of the current page b) sub-total forwarded from the previous page, and 3) sub-total of (a) and (b) to be forwarded to the next page.
3) The last page should also show (a) and (b) and the total of (a) and (b), which should be labelled as Grand Total.
4) Sort the list by Organizational Codes in descending order.
5) Group the position titles according to their respective organizational codes, also in decending order.

Legal Bases:

1. Executive Order 174, s. 2022
2. Implementing Rules and Regulations (IRR) of EO 174
3. DBM-DepEd Joint Circular No. 01, s. 2025

Annex S-1

Republic of the Philippines
DEPARTMENT OF EDUCATION

[Insert Region]
[Insert Schools Division]
[Insert School]

REPORT ON THE NUMBER OF TEACHERS AND MASTER TEACHERS

I. Summary of Teaching Positions *(Within the School)*

Level *(Elementary/Junior High School/Senior High School)*: _____
Learning Area/Subject Area/Specialization *(if applicable)*: _____

Position	Number of Teachers
Teacher Positions:	
Teacher I	
Teacher II	
Teacher III	
Teacher IV	
Teacher V	
Teacher VI	
Teacher VII	
Total Number of Teacher Positions:	
Master Teacher Positions:	
Master Teacher I	
Master Teacher II	
Master Teacher III	
Master Teacher IV	
Master Teacher V	
Total Number of Master Teacher Positions:	

II. Master Teacher Ratio

Ratio of Master Teacher to Teachers *(Part I)*		
Allowable Number of Master Teachers per Learning Area/Subject Area/Track/Specialization[1]		
Number of Requests for Master Teacher Positions per Teacher Competency Reclassification List for FY _____	Master Teacher I	
	Master Teacher II	
	Master Teacher III	
	Master Teacher IV	
	Master Teacher V	
	TOTAL	
Remaining Balance/Available Master Teacher Slots After this Request		

[1] Refer to Section 27 Part V (B) of this Order

Republic of the Philippines
DEPARTMENT OF EDUCATION

III. Detailed Report on the Number of Teachers and Master Teachers per Learning Area/Subject Area/Track/Specialization

Position	**Item Number** *(Please follow the order in the latest PSIPOP)*	**Last Name**	**First Name**	**Middle Name**

Note: There should be no double counting of teachers with other learning area/subject area/track/specialization.

Prepared by:

_____
School Head

Reviewed by:

_____
Administrative Officer V

Recommending Approval:

_____
Schools Division Superintendent

Verified by:

_____
Chief Administrative Officer
Administrative Division

Approved:

_____
Regional Director

Annex S-2

Republic of the Philippines
DEPARTMENT OF EDUCATION

[Insert Region]
[Insert Schools Division]

REPORT ON THE NUMBER OF SCHOOL PRINCIPAL POSITION

I. Summary of School Principal Positions *(Within SDO)*

School ID	School	Position	Item Number	Name of Principal Incumbent *(Write N/A if the item is vacant)*		
				Last Name	First Name	Middle Name
Total Number of Filled School Principal Positions:						
Total Number of Authorized School Principal Positions:						

Prepared by:

_____
Administrative Officer IV

Reviewed by:

_____
Administrative Officer V

Recommending Approval:

_____
Schools Division Superintendent

Verified by:

_____
Chief Administrative Officer
Administrative Division

Approved:

_____
Regional Director

Annex T

Republic of the Philippines
DEPARTMENT OF EDUCATION

RETITLING FORM FOR TEACHING AND SCHOOL HEAD POSITIONS (RFTSHP)

Name: _____ Station/School: _____

Current Position: _____ Retitled Position: _____

Item Number of Current Position: _____

Level: ☐ Kindergarten ☐ Elementary ☐ Junior High School ☐ Senior High School

I. QUALIFICATION STANDARDS

Elements	**QS of the Position**	**QS of the Incumbent for Retitling**	**Remarks** (Qualified/Disqualified)
Education	*To be filled-out by the HRMO (Refer to DO 19, s. 2025)*	*To be filled-out by the HRMO*	*To be filled-out by the HRMO*
Training			
Experience			
Eligibility			

School Head Assessment (or its equivalent)

(For Assistant School Principal II & III and Head Teacher VI who opted to be retitled to School Principal position ONLY)

☐ Eligible ☐ Not Eligible

Rating: _____

II. OPTIONS IN TERMS OF FUNCTIONS

(Incumbents HT I-V, ASSP I, ASP I who opted to be retitled to equivalent teaching position in the ECP system shall be given authority to choose among the following functions to be performed pursuant to Section 34 (VI) of DepEd Order No._ s. 2025). These options are also applicable in the case of SSP I-II, ASP II-III, and HT VI who do not meet the CSC-approved QS for the equivalent School Principal position and/or have passed the NQESH.

Kindly indicate your preferred function to be performed following the retitling of your position:

☐ Assume the functions attached to retitled Teacher/Master Teacher position

☐ Perform existing functions by virtue of designation

☐ Perform as a School Head designate in any Elementary or Secondary school within the SDO with no School Principal item

Note: Specific functions to be performed are detailed in Appendix 3 and 4 of DO s. 2025. The issuance of an Official Designation Order duly signed by the SDS shall be required upon concurrence of the incumbent.

CONCURRENCE CLAUSE: By affixing my signature below, I signify my full concurrence to perform all related duties and responsibilities attached to the selected function with diligence and accountability:

Conformed:

_____
Applicant

Attested by:

_____
Administrative Officer IV (HRMO)

III. DEPED SCHOOLS DIVISION OFFICE ACTION

Retitling of Position		Date Processed	Remarks (Eligible for retitling/Not Eligible for retitling)
From (Current Position)	To (Retitled Position)		

Evaluated by:

_____
Administrative Officer IV (HRMO)

Certified Correct:

_____
Administrative Officer V (Admin Services)

Recommending Approval:

_____
Schools Division Superintendent

IV. DEPED REGIONAL OFFICE ACTION

Retitling of Position		Date Processed	Remarks
From (Current Position)	To (Retitled Position)		

Evaluated by:

_____
Teachers Credential Evaluator

Certified Correct:

_____
Chief, Administrative Division

Approved:

_____
Regional Director

Retitling of Existing Filled Positions to Positions in the ECP System

1. Retitling is a form of reclassification that does not involve change in salary grade of the position; provided that the new position title belongs to the same occupational group.[1]

2. Pursuant to Section 21 of EO 174 and its IRR and Section 34 (VI) of Enclosure 1 to DepEd Order No_ s. 2025, the existing positions, with titles that *do not* conform to the position titles in the ECP System shall be retitled to the positions of equivalent SGs in the ECP System, as follows, subject to the applicable staffing standards and deployment parameters for Master Teacher and School Principal positions:

Current Position	Retitled Position	SG Level
Special School Principal II Assistant School Principal III	School Principal II or Master Teacher III	20
Special School Principal I Assistant School Principal II Head Teacher VI	School Principal I or Master Teacher II	19
Assistant School Principal I Assistant Special School Principal I Head Teacher V	Master Teacher I	18
Head Teacher IV	Teacher VII	17
Head Teacher III	Teacher VI	16
Head Teacher II	Teacher V	15
Head Teacher I	Teacher IV	14

Current Position	Retitled Position	SG Level
Special Needs Education Teacher V	Master Teacher I *(Special Needs Education Master Teacher I)*	18
Special Needs Education Teacher IV	Teacher VII *(Special Needs Education Teacher IV)*	17
Special Needs Education Teacher III	Teacher VI *(Special Needs Education Teacher III)*	16
Special Science Teacher II	Teacher VI *(Special Science Teacher)*	16
Special Needs Education Teacher II	Teacher V *(Special Needs Education Teacher II)*	15
Special Needs Education Teacher I	Teacher IV *(Special Needs Education Teacher I)*	14

[1] *See* DBM Budget Circular No. 2018-3 dated July 30, 2018 re: *Guidelines on the Reclassification of Positions*

Special Science Teacher I	Teacher III *(Special Science Teacher)*	13

Note: Retitled positions shall maintain the parenthetical titles of Special Needs Education Teacher and Special Science Teacher

Process of Retitling

3. Incumbents of titles that *do not* conform to the position titles in the ECP System shall be required to meet the CSC-approved QS of the equivalent position[2]. Thus, incumbents shall submit the following documentary requirements to the Division HRMOs for evaluation:

    a. Retitling Form *(See Annex T of DO_s. 2025)*
    b. Duly accomplished PDS *(CS Form 212, Revised 2025)* with Work Experience Sheet;
    c. Photocopy of scholastic/academic record (i.e., Special Orders, Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available);
    d. Photocopy of certificate/s of completion of National Educators Academy of the Philippines (NEAP)-accredited professional development programs/ courses, or certificates of training issued by NEAP-accredited public and private institutions or Photocopy of certificate/s of relevant specialized trainings or professional development programs, if any;
    e. Photocopy of valid and updated PRC License/ID;
    f. **For Assistant School Principal II-III and Head Teacher VI only who opted to be retitled to School Principal position:** Certificate of Rating (COR) in the School Head Assessment *(National Qualifying Examination for School Heads (NQESH) or Principal's Test or other school head assessment as may be administered by DepEd)*

4. ***Special School Principal I-II*** who are already performing the function of a School Head are not required to pass the National Qualifying Examination for School Heads (NQESH), Principal's Test, or DepEd-administered principalship or school head assessment/s.

5. Upon receipt of the documents, an initial evaluation of the applicants' qualifications vis-à-vis the CSC-approved QS of the position applied for shall be conducted by the HRMO. Specifically, the HRMO shall assess whether the applicants meet the minimum qualifications in terms of *Education, Experience, Training, Eligibility* requirements.

6. All Incumbents for retitling to equivalent ECP position titles are exempt from HRMPSB comparative assessment.

7. After all the incumbents for retitling have been assessed, the HRMO shall prepare the following documents for onward submission to the Regional Office for further evaluation:

    a. Endorsement Letter duly signed by the SDS
    b. Accomplished Retitling Form

---

[2] See DO 019, s. 2025 'Amended Qualification Standards (QS) for Teacher I-III, Master Teacher I-IV, and School Principal I-IV Positions, and the QS for Newly Created Teacher IV-VII and Master Teacher V Positions; CSC Resolution No. 1800246 'Amended QS for Special Science Teacher I Position, Senior High School, Department of Education; and 1995 QS Manual (for SNET Positions, unless otherwise amended by subsequent CSC Resolutions)

c. Documentary Requirements (Item 3-*b,c,d,e-mandatory* and f – if applicable)
d. Plantilla Allocation List (PAL)
e. Report on the Number of Teachers and Master Teachers *(for incumbents who will be retitled to Master Teacher position only) - see annex S-1 of DO_ s. 2025*
f. Report on the Number of School Principal Position within the Division *(for incumbents who will be retitled to School Principal position only) – see annex S-2 of DO_ s. 2025*

8. The Teacher Credentials Evaluator (TCE) in the RO shall evaluate the retitling documents submitted by the SDO based on the CSC-approved QS, for onward submission to the RO HRMO.

   Based on the recommendation of the CAO, the Regional Director may designate other staff under the Personnel Section, as deemed practicable, to assist in the evaluation of the retitling documents.

9. The RO HRMO shall review the retitling form and countersign if in order, below the name of the Chief Administrative Officer (CAO), Administrative Division. The RO HRMO shall likewise review the PAL, containing all the qualified incumbents for retitling, for onward submission to the CAO.

10. The CAO shall certify the correctness of the Retitling Form by affixing his/her signature on the said document. The CAO shall likewise review the PAL and transmittal to DBM-RO; countersign if in order, below the name of the Regional Director, and endorse for approval.

11. The Regional Director shall approve the Retitling Form, PAL, Report on the Number of Teachers and Master Teachers or Report on the Number of School Principal Position within the Division, whichever is applicable and Transmittal Letter, for onward submission to the DBM-RO, not later than **November 30** of the current year, for further evaluation.

Issuance of Appointment Papers

12. Upon successful processing of the retitling of positions based on the approved PAL and issuance of the Notices of Organization, Staffing and Classification Action (NOSCA) by the DBM RO through the Action Document Releasing System (ADRS) pursuant to DBM Circular Letter No. 2022-11, the DepEd SDO shall prepare and process the appointment papers in accordance with applicable provisions of the CSC ORAOHRA; and issue the same to all concerned incumbents not later than **March 30** of the succeeding year, or as may be determined by both DBM and DepEd in cases of emergency and unprecedented situations.

13. Pursuant to Section 5.5 of DBM Budget Circular No. 2019-1, incumbents of positions which were retitled shall continue to be paid at their present salary rate, including step increment.

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

Appendix 2

Job Descriptions for the Teaching and School Administration Positions

Position	**Teacher**
Job Summary	
The Teacher is responsible for the delivery of quality basic education curriculum. The position requires professional independence in the application of skills that are vital to the teaching and learning process. The position is expected to demonstrate skills in planning, implementing, and managing teaching and learning programs that meet curriculum and assessment requirements.	
Duties and Responsibilities	
Key Result Areas	**Duties and Responsibilities**
Content Knowledge and Pedagogy	• Applies developmentally appropriate and meaningful pedagogy in facilitating learning grounded on knowledge of content within and across curriculum areas and current research; • Displays proficiency in the use of Mother Tongue, Filipino, and English in the teaching and learning process; • Uses appropriate and innovative teaching strategies and technologies to promote high quality learning outcomes;
Learning Environment	• Establishes and maintains learning-focused environments that are safe, secure, fair, and supportive in order to promote learner responsibility and achievement; • Creates physical and/or virtual spaces where learner behavior is efficiently managed while providing intellectually challenging and stimulating activities in order to encourage constructive classroom interactions geared towards the attainment of high standards of learning;
Diversity of Learners	• Plans and designs adaptive learning opportunities that are responsive to learner diversity;
Curriculum and Planning	• Applies professional knowledge to translate curriculum content into planning and designing well-structured and sequenced lessons wherein learning activities are contextually relevant and responsive to learners' needs;
Assessment and Reporting	• Uses assessment data and strategies in a variety of ways for information and enhancement of the teaching and learning process and programs;
Community	• Engages with stakeholders to establish school-

Linkages and Professional Engagement	community partnerships and facilitate their involvement in the educative process;
Personal Growth and Professional Development	• Undertakes activities towards personal growth and professional development; and
Secondary Duties	• Does related work essential to the teaching and learning process.

Position	**Master Teacher**
Job Summary	
The Master Teacher is responsible for the effective delivery of quality basic education curriculum through a consistent display of a high level of performance in teaching practice showing a sophisticated understanding of the teaching and learning process and teaching that is grounded in global best practices. The position requires technical expertise in the area of specialization, collaboration and mentoring skills, and an exceptional capacity to improve their own teaching practice and that of others. The position is expected to contribute to the profession, seek professional advancement in pursuit of teaching quality and excellence, and exhibit commitment to inspire the education community and stakeholders for the improvement of education provision in the Philippines.	
Duties and Responsibilities	
Key Result Areas	**Duties and Responsibilities**
Content Knowledge and Pedagogy	• Models exemplary practice in the effective applications of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning; • Models and supports colleagues in the exceptional advocacy and skills of the use of Mother Tongue, Filipino, and English in the teaching and learning process; • Displays a wide range of effective verbal and non-verbal communication strategies, teaching strategies, and technologies to support learner understanding, participation, engagement, and achievement in different learning contexts;
Learning Environment	• Utilizes and models effective strategies in creating and providing learning-focused environments that are safe, secure, fair, and supportive in order to promote learner responsibility and achievement;
Diversity of Learners	• Models exemplary teaching practices that are adaptive and responsive to learner diversity;
Curriculum and Planning	• Models and applies professional knowledge to plan, design, and manage individually or collaboratively well-structured and developmentally sequenced lessons that meet curriculum requirements and varied teaching contexts;
Assessment and Reporting	• Exhibits exemplary skills and leads initiatives to support colleagues in the utilization of assessment data and strategies in a variety of ways to inform and enhance the teaching and learning process and programs;

Community Linkages and Professional Engagement	• Models exemplary practice and empowers colleagues in establishing and maintaining community partnerships aimed at enriching effective learning environments, as well as the community's engagement in the educative process;
Personal Growth and Professional Development	• Demonstrates proper and high personal regard for the profession by maintaining qualities that uphold the dignity of teaching as a profession and by leading reforms in enhancing professional development programs based on in-depth knowledge and understanding of the Philippine Professional Standards for Teachers; and
Secondary Duties	• Does related work essential to the teaching and learning process.

Position	**School Head/Principal**
Job Summary	
The School Head/Principal is responsible and accountable for taking care of people in school (people effectiveness) while maximizing organizational performance and health (school effectiveness) by setting the direction of the school, managing its systems and processes, promoting quality teaching and learning, nurturing self and others, and engaging stakeholders in initiatives towards the improvement of school communities. The position is expected to show and, as one grows in practice, model the highest standards of practice in performing its functions as instructional leaders and administrative managers.	
Duties and Responsibilities	
Key Result Areas	**Duties and Responsibilities**
Leading Strategically	• Sets the directions, goals, and objectives of the school and ensures that these are understood and embraced by all stakeholders with complete understanding of the school's current and desired states; • Supports stakeholders in executing various collaborative strategies to respond appropriately to the dynamic and rapidly evolving needs of the school;
Managing School Operation and Resources	• Implements laws, policies, guidelines, and issuances that relate to the management of school operations and resources (human, financial and material) and establishes a culture of transparency and accountability in the continuous delivery of basic education services;
Focusing on Teaching and Learning	• Provides instructional leadership and technical assistance that relates to curriculum, practice and performance towards improving competence among teachers and outcomes among learners; • Creates a learner-centered environment that ensures access to inclusive, excellent, relevant, and liberating education;
Developing Self and Others	• Develops self and others by reflecting on personal and professional growth to enhance own practice in leading and developing people, while providing opportunities to learn, reflect, lead, and progress in the profession;
Building Connections	• Engages stakeholders in initiatives towards the improvement of school communities and builds relationships with individuals and organizations anchored on mutual trust, honesty, openness, respect, and commitment towards sharing the same vision for the attainment of institutional goals; and
Secondary Duties	• Does related work.

Appendix 3

Republic of the Philippines
DEPARTMENT OF EDUCATION

Effective Date:	
Designation Title:	Department Head Designate
Office/Unit:	Elementary (Grades 4-6) (per subject/learning area) Secondary (per subject/learning area) Senior High School (per Learning Area/Cluster)
Reports To:	School Principal
Position(s) Supervised:	Master Teachers, Teachers

TEACHING LOAD

- Department Head Designate shall have three (3) hours of teaching load

JOB SUMMARY

- Oversees the alignment, contextualization, and implementation of the curriculum to ensure that learning standards are effectively achieved across diverse teaching contexts within the department or learning area.
- Provides technical support and supervision to Master Teachers on teaching standards and pedagogical practices within and across learning areas to enhance instructional quality and effectiveness.
- Monitors and ensures the use of learner profiles and performance data in designing and implementing evidence-based interventions to improve learner outcomes.
- Monitors and ensures the development and use of appropriate and innovative learning resources, strategies, and assessment tools, aligned with curriculum and learning standards.
- Assists the School Principal in the development and implementation of department-based professional development initiatives based on the identified strengths, needs, and capabilities of fellow Master Teachers.
- Lead the planning, implementation, and evaluation of Programs, Projects, and Activities (PPAs) within the department/learning area.

Appendix 4

Republic of the Philippines
DEPARTMENT OF EDUCATION

Effective Date:	
Designation Title:	Assistant School Head Designate
Office/Unit:	Office of the School Head
Reports To:	School Principal
Position(s) Supervised:	School personnel handling learner support program and other non-teaching personnel

JOB SUMMARY

- Provides support in the administrative and functional supervision over the daily operations of the school, including the delivery of learner formation and support services, as well as the administrative, technical, and financial aspects of school management;
- Facilitate and monitor the professional development of the non-teaching personnel of the school;
- Collaborates with the School Head in developing and implementing strategies to ensure the continuous improvement of the school's systems, processes, operations, and delivery of learner support services;
- Acts as a liaison between the school and its external partners, stakeholders and the LGU, together with the Principal or School Head; and
- Reports to the Principal/School Head.
- May be assigned a teaching load in the exigency of service on the condition that all teachers in the school have been assigned the maximum teaching overload of two (2) hours

Appendix 5

Governance Level (CO/RO/SDO):	SDO
Region:	
Schools Division Office:	
Contact Person:	
Contact Number:	
E-mail Address:	

POSITION TO BE FILLED	PARENTHETICAL TITLE*	SG	LOCATION	FUNCTIONAL GROUP**	POSITION/S NEXT-IN-RANK	PARENTHETICAL TITLE*	SG	LOCATION	REMARKS
Master Teacher V	Special Needs Education Master Teacher V	22	School-based	School, College, and University Teaching	Master Teacher IV	Special Needs Education Master Teacher IV	21	School-based	
					Master Teacher III	Special Needs Education Master Teacher III	20	School-based	
Master Teacher IV	Special Needs Education Master Teacher IV	21	School-based	School, College, and University Teaching	Master Teacher III	Special Needs Education Master Teacher III	20	School-based	
Master Teacher III	Special Needs Education Master Teacher III	20	School-based	School, College, and University Teaching	Master Teacher II	Special Needs Education Master Teacher II	19	School-based	
					Master Teacher I	Special Needs Education Master Teacher I	18	School-based	
Master Teacher II	Special Needs Education Master Teacher II	19	School-based	School, College, and University Teaching	Master Teacher I	Special Needs Education Master Teacher I	18	School-based	
Master Teacher I	Special Needs Education Master Teacher I	18	School-based	School, College, and University Teaching	Teacher VII	Special Needs Education Teacher IV	17	School-based	
					Teacher VI	Special Needs Education Teacher III	16	School-based	
					Teacher V	Special Needs Education Teacher II	15	School-based	
					Teacher IV	Special Needs Education Teacher I	14	School-based	
Teacher VII	Special Needs Education Teacher IV	17	School-based	School, College, and University Teaching	Teacher VI	Special Needs Education Teacher III	16	School-based	
					Teacher V	Special Needs Education Teacher II	15	School-based	
					Teacher IV	Special Needs Education Teacher I	14	School-based	
Teacher VI	Special Needs Education Teacher III	16	School-based	School, College, and University Teaching	Teacher V	Special Needs Education Teacher II	15	School-based	
					Teacher IV	Special Needs Education Teacher I	14	School-based	
					Teacher III				
Teacher V	Special Needs Education Teacher II	15	School-based	School, College, and University Teaching	Teacher IV	Special Needs Education Teacher I	14	School-based	
Teacher IV	Special Needs Education Teacher I	14	School-based	School, College, and University Teaching	Open		-	School-based	

Prepared by:

[NAME]
[POSITION AND OFFICE]

Approved by:

[NAME]
[POSITION AND OFFICE]

Appendix 5

DEPARTMENT OF EDUCATION SYSTEMS OF RANKING POSITIONS	
Governance Level (CO/RO/SDO):	SDO
Region:	
Schools Division Office:	
Contact Person:	
Contact Number:	
E-mail Address:	

POSITION TO BE FILLED	PARENTHETICAL TITLE*	SG	LOCATION	FUNCTIONAL GROUP**	POSITION/S NEXT-IN-RANK	PARENTHETICAL TITLE*	SG	LOCATION	REMARKS
School Principal IV	None	22	School-based	School, College, University, and Training Center Administration	School Principal III	None	21	School-based	
School Principal III	None	21	School-based	School, College, University, and Training Center Administration	School Principal II	None	20	School-based	
					School Principal I	None	19	School-based	
School Principal II	None	20	School-based	School, College, University, and Training Center Administration	School Principal I	None	19	School-based	
School Principal I	None	19	School-based	School, College, University, and Training Center Administration	Master Teacher I	None	18	School-based	
Master Teacher V	None	22	School-based	School, College, and University Teaching	Master Teacher IV	None	21	School-based	
					Master Teacher III	None	20	School-based	
Master Teacher IV	None	21	School-based	School, College, and University Teaching	Master Teacher III	None	20	School-based	
Master Teacher III	None	20	School-based	School, College, and University Teaching	Master Teacher II	None	19	School-based	
					Master Teacher I	None	18	School-based	
Master Teacher II	None	19	School-based	School, College, and University Teaching	Master Teacher I	None	18	School-based	
Master Teacher I	None	18	School-based	School, College, and University Teaching	Teacher VII	None	17	School-based	
					Teacher VI	None	16	School-based	
					Teacher V	None	15	School-based	
					Teacher IV	None	14	School-based	
Teacher VII	None	17	School-based	School, College, and University Teaching	Teacher VI	None	16	School-based	
					Teacher V	None	15	School-based	
					Teacher IV	None	14	School-based	
Teacher VI	None	16	School-based	School, College, and University Teaching	Teacher V	None	15	School-based	
					Teacher IV	None	14	School-based	
					Teacher III				
Teacher V	None	15	School-based	School, College, and University Teaching	Teacher IV	None	14	School-based	
					Teacher III				
					Teacher II				
Teacher IV	None	14	School-based	School, College, and University Teaching	Teacher III	None	13	School-based	
					Teacher II	None	12	School-based	
					Teacher I	None	11	School-based	
Teacher III	None	13	School-based	School, College, and University Teaching	Teacher II	None	12	School-based	
					Teacher I	None	11	School-based	

Teacher II	None	12	School-based	School, College, and University Teaching	Teacher I	None	11	School-based	
Teacher I	None	11	School-based	School, College, and University Teaching	Open		-		

Prepared by:

[NAME]
[POSITION AND OFFICE]

Approved by:

[NAME]
[POSITION AND OFFICE]

Republic of the Philippines
Department of Education

OCT 14 2025

DepEd ORDER
No. 034, s. 2025

AMENDMENTS AND CLARIFICATIONS TO DEPED ORDER NO. 024, S. 2025
(Guidelines on the Implementation of the Expanded Career Progression System for Teachers and School Heads in the Department of Education)

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
All Others Concerned

1. In line with the Department of Education's (DepEd) continuing commitment to ensure the effective, efficient, and equitable implementation of the Expanded Career Progression (ECP) System for Teachers and School Heads, pursuant to **Executive Order (EO) No. 174, s. 2022**[1], **its Implementing Rules and Regulations, and Department of Budget and Management (DBM)-DepEd Joint Circular No. 1, s. 2025**, the following amendments and addenda to **DepEd Order (DO) No. 024, s. 2025** (Guidelines on the Implementation of the Expanded Career Progression System for Teachers and School Heads in the Department of Education) are hereby issued to facilitate a smooth transition, strengthen policy clarity, and provide operational guidance to ensure uniform and responsive implementation.

2. These amendments aim to clarify transitory provisions, refine policy guidelines for consistency, and uphold fairness and adherence to merit- and competency-based principles. They also clarify documentary requirements, strengthen guidance on qualification standards (QS) and performance criteria, and enhance the reclassification and assessment processes to ensure equitable opportunities for all qualified teachers and school heads.

3. This issuance shall cover all provisions necessary to ensure the effective transition and full implementation of the Expanded Career Progression (ECP) System for Teachers and School Heads as provided under DO No. 024, s. 2025.

4. This Order shall serve as a guide for all Regional Offices (ROs), Schools Division Offices (SDOs), and other concerned governance levels in the implementation, monitoring, and reporting of activities and processes related to the ECP System, in accordance with existing Civil Service Commission (CSC), DBM, and DepEd policies and regulations.

[1] Establishing the Expanded Career Progression System for Public School Teachers

Rationale

5. The ECP System adopts a merit- and competency-based career progression framework wherein promotion is anchored on the attainment of prescribed qualification, performance, and competency standards, rather than on automatic advancement derived solely from length of service, professional training, or education attainment. This framework ensures that applicants' credentials in education, training, and experience are duly recognized and assessed holistically, in balance with other key criteria such as performance indicators and demonstrated professional accomplishments. Through this approach, the DepEd upholds fairness, transparency, and quality in the implementation of career progression across all teaching and school leadership positions.

Scope

6. As reiterated, DO No. 024, s. 2025 covers the career progression and/or promotion of Teachers, Master Teachers, and School Heads holding permanent appointments in kindergarten to Senior High Schools (SHS) levels, including those handling Alternative Learning System, Madrasah Education, and Indigenous Peoples Education (IPEd) programs. It shall likewise apply to Special Science Teachers and Special Needs Education Teachers whose positions bear such parenthetical titles, pursuant to Sections 21 and 25 of the IRR of EO No. 174, s. 2022.

To ensure clarity and consistency in implementation, these guidelines shall specifically cover the following positions:

Class	Level	Salary Grade
Teacher	I, II, III, IV, V, VI, VII	11, 12, 13, 14, 15, 16, 17
Master Teacher	I, II, III, IV, V	18, 19, 20, 21, 22
School Principal	I, II, III, IV	19, 20, 21, 22

7. This Order does not apply to positions belonging to the following job groups:

a. Guidance Coordinators, Guidance Counselors, School Counselors, and School Counselor Associates;
b. School Farming Coordinators;
c. Vocational Instruction Supervisors;
d. School Librarian I, II, III, and other positions in the Library Service Group assigned in schools, regardless of whether they are assigned at least one teaching load;
e. Teaching positions in non-DepEd-managed schools and community learning centers, such as:

    i. Philippine High Schools for the Arts (PHSA), National Academy for Sports (NAS), and other schools and community learning centers (CLCs) managed by DepEd attached agencies;
    ii. Philippine Science High Schools (PSHS); and
    iii. State Universities and Colleges (SUCs) offering basic education (e.g., junior high school (JHS) and SHS programs, and laboratory schools);
f. Teaching positions in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM); and
g. Other positions that are neither specified in EO No. 174, s. 2022, nor specifically identified by the DepEd as covered by the ECP System.

Notwithstanding, the BARMM may adopt and implement the provisions of this Order in the operationalization of the ECP System within the Region, pursuant to EO No. 174, s. 2022.

Modified Staffing Standards for Master Teacher

8. Section 29 of DO No. 024, s. 2025 authorizes the allocation of one Master Teacher position for every three (3) or five (5) teachers, as applicable, per subject, learning area, or track in the secondary level.

9. In accordance with the prescribed Master Teacher-to-Teacher ratio, teachers assigned to teach subjects outside their original academic specialization, as well as those teaching multiple subjects or learning areas as indicated in the duly approved Class Program for the current school year, shall be included in the determination of the required three (3) or five (5) teachers to meet the Master Teacher-to-Teacher ratio. The inclusion of such teachers shall be subject to verification and validation of their actual teaching assignments, as reflected in the duly signed School Form 7.

10. A teacher applying for a Master Teacher position must possess the appropriate academic specialization relevant to the subject, learning area, or track to be considered in the determination of the Master Teacher-to-Teacher ratio for the said subject, learning area, or track. Teachers assigned to handle a subject, learning area, or specialization outside their academic field shall be required to have at least five years of cumulative teaching experience in the specific subject, learning area, or specialization, as evidenced by duly approved Class Programs for the corresponding school years. Such experience shall likewise be indicated in the Work Experience Sheet attached to the applicant's Personal Data Sheet (PDS).

11. Such recognition shall be anchored on the principles of Recognition of Prior Learning (RPL) and career experience, and shall acknowledge the teacher's instructional competence, contextual expertise, and demonstrated contributions to learner outcomes in the assigned subject area.

Qualification Standards and ETE Computation

12. Education units and/or degrees relevant or related to education that exceed the minimum qualification requirements of the position based on DO No. 019, s. 2025 (Amended Qualification Standards for Teacher I-III, Master Teacher I-IV, and School Principal I-IV Positions, and the Qualification Standards for Newly Created Teacher IV-VII and Master Teacher V Positions), shall be granted corresponding points in the comparative assessment, in accordance with the increments table provided in DO No. 024, s. 2025.

Illustrative example:

A Teacher III position requires a minimum Education requirement of a Bachelor's degree. An applicant who has completed master's units or a degree relevant to education shall be accorded corresponding points in the comparative assessment.

Similarly, for Master Teacher positions where a Master's degree is required, applicants who have earned doctoral units or a degree relevant to education shall likewise receive corresponding points.

This promotes continuous professional development and affirms the DepEd's commitment to a merit-, fitness-, and competence-based system of hiring and promotion.

13. All previous and current work experience, whether acquired in the government or private sector, may be credited provided that such experience is functionally related to the duties of the position applied for. The work experience must be relevant and material to the functions of the position and shall be duly certified by the Human Resource

Management Officer (HRMO), immediate supervisor, or other authorized official of the applicant's previous or current employer.

14. Experience as Head Teacher shall be considered as teaching experience and recognized as relevant when applying for both Teacher and School Principal positions. For School Principal positions, such experience shall be considered relevant for purposes of meeting the five-year teaching experience, on top of the required year/s of experience in school management and operations or related functions – such as learning area coordination, subject area supervision, or instructional supervision – as prescribed in the QS of the position applied for. The recognition of such experience shall be subject to validation and approval by the CSC.

15. The requirement of training acquired within the last five years in the minimum QS for Teacher, Master Teacher, and School Principal positions is consistent with the DepEd's efforts to promote continuous learning and enhance professional competence in response to emerging challenges in the education system. Furthermore, training hours acquired after the last promotion but within the last five years that exceed the minimum training requirements shall be granted corresponding points in the comparative assessment, in accordance with the increments table provided in DO No. 024, s. 2025.

This provision ensures that trainings completed by applicants are up-to-date, relevant, and aligned with recent developments in curriculum content, pedagogical approaches, and educational innovations. The recency of such trainings promotes instructional quality and teacher effectiveness, thereby equipping educators with the necessary knowledge and competencies to address the learning needs of 21st-century learners.

Documentary Requirements

16. All incumbent School Principals **shall no longer be required to pass the school head assessment or to submit a Certificate of Rating (COR)** when applying for reclassification or promotion to higher School Principal positions. This shall apply to the School Principals who were:

a. Appointed prior to the implementation of the Principal's Test, National Qualifying Examination for School Heads (NQESH), and National Assessment for School Heads (NASH);
b. Appointed during the implementation of the Principal's Test, NQESH, and NASH;
c. Appointed during the period when only regional-level DepEd-administered assessments (e.g., the National Qualifying Examination for Principals [NQEP]) were conducted; and
d. Appointed based on the School-Based Management (SBM) assessment criteria.

The HRMO shall validate their appointment based on the existing records available in the 201 files at the Records Division.

This provision recognizes the established leadership experience and proven track record in school management of concerned personnel, who are already performing and fulfilling the full range of duties, responsibilities, and competencies expected of a School Principal under existing DepEd standards and guidelines.

17. For the retitling of positions, which is considered a form of reclassification as defined under Sections 4.0 and 4.6 of Budget Circular No. 2018-3 (**Guidelines on the Reclassification of Positions)**, incumbents shall only be required to meet the minimum QS of the equivalent position.

18. In accordance with the above-cited provisions, DO No. 024, s. 2025 affirms that compliance with the prescribed QS shall be deemed sufficient for retitling purposes. Thus, incumbents shall not be required to undergo the comparative assessment by the Human Resource Merit Promotion and Selection Board (HRMPSB) nor satisfy the performance requirements for the position applied for. For convenience and efficiency in processing, incumbents shall only be required to submit the following documentary requirements:

a. Retitling Form (DO No. 24 s. 2025 - Annex T);
b. Duly accomplished Personal Data Sheet (CS Form 212, Revised 2025) with Work Experience Sheet; and
c. Certificates of relevant training attended, sufficient to meet the required number of hours for the equivalent position.

For purposes of retitling of positions, documents already on file with the Records Division, such as transcript of records, eligibility documents, and service records, shall not be required for resubmission, as these are already maintained in the employee's 201 files.

Performance Requirements

19. The classification of Philippine Professional Standards for Teachers (PPST) Indicators as Classroom Observable Indicators (COIs) and Non-Classroom Observable Indicators (NCOIs) in the Individual Performance Commitment and Review Form (IPCRF) of Master Teachers for School Year 2024–2025 and earlier shall be based on the classification of each strand as presented in the table below:

Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7
1.1 (COI)	2.1 (COI)	3.1 (COI)	4.1 (COI)	5.1 (COI)	6.1 (NCOI)	7.1 (NCOI)
1.2 (NCOI)	2.2 (COI)	3.2 (COI)	4.2 (NCOI)	5.2 (NCOI)	6.2 (NCOI)	7.2 (NCOI)
1.3 (COI)	2.3 (COI)	3.3 (COI)	4.3 (NCOI)	5.3 (COI)	6.3 (NCOI)	7.3 (NCOI)
1.4 (COI)	2.4 (COI)	3.4 (COI)	4.4 (NCOI)	5.4 (NCOI)	6.4 (NCOI)	7.4 (NCOI)
1.5 (COI)	2.5 (COI)	3.5 (COI)	4.5 (COI)	5.5 (NCOI)		7.5 (NCOI)
1.6 (COI)						
1.7 (COI)						

Comparative Assessment

20. Non-teacher applicants such as incumbents of (a) School Principal position, who intend to switch from School Administration (SA) Career Line to Classroom Teaching (CT) Career Line; (b) Assistant School Principal (ASP) and Head Teacher (HT) position to an appropriate teaching position in the CT Career line; and (c) Teachers with designation as Teacher-in-Charge (TIC) or Assistant School Head Designate applying for higher teaching positions, either through natural vacancy or reclassification, shall be required to undergo assessment in both COI and NCOI. This provision ensures that non-teacher incumbents returning to the teaching career line are equipped with the necessary competencies and that their readiness to perform classroom duties is aligned with the PPST. Accordingly, their qualification and readiness shall be assessed based on the following:

a. Classroom-Observable Indicators

Non-teacher applicants shall demonstrate proficiency in the PPST COIs through classroom observation using the Classroom Observation Tool for Recruitment, Selection, and Placement (COT-RSP), particularly on the appropriate COT Rubric levels to capture good performance in the corresponding PPST Career Stage, following the process and protocols as stipulated in the guidelines.

b. Non-Classroom-Observable Indicators

For the NCOI, non-teacher applicants may submit relevant Means of Verification (MOVs) that demonstrate achievement of the required NCOIs. The assessment of these indicators shall be conducted through portfolio annotations using the Portfolio Annotations Form (PAF) and through a Behavioral Events Interview (BEI).

Classroom Observation Protocols

21. Classroom observation shall be conducted to assess a teacher's demonstration of the required PPST COIs. It shall be done in an actual classroom setting with learners.

22. To streamline the conduct of COI assessment under the comparative assessment process, classroom observations conducted within the immediately preceding school year prior to the submission of the application may be considered for purposes of promotion; Provided, that such observation is distinct and separate from the scheduled full-period classroom observation conducted for purposes of the Performance Management and Evaluation System (PMES).

23. COI rating sheets of prospective applicants from classroom observations conducted prior to submission of application documents shall be certified by the sub-committee members. It shall only be valid for one year, reckoned from the date of the conduct of the classroom observation. Upon submission of application documents to the SDO, the duly certified rating sheet shall be submitted, subject to verification by the HRMO. It shall be honored as a basis for the computation of the PPST COI criterion, comprising 25% of the point system.

24. The SDOs shall authorize the creation of sub-committees composed of trained assessors, preferably at the district and school levels, who shall be responsible for the conduct of the COI assessment of applicants and prospective applicants, within their respective schools or districts. The conduct of such assessments shall be in strict adherence to the general guidelines, specific protocols, and tools prescribed under Section 37 of Enclosure No. 2 of DO No. 024, s. 2025. Only those assessors who have completed the prescribed training shall be authorized to conduct classroom observations for promotion purposes.

Means of Verification (MOVs)

25. The MOVs for assessing the demonstration of the NCOIs through Portfolio Annotation and BEIs shall reflect the teachers' regular teaching-learning duties. These documents are prepared and accomplished as part of the teachers' teaching-related duties and responsibilities throughout the school year, which include, but are not limited to, lesson plans, assessment materials, and Learning Action Cell (LAC) session documentation.

For purposes of promotion through reclassification, the MOVs contained in the Results-Based Performance Management System–Philippine Professional Standards for Teachers (RPMS-PPST) and/or the PMES for Teachers from the last three rating periods shall be utilized, regardless of the specific indicator under which they were originally submitted, provided that these MOVs clearly demonstrate evidence of performance and attainment of the PPST indicators required for promotion.

Comparative Assessment Results for Expanded Reclassification

26. The results of the Comparative Assessment for Expanded Reclassification (CAReER) shall remain valid until fully exhausted. Qualified candidates who have obtained the minimum 50-point cut-off score but were not reclassified due to budgetary constraints shall be automatically prioritized in the succeeding fiscal year prior to the consideration of new applicants, without the need to undergo a new assessment, subject to the availability of funds. All eligible candidates shall be accorded the opportunity for reclassification in subsequent years, as the program continues to receive funding and implementation support.

Transitory Provisions

27. In addition to Section 34(d) of Enclosure No. 1 to DO No. 024, s. 2025, the following provision shall apply:

Head Teachers in Secondary schools who are retitled to equivalent Teacher or Master Teacher positions, including those who will later on be tagged as Co-terminus with the Incumbent (CTI), who opt to continue performing their existing function as Department Head shall do so until they vacate the position upon promotion, transfer, resignation, retirement, or separation from service. Only then shall a Master Teacher be designated as Department Head pursuant to Section 36 (c) of Enclosure No. 1 of DO No. 24, s. 2025.

28. During the three-year transition period, teachers who do not fully meet the performance requirements for the position applied for may still be considered for promotion, whether through natural vacancy or reclassification, and appointment within or across career stages within the range of three salary grades, provided that they meet the QS for the position applied for. This transitory exemption shall apply under the following conditions:

a. Consistently High Performance – Teachers who have received an overall IPCR rating of Very Satisfactory or higher, and obtained consistent Very Satisfactory ratings in all PPST indicators, but are rendered ineligible to apply for positions that require an Outstanding rating in specific PPST objectives;

b. Generally Satisfactory Performance – Teachers who received an overall IPCR rating of Very Satisfactory or higher but obtained Satisfactory ratings in certain PPST indicators, thereby rendering them ineligible to apply for positions such as Teacher IV;

c. Master Teachers Affected by Indicator Conversion – Master Teachers who, following the conversion of certain PPST indicators from Non-Classroom Observable to Classroom Observable Indicators for promotion purposes, did not meet the performance requirements of the higher position applied for; and

d. Teachers with Approved Official Leave of Absence – Teachers who were on approved official leave (e.g., maternity leave, local or foreign scholarship, training grant, or other CSC-authorized leaves), and whose IPCRFs from at most three rating periods prior to the leave of absence show specific performance deficiencies relative to the required performance standards.

Teachers who fall under the foregoing conditions may be allowed to apply for and be considered for promotion and appointment, provided that they commit to improving their performance in the current school year's PMES. For this purpose, a maximum of three

PPST objectives shall be authorized for inclusion and explicitly reflected in the teacher's IPCRF for the current school year.

These indicators shall be treated as priority areas for development, and the teacher concerned shall be expected to demonstrate measurable progress in addressing the identified performance gaps. The said indicators shall be evaluated at the end of the school year, during which the teacher must demonstrate improvement sufficient to meet the performance requirements of the position previously applied for. Such indicators shall not carry any weight allocation and shall not affect the teacher's final PMES rating.

29. For this purpose, the enclosed Teacher's Commitment Form on PPST Indicators for Development shall be accomplished and signed by the concerned teacher, and noted by the School Principal, attesting that:

a. They have duly noted the list of PPST Indicators identified for improvement;
b. They commit to include said PPST Indicators in their current IPCRF; and
c. They shall undertake corresponding actions to improve performance in these indicators within the current school year.

The accomplished and signed form shall be submitted to the HRMO, and a copy shall be secured by the teacher for reference in the performance review and evaluation under the PMES.

30. Opportunities to improve on priority PPST indicators may be taken before or after the appointment and shall be demonstrated and documented through any of the following:

a. Classroom Observation during the current school year;
b. Learning action cell designed and conducted to improve instructional and pedagogical approaches and other PPST-related indicators, duly corroborated by the team;
c. Performance Coaching and mentoring form duly signed by the Rater and school heads; and
d. Teachers' participation and very satisfactory performance in DepEd programs resulting in improvement of learning outcomes (e.g., ARAL Program).

Teachers are advised to organize their portfolios and annotate all relevant documents necessary for the application for promotion.

31. Support and recognition measures discussed in Section 30 of this Order shall be continuously adopted to further incentivize and encourage teachers to continually improve their competence and performance.

32. This transitory measure shall take effect immediately upon the issuance of this Order. The SDOs shall exercise sound discretion in the implementation, particularly in instances where deadlines have already been set or have lapsed prior to the issuance of this Order. The SDOs may determine whether to reopen submissions or extend deadlines, as necessary, to accommodate affected teachers and ensure compliance with the provisions herein.

33. It is hereby reiterated that relaxation of performance requirements shall be strictly limited to the three-year transition period. After the transition period (i.e.., February 24, 2028), the performance requirements for the reclassification of teacher positions shall be governed by the provisions of Section 14 (a) of Enclosure No. 2 of DO No. 024, s. 2025.

Notwithstanding the foregoing policy, teachers intending to apply for promotion may be allowed to address or rectify performance deficiencies reflected in their respective IPCRFs in the succeeding school years, after receiving a rating below the required performance level for the position they seek to apply for. Such corrective action shall be undertaken prior to the submission of application documents for promotion.

Monitoring and Evaluation

34. The Heads of Office shall be responsible for the effective dissemination of this issuance to all HRMPSB members, sub-committees, and relevant stakeholders, ensuring they are adequately informed of the amendments contained herein. Appropriate capability-building interventions may be conducted to facilitate the smooth implementation of this Order. The Heads of Office shall also ensure regular monitoring and strict adherence with these guidelines and establish a systematic feedback mechanism to evaluate, address, and report on implementation and policy concerns that may arise.

35. The results of the policy evaluation and consolidated recommendations shall be consulted by the Bureau of Human Resources and Organizational Development-Human Resource Development Division (BHROD-HRDD) with the CSC and other government agencies concerned for appropriate guidance and alignment.

36. The BHROD-HRDD shall recommend policy actions pertaining to HR management rules and regulations to the Office of the Secretary, consistent with best interests of the DepEd.

Repealing and Effectivity Clauses

37. All other provisions stated in DO No. 024, s. 2025 shall remain in full force and effect unless otherwise amended by other DepEd issuances.

38. All provisions of the relevant DOs, rules and regulations, and other related issuances that pertain to the expanded career progression in the DepEd, which are inconsistent with this Order and its provisions, are repealed, rescinded, or amended accordingly.

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

40. 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.

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

SONNY ANGARA
Secretary

Encl.:
As stated

Reference:
DepEd Order (Nos. 24 and 019, s. 2025)

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

AMENDMENT	PROCUREMENT
EQUIPMENT	SENIOR HIGH SCHOOL
FUNDS	TECHNICAL EDUCATION
POLICY	VOCATIONAL EDUCATION

JDMC, DO Amendments and Clarifications to DO 024, s. 2025
0366 – October 13, 2025

(Enclosure to DepEd Order No. 034, s. 2025)

Republika ng Pilipinas
Department of Education
(INSERT REGION)
(INSERT SCHOOL DIVISION)
(INSERT SCHOOL)

TEACHER'S COMMITMENT FORM ON PPST INDICATORS FOR DEVELOPMENT

Current School Year : _____
Name of Teacher : _____
Position before Promotion : _____
Position Applied for : _____

A. PPST Indicators for Development
(Maximum of three (3) PPST Indicators with below the minimum performance.)

No.	Objective/PPST Indicator	School Year Covered	Previous Performance Rating	COI/NCOI
1.				
2.				
3.				

B. Commitment Statement

I hereby acknowledge the identified PPST Indicators for development listed above and commit to:

1. Integrate these indicators into my current Individual Performance Commitment and Review Form (IPCRF);
2. Undertake corresponding actions to improve performance in these areas within the current School Year; and
3. Participate in relevant professional development activities to address these areas of improvement.

Committed by:

[Signature]
[Name and Position of Teacher]
[Date]

Noted by:

[Signature]
[Name and Position of Principal]
[Date]

Received by:

[Name and Signature of the HRMPSB Chair]