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

November 4, 2026

DIVISION MEMORANDUM
No. 672 , s. 2026

SUBMISSION OF APPLICATION FOR VACANT TEACHING POSITIONS

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

1. Pursuant to **DepEd Order No. 19, s. 2022** titled "*The Department of Education Merit Selection Plan*", and **DepEd Order No. 20, s. 2024** titled "*Guidelines on Recruitment, Selection, and Appointment to Higher Teaching Positions*", **this Office announces the submission of application for vacant Teaching positions listed in Enclosure No. 1.** For **Teacher I positions**, **DepEd Order No. 007, s. 2023** titled "*Guidelines on Recruitment, Selection, and Appointment in the Department of Education" and* **DepEd Order No. 021, s. 2024** titled "*Amendments to DepEd Order No. 007, s. 2023*" shall be the basis for the recruitment and selection. Attention is invited to **Enclosure No. 2** for the Criteria and Performance Requirements per position.

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

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

   a. **Letter of intent addressed to the Schools Division Superintendent;**
   b. **Duly accomplished PDS (CS Form No. 212, Revised 2026) with Work Experience Sheet;**
   c. **Photocopy of Voter's ID and/or any proof of residency;**
   d. **Photocopy of valid and updated PRC License/ID;**
   e. **Photocopy of PBET/LET/LEPT Rating, if applicable;**

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

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

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

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

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

8. The **Head of the school** where the vacancy exists shall automatically be a member of the Division Human Resource Merit Promotion and Selection Board (HRMPSB) while the Administrative Officer II or Administrative Assistant II/III shall serve as the secretariat. Schools with existing Master Teacher maybe designated as observer during the conduct of COI, NCOI annotations and Behavioral Events Interview (BEI) while those with no existing Master Teachers shall coordinate with the PID/PSDS and request the assistance of other School Heads within the District.

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

10. 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.

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

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

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

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

RFD/ mtb

*Enclosure No. **1** to Division Memorandum No. **672** , s. 2026*

No.	Position Title	Plantilla Item No.	Salary /Job/Pay Grade	Monthly Salary	Qualification Standards					Place Of Assignment
					Education	Training	Experience	Eligibility	Competency (If applicable)	
1	Teacher VI (Secondary)	OSEC-DECSB-TCH6-422259-2026	16	45694	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization, Instructional Supervision acquired within the last 5 years or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	4 years teaching experience	RA 1080, as amended (Teacher-Secondary)	Career Stage 2 or Proficient Teachers based on PPST	Loreto N. Nedic National High School
2	Teacher VI (Elementary)	OSEC-DECSB-TCH6-421396-2026	16	45694	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization, Instructional Supervision acquired within the last 5 years or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	4 years teaching experience	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 2 or Proficient Teachers based on PPST	Odiong ES, District of Altavas
3	Teacher VI (Elementary)	OSEC-DECSB-TCH6-421956-2026	16	45694	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization, Instructional Supervision acquired within the last 5 years or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	4 years teaching experience	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 2 or Proficient Teachers based on PPST	Kalibo ES, District of Kalibo II
4	Teacher VI (Elementary)	OSEC-DECSB-TCH6-420293-2026	16	45694	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization, Instructional Supervision acquired within the last 5 years or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	4 years teaching experience	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 2 or Proficient Teachers based on PPST	Mina-a ES, District of Ibajay East
5	Teacher VI (Elementary)	OSEC-DECSB-TCH6-420942-2026	16	45694	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization, Instructional Supervision acquired within the last 5 years or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	4 years teaching experience	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 2 or Proficient Teachers based on PPST	Argao ES, District of Malay
6	Teacher VI (Secondary)	OSEC-DECSB-TCH6-422902-2026	16	45694	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization, Instructional Supervision acquired within the last 5 years or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	4 years teaching experience	RA 1080, as amended (Teacher-Secondary)	Career Stage 2 or Proficient Teachers based on PPST	Guadalupe National High School

No.	Position Title	Plantilla Item No.	Salary /Job/Pay Grade	Monthly Salary	Qualification Standards					Place Of Assignment
					Education	Training	Experience	Eligibility	Competency (If applicable)	
7	Teacher III (Secondary)	OSEC-DECSB-TCH3-421258-2016	13	36125	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	2 years teaching experience	RA 1080, as amended (Teacher-Secondary)	Career Stage 2 or Proficient Teachers based on PPST	Guadalupe National High School
8	Teacher III (Secondary)	OSEC-DECSB-TCH3-420097-2017	13	36125	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	2 years teaching experience	RA 1080, as amended (Teacher-Secondary)	Career Stage 2 or Proficient Teachers based on PPST	Unidos National High School
9	Teacher III (Secondary)	OSEC-DECSB-TCH3-420184-2009	13	36125	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	2 years teaching experience	RA 1080, as amended (Teacher-Secondary)	Career Stage 2 or Proficient Teachers based on PPST	Batan Academy (A National School)
10	Teacher III (Secondary)	OSEC-DECSB-TCH3-422313-2024	13	36125	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	2 years teaching experience	RA 1080, as amended (Teacher-Secondary)	Career Stage 2 or Proficient Teachers based on PPST	Madalag National High School
11	Teacher III (Secondary)	OSEC-DECSB-TCH3-434549-1998	13	36125	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	2 years teaching experience	RA 1080, as amended (Teacher-Secondary)	Career Stage 2 or Proficient Teachers based on PPST	Unidos National High School
12	Teacher III (Elementary)	OSEC-DECSB-TCH3-427543-1998	13	36125	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	2 years teaching experience	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 2 or Proficient Teachers based on PPST	District of Lezo
13	Teacher III (Elementary)	OSEC-DECSB-TCH3-420413-2021	13	36125	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	2 years teaching experience	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 2 or Proficient Teachers based on PPST	Balabag ES, District of Malay
14	Teacher III (Elementary)	OSEC-DECSB-TCH3-420314-2000	13	36125	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	2 years teaching experience	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 2 or Proficient Teachers based on PPST	Dalmacio Empedida Cuatriz ES, District of Balete
15	Teacher III (Elementary)	OSEC-DECSB-TCH3-420460-2012	13	36125	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	2 years teaching experience	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 2 or Proficient Teachers based on PPST	District of Ibajay East
16	Teacher III (Elementary)	OSEC-DECSB-TCH3-427835-1998	13	36125	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	2 years teaching experience	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 2 or Proficient Teachers based on PPST	Numancia IS, District of Numancia

No.	Position Title	Plantilla Item No.	Salary /Job/Pay Grade	Monthly Salary	Qualification Standards					Place Of Assignment
					Education	Training	Experience	Eligibility	Competency (If applicable)	
17	Teacher III (Elementary)	OSEC-DECSB-TCH3-427789-1998	13	36125	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	2 years teaching experience	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 2 or Proficient Teachers based on PPST	Nalook ES, District of Kalibo I
18	Teacher III (Elementary)	OSEC-DECSB-TCH3-420344-2010	13	36125	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	2 years teaching experience	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 2 or Proficient Teachers based on PPST	New Wash ES, District of New Washington
19	Teacher III (Elementary)	OSEC-DECSB-TCH3-427834-1998	13	36125	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	2 years teaching experience	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 2 or Proficient Teachers based on PPST	Laguinbanua IS, District of Numancia
20	Teacher III (Elementary)	OSEC-DECSB-TCH3-427705-1998	13	36125	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	2 years teaching experience	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 2 or Proficient Teachers based on PPST	Badio ES, District of Numancia
21	Teacher III (Elementary)	OSEC-DECSB-TCH3-423045-2024	13	36125	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	2 years teaching experience	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 2 or Proficient Teachers based on PPST	District of Madalag
22	Teacher III (Elementary)	OSEC-DECSB-TCH3-420390-2014	13	36125	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	2 years teaching experience	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 2 or Proficient Teachers based on PPST	District of Malinao
23	Teacher III (Elementary)	OSEC-DECSB-TCH3-420021-2021	13	36125	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	2 years teaching experience	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 2 or Proficient Teachers based on PPST	Casit-an Primary School, District of Libacao
24	Teacher II (Secondary)	OSEC-DECSB-TCH2-420313-2010	12	33947	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	8 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	1 year teaching experience	RA 1080, as amended (Teacher-Secondary)	Career Stage 2 or Proficient Teachers based on PPST	Aklan National High School for Arts and Trades
25	Teacher II (Secondary)	OSEC-DECSB-TCH2-420131-2000	12	33947	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	8 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	1 year teaching experience	RA 1080, as amended (Teacher-Secondary)	Career Stage 2 or Proficient Teachers based on PPST	Maloco National High School
26	Teacher II (Elementary)	OSEC-DECSB-TCH2-426662-1998	12	33947	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	8 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	1 year teaching experience	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 2 or Proficient Teachers based on PPST	District of Malay
27	Teacher II (Elementary)	OSEC-DECSB-TCH2-426678-1998	12	33947	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 Professional units in Education	8 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	1 year teaching experience	RA 1080, as amended (Teacher-Elementary/Secondary)	Career Stage 2 or Proficient Teachers based on PPST	District of Lezo

*Enclosure No. **2** to Division Memorandum No. **672** , s. 2026*

Performance Requirements

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

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

Position Applied for	***Classroom Observable Indicators***	***Non-Classroom Observable Indicators***
Teacher II	*At least 6 Proficient COIs at Very Satisfactory*	*At least 4 Proficient NCOIs at Very Satisfactory*
Teacher III	*At least 12 Proficient COIs at Very Satisfactory*	*At least 8 Proficient NCOIs at Very Satisfactory*
Teacher IV	*21 Proficient COIs at Very Satisfactory*	*16 Proficient NCOIs at Very Satisfactory*
Teacher VI	*At least 12 Proficient COIs at Outstanding*	*At least 4 Proficient NCOIs at Very Satisfactory and 4 Proficient NCOIs at Outstanding*

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

Table 1. Point System for Comparative Assessment

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

*Enclosure No. **3** to Division Memorandum No. **672** , s. 2026*

Schedule of activities for the Recruitment and Selection of Applicants for the Comparative Assessment Result (CAR) for various Teaching positions

Activity	Schedule	Person In-Charge
Submission of application letter and supporting documents to the school head where the vacancy exists and issuance of application code *(Note: application code must bear the school ID where the vacancy exists. i.e **DM672-T3-114771-01-2026**)*	November 4-16, 2026	School Head/AO II/ADAS
Conduct of initial evaluation of the documents including the performance requirement	November 17-18, 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 19-22, 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)	November 23-27, 2026	School Head/AO II/ADAS/Sub-Committee in the District
Submission of the **signed Individual Evaluation Sheet (IES) and corresponding Annexes** of the applicants to the division HRMPSB for consolidation and final deliberation	December 1-4, 2026	AO II/ADAS/ Secretariat of Sub-Committee in the District
Posting of the signed Comparative Assessment Result (CAR)	December 7, 2026	Division HRMPSB

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

Annex C-1

CHECKLIST OF REQUIREMENTS

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

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

Attested:

_____
Human Resource Management Officer

OMNIBUS SWORN STATEMENT

CERTIFICATION OF AUTHENTICITY AND VERACITY

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

DATA PRIVACY CONSENT

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

_____
Name and Signature of Applicant

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

_____
Person Administering Oath

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

Republic of the Philippines
Department of Education

MAR 2 2 2023

DepEd ORDER
No. 007 , s. 2023

GUIDELINES ON RECRUITMENT, SELECTION, AND APPOINTMENT IN THE DEPARTMENT OF EDUCATION

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

1. The Department of Education (DepEd) issues the enclosed **Guidelines on Recruitment, Selection, and Appointment in the Department of Education** *(Enclosure 1)* which upholds the principles of merit, fitness, competence, equal opportunity, transparency, and accountability pursuant to the DepEd Merit Selection Plan. The issuance of the specific guidelines is necessary to ensure the placement of the right people for the right job at the right time. It is aimed at ensuring that the organization and its human resources 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.

2. This policy shall guide personnel and stakeholders toward a systematic and competency-based process the recruitment, selection, and appointment of personnel to positions in the First and Second levels, including Second level executive/managerial positions, in the Central Office (CO), regional offices (ROs), schools division offices (SDOs), and schools.

3. In support of the basic principles, and general policies, enclosed in this Order are the specific guidelines, procedures, and criteria, as follows:

   a. **Criteria and Point System for Hiring to Teacher I (Kindergarten to Grade 12) Positions** *(Enclosure 2);*
   b. **Criteria and Point System for Hiring and Promotion to School Administration (SA) Positions** *(Enclosure 3)*;
   c. **Criteria and Point System for Hiring and Promotion to Related-Teaching (RT) Positions** *(Enclosure 4);*
   d. **Criteria and Point System for Hiring and Promotion to Non-Teaching (NT) Positions** *(Enclosure 5)*; and
   e. **Annexes A-P** (as indicated in the enclosures)

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

a. DepEd Order (DO) No. 2, s. 2002, Guidelines on the Hiring of Public School Teachers;

b. DO 50, s. 2003, Adoptive Measures in Filling-Up Vacant Teaching Positions;

c. DO 85, s. 2003, Guidelines on the Selection, Promotion, and Designation of School Heads;

d. DO 16, s. 2005, Guidelines on Recruitment, Evaluation, Selection, and Appointment of Teachers in Public Schools;

e. DO 17, s. 2006, Revised Hiring Guidelines for Teacher I Positions in Public Elementary and Secondary Schools;

f. DO 4, s. 2007, Revisions to the Hiring Guidelines for Teacher I Positions;

g. DO 42, s. 2007, The Revised Guidelines on Selection, Promotion and Designation of School Heads;

h. DO 66, s. 2007, Revised Guidelines on the Appointment and Promotion of Other Teaching, Related Teaching, and Non-Teaching Positions;

i. DO 36, s. 2009, Strict Compliance with Passing the Qualifying Examination for Principalship for Appointment to Principal I Position;

j. DO 12, s. 2012, Revised Guidelines on the Hiring of Teacher I Positions Based on the Reform Actions in Basic Education Sector Reform Agenda (BESRA);

k. DO 97, s. 2011, Revised Guidelines on the Allocation and Reclassification of School Head Positions;

l. DO 25, s. 2012, Addendum to DepEd Order No. 12, s. 2012 (Revised Guidelines on the Hiring of Teacher I Positions Based on the Reform Actions in Basic Education Sector Reform Agenda);

m. DO 37, s. 2012, Addendum to DepEd Order Nos. 12 and 25, s. 2012 (Revised Guidelines on the Hiring of Teacher I Positions Based on the Reform Actions in Basic Education Sector Reform Agenda);

n. DO 81, s. 2012, Additional Policy Guidelines on Hiring and Deployment of Kindergarten Teachers;

o. DO 50, s. 2014, Guidelines on the Recruitment, Selection, and Placement of Personnel Pursuant to the DepEd Rationalization Program under Executive Order 366, s. 2004;

p. DO 7, s. 2015, Hiring Guidelines for Teacher I Positions Effective School Year (SY) 2015-2016;

q. Office Order (OO) dated April 21, 2015, Procedures/Guidelines on the Recruitment, Selection and Placement of the First and Second Levels Non-Teaching and Related Teaching Positions in the Department of Education Central Office;

r. DO 22, s. 2015, Hiring Guidelines for the Remaining Teaching Positions Effective School Year (SY) 2015-2016;

s. DO 3, s. 2016, Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017;

t. DO 9, s. 2016, Reinforcement of DepEd Order Nos. 7 and 22, s. 2015 as the Hiring Guidelines for Kindergarten to Grade 10 Teaching Positions;

u. DO 32, s. 2016, Addendum to DepEd Order No. 3, s. 2016 (Hiring Guidelines for Senior High School [SHS] Teaching Positions Effective School Year [SY] 2016-2017);

v. DO 49, s. 2016, Guidelines on the Hiring of Contractual (Full-Time and Part-Time) Teachers in Senior High School;

w. DO 50, s. 2017, Amendment and Additional Information to DepEd Order Nos. 58 and 59, s. 2012 (Revised Implementing Guidelines on the Provision of Teaching Aid and Transportation Allowances to ALS Mobile Teachers and District Alternative Learning System Coordinators [DALSCs], and Revised Implementing Guidelines on the Selection and Hiring of Alternative Learning System [ALS] Literacy Volunteers); and

x. DO 51, s. 2017, Amended Qualification Standards for Senior High School Teaching Positions in the Technical-Vocational-Livelihood Track and Other Clarifications on the Hiring Guidelines.

5. This Order and its subsequent amendments, if any, shall take effect 15 calendar days upon its approval, issuance, and publication on the DepEd website. Certified copies of this Order shall be registered with the University of the Philippines Law Center-Office of the National Administrative Register (UP LC-ONAR), UP Diliman, Quezon City.

6. For more information, please contact the **Bureau of Human Resource and Organizational Development** (BHROD), 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.

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

SARA Z. DUTERTE
Vice President of the Republic of the Philippines
Secretary of the Department of Education

Encls.:
As stated

References:
As stated

To authenticate this document, please scan the QR code

DEPED-OSEC-478130

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

APPOINTMENT
EMPLOYMENT
HIRING
POLICY
RECRUITMENT
RULES AND REGULATIONS
SELECTION

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DEPED-OSEC-478130

(Enclosure No. 1 to DepEd Order No. 007, s. 2023)

GUIDELINES ON RECRUITMENT, SELECTION, AND APPOINTMENT IN THE DEPARTMENT OF EDUCATION

I. Rationale

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

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

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

4. Faithful to the merit and fitness principle of the Civil Service Doctrine of the Constitution, and the DepEd's thrust to better serve its learners and stakeholders by continuously improving itself and maintaining organizational performance and health, the Department hereby issues the ***Guidelines on Recruitment, Selection, and Appointment in the Department of Education***. This policy provides for a systematic process of recruitment, selection, and appointment of personnel to positions in the First and Second levels based on their relative qualifications and competence to perform the duties and responsibilities of the positions. It upholds the Department's policy on the *Promotion of Professionalism in the Implementation and Delivery of Basic Education Programs and Services* as stipulated in DO 047, s. 2022, as amended, which mandates that all DepEd programs and services, including its recruitment, selection, and placement processes, shall be free from any form of partisan activities. Ultimately, this policy is aimed at ensuring that the organization and its workforce are able to respond to challenges and opportunities of the 21st century with focus on the delivery of quality, accessible, relevant, and liberating basic education.

II. Scope

5. This policy provides guidance to Human Resource Management Officers (HRMOs), Human Resource Merit Promotion and Selection Board (HRMPSB), Appointing Authorities/Officers, applicants, and other stakeholders at the Central Office (CO), Regional Offices (ROs), Schools Division Offices (SDOs), and schools and community learning centers (CLCs) in the hiring and promotion of personnel to positions in the First and Second levels, including Second level executive/managerial positions. It stipulates the basic principles, general policies, and specific guidelines, procedures, and criteria in the recruitment, selection, and appointment of personnel to the following positions in the Department:

a. Teacher I positions in the Kindergarten, Elementary, Junior High School (JHS), and Senior High School (SHS) levels;
b. School Administration (SA) positions;
c. Related-Teaching (RT) positions; and
d. Non-Teaching (NT) positions.

The complete list of positions covered by these guidelines is listed in *Annex A*. All new position titles in the First and Second level that may be created after the issuance of this Order shall be governed by these guidelines, unless otherwise specified in a subsequent issuance.

6. This policy shall exclude the process and criteria for selection and promotion to the following positions:

a. higher teaching positions in the Kindergarten, Elementary, JHS, and SHS; and
b. Career Executive Service (CES) positions.

The existing guidelines for the said positions shall still apply, unless otherwise modified or amended by subsequent issuances.

7. The selection criteria and point system stipulated in this Order may be used in the assessment of applicants to non-career service positions in the Department such as those to be appointed under coterminous, contractual, and temporary status, subject to applicable CSC rules and regulations.

III. Definition of Terms and Acronyms

8. For purposes of the Hiring and Promotion 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. **Application of Education** refers to the contribution/s made by an applicant that has/have led to positive outcome in their current or previous workplace as a result of their learnings from higher education earned.

c. **Application of Learning and Development** refers to the contribution/s made by an applicant that has/have led to positive outcome in their current or previous workplace as a result of their learnings gained from the human resource development interventions done/attended.

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

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

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

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

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

i. **Comparative Assessment Result of the Registry of Qualified Applicants** refers to the CAR for teaching positions, containing only the candidates who have met the cut-off score.

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

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

l. **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.

m. **Eligibility** refers to the result of passing a merit and fitness test which may be determined as far as practicable by competitive examination, or based on highly technical qualifications or other tests of merit and fitness conducted by the Civil Service Commission, or other examinations jointly designed and coordinated by the departments or agencies with the assistance of or in coordination with the CSC, and other examinations such as the Professional Regulation Commission-conducted board examinations, the Supreme Court-conducted bar examinations or the Career Executive Service Board-conducted examinations.

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

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

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

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

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

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

t. **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*

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

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

w. **Initial Evaluation Results** refer to the report prepared by the Human Resource Management Officer (HRMO) which contains the list of qualified and disqualified applicants vis-a-vis the minimum qualifications required by the position to be filled as indicated in the CSC-approved QS.

x. **Innovation** refers to the process of translating an idea, concept or invention into an output, practice, policy, or system that creates value to the organization and its clientele; and results in workplace improvement through efficiency in operation, increased production, improved working standards, and/or savings in government spending.

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

z. **Learning and Development** 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.

aa. **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.

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

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

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

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

ff. **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.

gg. **Outstanding Accomplishments** refer to meritorious contributions of an applicant, such as ideas, invention, or discovery, duly recognized by an authorized body; that have a direct link to the Key Result Areas (KRA) of the applicant's current or previous position; and have led to positive results in their workplace through efficiency in operation, increased production, improved working standards, and/or savings in government spending.

hh. **Parenthetical Title** refers to the position title based on the actual duties and responsibilities in the Position Description Form and shall be the basis for the qualification standards (CSC Memorandum Circular No. 14, s. 2018 *CSC ORAOHRA).*

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

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

kk. **Provisional** refers to an appointment issued to an appointee who meets all the requirements of the position except the Eligibility, but only in the absence of a qualified eligible actually available who is willing to accept the appointment, as certified by the Schools Division Superintendent (SDS). It shall not be effective beyond the school year during which it was issued. The appointment may be subject to reappointment (or renewal).

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

mm. **Potential** refers the capacity and ability of an applicant to assume the duties and responsibilities of the position to be filled, and those higher positions that are more technical in nature; measured through Behavioural Events Interview (BEI), Written Examinations (WE), Skills or Work Sample Tests (S/WST), or other measures deemed necessary by the HRMPSB.

nn. **Primarily Confidential Position** refers to a position, determined by law or declared by the CSC, duties and responsibilities of which imply not only confidence in the aptitude of the appointees but primarily close intimacy which ensures freedom of discussion, delegation and reporting without embarassment or freedom from misgivings or betrayals of personal trust.

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

pp. **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.

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

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

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

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

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

vv. **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.

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

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

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

zz. **Supervisory** refers to the oversight of people, programs, projects, activities, and/or output of an organizational unit, which involves planning, programming, delegation of tasks, monitoring of work output, and evaluation of performance, maintaining morale and discipline among employees, and developing cooperation and ensuring a well-coordinated workforce.

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

bbb. **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 CLCs.

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

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

a. BEI	-	Behavioral Events Interview
b. BI	-	Background Investigation
c. BHROD	-	Bureau of Human Resource and Organizational Development
d. CAR	-	Comparative Assessment Result
e. CAR-RQA	-	CAR–Registry of Qualified Applicants
f. CLCs	-	Community Learning Centers
g. CO	-	Central Office
h. CSC	-	Civil Service Commission
i. CSC FO	-	Civil Service Commission Field Office
j. HR	-	Human Resource
k. HRD	-	Human Resource Development
l. HRMO	-	Human Resource Management Officer
m. HRMPSB	-	Human Resource Merit Promotion and Selection Board
n. IER	-	Initial Evaluation Results
o. IES	-	Individual Evaluation Sheet
p. KRA	-	Key Result Areas
q. L&D	-	Learning and Development
r. MOV	-	Means of Verification
s. MSP	-	Merit Selection Plan
t. ORS	-	Open Ranking System
u. ORAOHRA	-	Omnibus Rules on Appointments and Other Human Resource Actions
v. PDS	-	Personal Data Sheet
w. PDF	-	Position Description Form
x. QS	-	Qualification Standards
y. RO	-	Regional Office
z. SDO	-	Schools Division Office
aa. SG	-	Salary Grade

IV. Policy Statement

10. It is the policy of the Department to uphold the principles of *Merit, Competence, Fitness, Accountability, Transparency,* and *Equal Opportunity* in the recruitment, selection, and appointment of personnel in the Department. Faithful to the DepEd's thrust to continuously improve itself and better serve its learners and stakeholders, this policy shall provide for a systematic process of hiring and promotion that shall ensure the placement of the right people for the right job at the right time. Consistent with the relevant CSC policies as adopted by DepEd in its Agency Merit Selection Plan, these guidelines shall govern the recruitment, selection, and appointment of personnel to Teacher I positions in all levels (including SHS), and school administration, related-teaching, and non-teaching positions in all governance levels. It is aimed at ensuring that the organization and its human resources 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.

V. Procedures

A. Publication and Posting of Vacancies

11. In accordance with the provisions of Republic Act (RA) No. 7041, otherwise known as *"An Act Requiring Regular Publication of Existing Vacant Positions in Government Offices, Appropriating Funds Therefor, and for Other Purposes,"* and its implementing rules and regulations, all vacant positions in all governance levels in the Department, including vacant executive/managerial positions in the second level, that are authorized to be filled, together with their corresponding qualification standards and plantilla item numbers, shall be published in the CSC website and posted in at least three (3) conspicuous places for a period of at least 10 calendar days.

12. Publication of a vacant position authorized to be filled shall be prepared and certified by the HRMO through the submission of Civil Service (CS) Form No. 9, Revised 2018 *(copy attached as Annex B)*, along with the list of requirements enumerated in Part V(B) Item 20 of this Order, in electronic and printed copies, to the concerned CSC Field Offices (CSC FO).

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

Illustrative example:

No.	Position Title (Parenthetical Title, if applicable)	Plantilla Item No.	Salary/ Job/ Pay Grade	Monthly Salary	Qualification Standards					Place of Assignment
					Education	Training	Experience	Eligibility	Competency (if applicable)	
1	Administrative Officer IV (Human Resource Management Officer II)	OSEC-DECSB-ADO4-123456-2015	15	36,619	Bachelor's Degree relevant to the job	4 hours relevant training	1 year relevant experience	Career Service (Professional)/ Second Level Eligibility		HR Unit – SDO Guimaras

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

15. Posting of vacancy shall be done in at least three (3) conspicuous physical places, such as the agency bulletin boards. In addition, vacancy shall also be required to be posted through other modes, such as but not limited to the DepEd website, newspaper of local and/or national circulation, job search websites, online job portals, social media, and job fairs.

16. Announcement of vacancy shall be done through the issuance of an official memorandum duly signed by the Head of Office. The same shall be used for posting in three (3) conspicuous places and through other modes. The memorandum shall contain the same information specified in CS Form No. 9, and may include additional requirements of the position, such as but not limited to the following information:

a. Position Title (Parenthetical Title or area of specialization, if applicable);
b. Salary/Job/Pay Grade;
c. Monthly Salary;
d. CSC-approved Qualification Standards (QS);
e. Equal Employment Opportunity Clause in adherence to the Equal Opportunity Principle (EOP), which "allows anyone within or outside DepEd to apply for a position, irrespective of age, sex, sexual orientation, gender identity and expression, civil status, disability, religion, ethnicity, and political beliefs.";
f. Job description of the position;
g. List of Requirements enumerated in Part V(B) Item 20 of this Order, and other documentary requirements for the comparative assessment;

h. Deadline of Submission of Documentary Requirements;
i. Timeline/Schedule of Activities, including prescribed number of days on the release of evaluation results, and Other Instructions; and
j. Protocols and procedures on the adoption of remote modalities on recruitment and selection, as deemed practicable and applicable.

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

18. For teacher hiring, the following specific provisions shall apply:

a. The Schools Division Office (SDO) shall be allowed to announce a Call for Applications prior to the actual vacancy or creation of a teaching position and the official publication of said position. This is in accordance with the one (1) year validity of the Comparative Assessment Results – Registry of Qualified Applicants (CAR-RQA) pursuant to Part V(D) Item 57 of the DepEd Merit Selection Plan which states that the CAR-RQA for teachers intended for a specific school year shall be valid only for the duration of the school year for which it was prepared, and shall be utilized in filling up of positions that are created or vacated within the school year; provided, that the HRMPSB shall reconvene to deliberate, and update the CAR-RQA by identifying the candidates who were already appointed.

b. An official issuance of a memorandum on the Call for Applications duly signed by SDS shall be required for this purpose. The procedure for posting and content of the Call of Application shall follow the provisions of this Order.

c. Notwithstanding the prior establishment of the CAR-RQA, an official publication of vacancy shall be required whenever a teaching position is vacated or created, subject to applicable provisions under Part V(A) of this Order.

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

Illustrative examples:

No	*Position Title (Parenthetical Title, if applicable)*	*Plantilla Item No.*	*Salary/ Job/ Pay Grade*	*Monthly Salary*	*Qualification Standards*					*Place of Assignment*
					Education	*Training*	*Experience*	*Eligibility*	*Competency (if applicable)*	
1	*Teacher 1 (Senior High School – Academic Track)*	*OSEC-DECSB-TCH1-420089-2017*	*11*	*27,000*	*Bachelor's degree with a major in the relevant strand/subject; or any Bachelor's degree with at least 15 units of specialization in the relevant strand/subject*	*None Required*	*None Required*	*Applicants for a permanent appointment: RA 1080 (Teacher); if not RA 1080 eligible, they must pass the LET within the five (5) years after the date of first hiring*	*Beginning Level on the following competencies based on PPST:*	*SHS – SDO Guimaras*

No	*Position Title (Parenthetical Title, if applicable)*	*Plantilla Item No*	*Salary/ Job/ Pay Grade*	*Monthly Salary*	*Qualification Standards*					*Place of Assignment*
					Education	*Training*	*Experience*	*Eligibility*	*Competency (if applicable)*	
1	*Teacher 1 (Senior High School – Technical-Vocational-Livelihood Track)*	*OSEC-DECSB-TCH1-420089-2017*	*11*	*27,000*	*Bachelor's degree; or completion of technical-vocational course(s) in the area of specialization*	*At least NC* II*	*None Required*	*Applicants for a permanent appointment: RA 1080 (Teacher); if not RA 1080 eligible, they must pass the LET within the five (5) years after the date of first hiring*	*Beginning Level on the following competencies based on PPST:*	*SHS – SDOGuimaras*

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

f. Reappointment (change of status to permanent) of SHS provisional teachers, once they acquire Eligibility within five (5) years reckoned from the date of first hiring, shall be exempted from the publication and posting requirements.

g. All other anticipated vacancies due to retirement, resignation, transfer, or any other form of separation from service may be published even earlier than 30 days prior to actual vacancy pursuant to CSC Resolution No. 1800582 dated June 13, 2018, *"Request for Exemption from Sections 30 and 96 of the Omnibus Rules on Appointments and Other Human Resource Actions."*

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

B. Submission and Receipt of Application Documents

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

a. Letter of intent addressed to the Head of Office, or to the highest human resource officer designated by the Head of Office;
b. Duly accomplished PDS (CS Form No. 212, Revised 2017) with Work Experience Sheet, if applicable;
c. Photocopy of valid and updated PRC License/ID[1], if applicable;
d. Photocopy of Certificate of Eligibility/Rating[2], if applicable;
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. Photocopy of Certificate/s of Training, if applicable;
g. Photocopy of Certificate of Employment, Contract of Service, or duly signed Service Record, whichever is/are applicable;
h. Photocopy of latest appointment, if applicable;
i. Photocopy of the Performance Rating in the last rating period(s) covering one (1) year performance in the current/latest position prior to the deadline of submission, if applicable;
j. 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)*, notarized by authorized official; and
k. Other documents as may be required by the HRMPSB for comparative assessment, including but not limited to:

    i. Means of Verification (MOVs) showing Outstanding Accomplishments, Application of Education, and Application of Learning and Development reckoned from the date of last issuance of appointment; and

[1] Not applicable to SHS applicants for possible appointment under provisional status and other applicants for possible appointment under temporary status.
[2] Not applicable to SHS applicants for possible appointment under provisional status and other applicants for possible appointment under temporary status.

ii. Photocopy of the Performance Rating obtained from the relevant work experience, if Performance Rating in Item 20(i) is not relevant to the position to be filled, if applicable.

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

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

22. No additional documents shall be accepted after the set deadline, as indicated in the official memorandum.

23. 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.

24. For teacher hiring, individuals who will submit application documents after the official publication in the CSC website shall be accepted but will be accommodated in the next round of assessments.

25. 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 20.j), 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.

26. An internal applicant occupying a position considered next-in-rank shall *not* be automatically included in the pool of official applicants, and shall *not* be exempted from the submission of documentary requirements listed in Item 20.

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

C. Initial Evaluation of the Qualifications of Applicants

28. Upon receipt of the applications, an initial evaluation of the applicants' qualifications vis-à-vis the CSC-approved QS of the position to be filled 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) requirements.

29. The HRMO shall prepare and submit a duly signed Initial Evaluation Results (IER) *(see prescribed template in Annex D)* 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. The IER shall be comprised of two (2) lists of applicants:

a. **Qualified (Q)** refers to those who meet the minimum qualifications required by the position to be filled; and

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

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

31. A copy of the IER shall be posted by the HRMO in at least three (3) conspicuous physical places, concealing the applicants' personal information in accordance with RA No. 10173, otherwise known as the Data Privacy Act of 2012. The only information that shall be made public are the application codes, qualifications of the applicants in terms of Education, Training, Experience, Eligibility, and Competency (if applicable), and remark on whether *Qualified* or *Disqualified.*

32. 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 official e-mail accounts, official social media accounts, and other means of communication that can be verified, recorded, and preserved. Telephone calls and short messaging services may be used only to accompany the aforementioned official communication channels.

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

33. Based on the recommendation of the HRMO, the Head of Office may designate sub-committee/s in the schools, districts, or offices, as deemed practicable, to assist the HRMO in the conduct of initial evaluation and perform functions as may be defined by the HRMO such as document review and appreciation as well as verification of authenticity and veracity of application documents, subject to further review and validation of the HRMO. 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 clarifications pertaining to the initial evaluation.

34. Queries and/or clarifications of the applicants pertaining to the process and result of the initial evaluation shall be lodged to the HRMO within five (5) calendar days from the date of posting of the IER; and shall be responded to by the HRMO within three (3) to seven (7) 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 selection and deliberation shall proceed without delay.

D. Comparative Assessment of Applicants

35. Upon receipt of the report of the HRMO on the IER, the HRMPSB, through a judicious and objective conduct of Evaluative Assessments, shall assess the applicants to determine the top candidates deemed most qualified for appointment to the vacant position. Based on the principles of merit and fitness and in accordance with the criteria and point system stipulated in this Order, the HRMPSB shall evaluate the competencies of applicants vis-à-vis the required competencies of the position to be filled. Specifically, the HRMPSB shall perform the following functions:

a. convene the applicants in a group to witness the paper evaluation;

b. evaluate the Education, Training (in hours), Experience (in years) (ETE), PBET/LET/LEPT rating (for teachers), and Performance (if applicable) of applicants using the rubrics provided in this Order;
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 provided in this Order;
d. for teacher hiring, assess, deliberate, and rate the applicants' competencies on Classroom Observable Strands/Indicators through classroom observation or demonstration teaching; and Non-Classroom Observable Strands/Indicators based on the teacher's demonstration and/or understanding of the indicators through narratives and reflections following the rubrics and protocols provided in this Order;
e. assess the potential, characteristics or traits, and fitness (i.e., Job Fit, Location Fit, and Organizational Fit) of the applicants through the conduct of other appropriate evaluative assessments, such as but not limited to Behavioural Events Interview (BEI), Written Examinations (WE), Skills or Work Sample Tests (S/WST);
f. adopt the use of online platforms and other remote modalities and alternative strategies in the conduct of paper evaluation, demonstration teaching, administration of the tests and examinations, BEI, meetings and deliberations, among others, as may be necessary;
g. inform the individual applicant of the results of the deliberation using the prescribed template of the IES, wherein the applicant affixes their signature to signify their knowledge of and conformity to the process undertaken and the points given to them; and
h. prepare and submit duly signed CAR/CAR-RQA to the appointing authority within seven (7) calendar days after all the applicants have been assessed.

36. The provisions under Part V(G) Institutional Arrangement of the Merit Selection Plan on the composition and functions of the HRMPSB shall apply. A majority of the HRMPSB shall constitute a quorum, provided that the Chairperson is present.

37. Consistent with the CSC ORAOHRA, the deliberation of the HRMPSB shall not be made earlier than 10 calendar days reckoned from the date of publication or re-publication on the CSC website.

38. For teacher hiring where the Call for Application, initial evaluation, and comparative assessment may be done prior to the actual vacancy considering the one (1) year validity of the CAR-RQA, the HRMPSB shall re-convene and deliberate the qualifications of the applicants vis-à-vis the teacher needs assessment, required learning area specialization of schools, priorities pursuant to national laws and policies, among others. In case the vacancy occurs within the school year and there are still remaining applicants in the CAR-RQA, the HRMPSB deliberation shall also include the updating of CAR-RQA and removing the names of all applicants who have already been appointed and hired.

39. An Open Ranking System shall be adopted to ensure transparency in the process and results of the comparative assessment wherein applicants or subset of applicants are present to witness the actual evaluation for which the scores of all applicants present thereat shall be disclosed to all attendees. Each applicant shall also be given an opportunity to ask questions and seek clarifications on the results of their individual assessment and acknowledge their individual results during the open ranking. Upon acknowledgement of the individual results, applicants shall be required to affix their signature on their Individual Evaluation Sheet (IES) *(see prescribed template in Annex G and Annex G-1).*

The duly signed IES shall serve as acknowledgement that the applicant has undergone the application and assessment process based on these guidelines and that the results of the individual assessment have been discussed with the concerned applicant. The IES shall not, in any case, preclude the applicant from filing a protest once the final decision on the appointment has been rendered by the appointing officer/authority.

40. 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. Protocols and procedures on the adoption of remote modalities shall be detailed in the memorandum signed by the Head of Office. Applicants may also be allowed to submit a scanned copy of their signed IES.

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

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

43. The HRMO shall post the CAR/CAR-RQA in at least three (3) conspicuous physical places in DepEd offices and schools concerned, using the application codes to protect the applicants' personal information in accordance with the Data Privacy Act. 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.

44. Based on the recommendation of the HRMPSB, the Head of Office may designate sub-committee/s in the schools, districts, or offices, as deemed practicable, to assist the HRMPSB in the process of comparative assessment and perform functions as may be defined by the HRMPSB such as screening, evaluating, and rating of applicants based on established criteria and point system, subject to further review and validation of the HRMPSB. 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.

45. The **Criteria and Point System for Evaluative Assessment** are detailed in the following enclosures:

a. ***Enclosure No. 2:*** Criteria and Point System for Hiring to Teacher I Positions
b. ***Enclosure No. 3:*** Criteria and Point System for Hiring and Promotion to School Administration Positions
c. ***Enclosure No. 4:*** Criteria and Point System for Hiring and Promotion to Related Teaching Positions
d. ***Enclosure No. 5:*** Criteria and Point System for Hiring and Promotion to Non-Teaching Positions

46. **Other Evaluative Assessments.** The HRMPSB may also conduct other evaluative assessments such as BEI, Written Examination, Work/Skills Sample Tests, 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 sufficient information and guidance to the appointing officer/authority in selecting possible appointees. The required competencies or related to the duties and responsibilities of the position to be filled shall be the basis for the development of evaluative assessment tool and rubrics. The HRMPSB may employ the expertise of subject matter experts for this purpose. Other evaluative assessments, however, may not have corresponding scores in the CAR.

Other evaluative assessments may include but not limited to *Ethics-Oriented and Personality Development Test* (modelled with CSC MC No. 6, s. 2017), results of which may be used by the appointing officer/authority in selecting the most qualified candidate for appointment.

A *Background Investigation (BI)* or the conduct of verification of applicant's credentials, behaviours, and previous performance, if any, by contacting the applicant's identified reference persons in his/her school/s attended, and previous or current workplace, may likewise be required by the appointing officer/authority, when deemed necessary.

Comparative Assessment Result

47. After a judicious and objective assessment of the qualified candidates, the HRMPSB shall prepare and submit to the appointing officer/authority a duly signed CAR/CAR-RQA within seven (7) calendar days after all the applicants have been assessed. The CAR shall contain a complete list of all candidates for appointment whose total scores obtained from the evaluative assessments are ranked from highest to lowest, highlighting the top five (5) ranking candidates.

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

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

49. For Teacher I hiring, two (2) sets of reports of comparative assessment shall be prepared and submitted to the appointing officer/authority, as follows:

a. ***CAR*** *(Annex I).* It shall contain the comparative assessment result of all candidates for appointment; and
b. ***CAR of the Registry of Qualified Applicants (CAR-RQA)*** *(Annex I-1).* It shall contain only the candidates who have met the cut-off score of **50 points**.

50. Only the CAR-RQA shall be submitted to the appointing officer/authority for reference in appointment to Teacher I positions and shall be used as basis for posting of the results in at least three (3) conspicuous places and through other modes.

51. Separate sets of CAR-RQA shall be prepared and submitted by the HRMPSB according to the following:

a. Kindergarten and Elementary (K-6);
b. Junior High School (JHS) labelled per learning area;
c. SHS Track 1 categorized per track:
    i. Academic Track and Core Subjects;
    ii. Technical Vocational Livelihood Track;
    iii. Arts and Design; and
    iv. Sports.

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

The required competencies to effectively deliver the relevant content in the appropriate key stages shall be the primary consideration in the appointment to teacher positions. For teaching positions, the *'Remarks'* column of the CAR-RQA shall contain the teacher applicant's information and qualifications on the following:

a. Learning area specialization (e.g. Kindergarten or Early Childhood Education; Filipino, English, Math, Science, and other subject area specialization; SHS strand and area specialization);
b. Knowledge and qualifications in handling learners in Alternative Learning System (ALS), Special Education (SpEd), Madrasah, Indigenous People's Education (IPEd);
c. Ethnic group, if any;
d. Mother-tongue and language/s proficient at;
e. Preferred school;
f. Beneficiary of national programs and partnerships such as 'Sa Pinas, Ikaw and Ma'am/Sir' (SPIMS) Employment Program, Pantawid Pamilyang Pilipino Program (4Ps), 1000 Teachers Program of the Philippine Business for Education (PBEd), etc.

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

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

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

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

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

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

E. Appointment

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

For multiple vacancies, the appointing officer/authority shall select from the highlighted top candidates as determined by the HRMPSB, computed by multiplying the number of vacant plantilla items by a factor of five as stipulated in Item No. 48.

58. For teacher positions, the appointing officer/authority may select from the candidates in the CAR-RQA who are ranked below the top 5 or top-ranking candidates, when the appointment falls within the purview of the exemptions enumerated below:

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

   i. *Learning Area Specialization.* Appointment may be valid when the candidates belonging to the top five (5) or top-ranking candidates do not possess the necessary learning area specialization (e.g. Kindergarten; Math, Science, and other subject areas for Secondary Level) required by the position to be filled, or the candidates belonging to the top five (5) or top-ranking candidates who possess the necessary learning area specialization required by the position to be filled have already been appointed and there are still vacant positions to be filled.

   ii. *PBET/LET/LEPT.* For SHS Teacher I positions, priority shall be given to applicants who are PBET/LET/LEPT (Secondary) passers. The hiring of teachers on provisional status may be allowed only in the absence of applicants who possess the appropriate Eligibility who is available and willing to accept the appointment, as certified by the SDS.

b. Localization Law

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

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

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

59. Only when deemed necessary, the appointing officer/authority may request for background investigation of select candidates to be conducted by the HRMO or other personnel identified by the HRMO.

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

61. The approval of the appointment of the successful candidate/s shall be effected only by the appointing officer/authority, effectivity of which shall be in accordance with the specific provisions as provided for in the ORAOHRA.

62. Duly approved appointments shall be announced through the posting of a Notice of Appointments Issued (NAI) in the bulletin boards and through other modes for at least 15 calendar days a day after the issuance of the appointment.

63. Pursuant to CSC Resolution No. 1800582 dated June 13, 2018, an anticipated vacancy in the teaching ranks due to promotion may be filled up; provided that, an annotation on the promotional appointment to indicate that the appointee shall be reverted to their former position in case the promotional appointment of the previous position holder is disapproved or invalidated. Furthermore, appointments to the entry level Teacher I positions shall bear the notation that the appointment is subject to the CSC attestation of the promotional appointment of the previous position holder.

64. A provisional appointment may be given to an applicant to teaching positions in the SHS who meets all the requirements of the position except the Eligibility; but only in the absence of a SHS teacher applicant in the CAR-RQA who meets the minimum qualifications of the position, including Eligibility and the appropriate specialization, who is actually available and willing to accept the appointment, as certified by the SDS. The provisional appointment shall not be effective beyond the school year during which it was issued, subject to applicable guidelines on school calendar.

65. A SHS teacher incumbent holding a provisional appointment may be continuously reappointed/renewed every year within five (5) years reckoned from the date of first hiring; provided, that the SDO shall cause the publication and posting of the teaching position occupied by the provisional appointee every six (6) months after the first issuance of the provisional appointment to invite qualified LEPT eligible applicants to undergo the selection process; provided further, that there is a shortage of qualified licensed applicants in the CAR-RQA who are available and willing to teach in specialized subjects in the SHS, as certified by the SDS. A Satisfactory performance rating shall be required for reappointment/renewal.

66. The appointing officer/authority shall be accountable in the appointments, and in responding to queries and clarifications pertaining to the results of the selection.

67. Any protest on the appointment shall be the accountability of the appointing officer/authority in the concerned governance level. The protest for non-teaching, related-teaching, and school administration positions shall be filed through a formal written communication addressed to the Head of Office, within 15 calendar days from the date of issuance of appointment. The Rules on Protest under the 2017 RRACCS shall apply.

In accordance with RA 8190 and its implementing rules and regulations, "[p]rotests regarding the appointment or assignment of classroom public - school teachers shall prescribe in three (3) months upon the issuance of such appointment or assignment." "Aggrieved applicants in the registry of the Schools Division may file a protest. The protest, which shall be subscribed and sworn to in the form of a letter-complaint in three (3) copies, shall be filed at the Regional Office within ninety (90) days from the issuance of the appointment."

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

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

Consistent with Rule XVIII Section 92 of 2017 RACCS, the pendency of an appeal pertaining to the appointment issued shall not render an appointment ineffective or bar the approval/validation thereof, by the CSC, but the approval/validation shall be subject to the final outcome of the protest.

68. All other provisions on appointment stipulated in Part V(E) Appointment of the DepEd Merit Selection Plan and rules and regulations as provided for in CSC MC No. 14, s. 2018 (ORAOHRA), as applicable, shall strictly be adhered to.

VI. Monitoring and Evaluation

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

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

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

72. The result of the evaluation and consolidated recommendations from HRMPSB at each governance level shall be consulted with the CSC and other government agencies concerned.

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

VII. References

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

a. Republic Act No. 4670, dated 18 June 1966, *"Magna Carta for Public School Teachers"*
b. Executive Order No. 292, *"Instituting the Administrative Code of 1987"*
c. CSC Memorandum Circular No. 3, s. 2012, *"Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM)*
d. DepEd Order No. 42, s. 2017, *"National Adoption and Implementation of the Philippine Professional Standards for Teachers"*
e. CSC Resolution No. 1701077 promulgated 03 July 2017, *"2017 Rules on Administrative Cases in the Civil Service (2017 RACCS)*
f. CSC Memorandum Circular No. 14, s. 2018, *"2017 Omnibus Rules on Appointments and Other Human Resource Actions, Revised July 2018"*
g. DepEd Order No. 19, s. 2022, *"The Department of Education Merit Selection Plan"*

VIII. Repealing Clause

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

a. DO No. 2. S. 2002, *Guidelines on the Hiring of Public School Teachers*
b. DO No. 50, s. 2003, *Adoptive Measures in Filling-Up Vacant Teaching Positions*
c. DO No. 85, s. 2003, *Guidelines on the Selection, Promotion, and Designation of School Heads*
d. DO No. 16, s. 2005, *Guidelines on Recruitment, Evaluation, Selection, and Appointment of Teachers in Public Schools*
e. DO No. 17, s. 2006, *Revised Hiring Guidelines for Teacher I Positions in Public Elementary and Secondary Schools*
f. DO No. 4, s. 2007, *Revisions to the Hiring Guidelines for Teacher I Positions*
g. DO No. 42, s. 2007, *The Revised Guidelines on Selection, Promotion and Designation of School Heads; and*
h. DO No. 66, s. 2007, *Revised Guidelines on the Appointment and Promotion of Other Teaching, Related Teaching, and Non-Teaching Positions*
i. DO No. 36, s. 2009, *Strict Compliance with Passing the Qualifying Examination for Principalship for Appointment to Principal I Position;*
j. DO No. 12, s. 2012, *Revised Guidelines on the Hiring of Teacher I Positions Based on the Reform Actions in Basic Education Sector Reform Agenda (BESRA)*
k. DO No. 97, s. 2011, *Revised Guidelines on the Allocation and Reclassification of School Head Positions.*
l. DO No. 25, s. 2012, *Addendum to DepEd Order No. 12, s. 2012 (Revised Guidelines on the Hiring of Teacher I Positions Based on the Reform Actions in Basic Education Sector Reform Agenda [BESRA])*
m. DO No. 37, s. 2012, *Addendum to DepEd Order Nos. 12 and 25, s. 2012 (Revised Guidelines on the Hiring of Teacher I Positions Based on the Reform Actions in Basic Education Sector Reform Agenda)*
n. DO No. 81, s. 2012, *Additional Policy Guidelines on Hiring and Deployment of Kindergarten Teachers*
o. DO No. 50, s. 2014, *Guidelines on the Recruitment, Selection, and Placement of Personnel Pursuant to the DepEd Rationalization Program under Executive Order 366, s. 2004*
p. DO No. 7, s. 2015, *Hiring Guidelines for Teacher I Positions Effective School Year (SY) 2015-2016*
q. Office Order (OO) dated April 21, 2015, *Procedures/Guidelines on the Recruitment, Selection, and Placement of the First and Second Levels Non-Teaching and Related Teaching Positions in the Department of Education Central Office*
r. DO No. 22, s. 2015, *Hiring Guidelines for the Remaining Teaching Positions Effective School Year (SY) 2015-2016*
s. DO No. 3, s. 2016, *Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017*
t. DO No. 9, s. 2016, *Reinforcement of DepEd Order Nos. 7 and 22, s. 2015 as the Hiring Guidelines for Kindergarten to Grade 10 Teaching Positions*
u. DO No. 32, s. 2016, *Addendum to DepEd Order No. 3, s. 2016 (Hiring Guidelines for Senior High School [SHS] Teaching Positions Effective SY [SY] 2016-2017)*
v. DO No. 49, s. 2016, *Guidelines on the Hiring of Contractual (Full-Time and Part-Time) Teachers in Senior High School*
w. DO No. 50, s. 2017, *Hiring Guidelines for Teacher I Positions in Schools Implementing Indigenous Peoples Education Effective School Year 2016-2017*
x. DO No. 51, s. 2017, *Amended Qualification Standards for Senior High School Teaching Positions in the Technical-Vocational-Livelihood Track and Other Clarifications on the Hiring Guidelines*

IX. Separability Clause

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

X. Transitory Provisions

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

a. Guided by Part V(G) Institutional Arrangements, Items 81, 82, and 83 of the DepEd MSP, all appointing officers/authorities in the central, regional, and schools division offices shall establish their respective Human Resource Merit Promotion and Selection Board (HRMPSB) for the following:

   i. First level positions;
   ii. Second level positions, including second level executive/managerial positions;
   iii. Specialized and highly technical positions; and/or
   iv. Other purposes, as deemed necessary.

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

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

78. The existing promotion and reclassification guidelines to higher teaching positions in the Elementary and Secondary levels, including SHS, shall remain in effect, unless otherwise modified or amended by subsequent policies.

XI. Effectivity

79. This DepEd Order shall take effect 15 calendar days after its publication and shall be registered with the Office of the National Administrative Register (ONAR).

80. This DepEd Order shall apply to all positions that will be published and posted upon its effectivity date.

All ongoing recruitment, assessment, and selection processes based on prior publication and posting shall continue to be governed by existing guidelines, as applicable; provided that the appointments in relation thereto are issued within the 15-day grace period prior to the effectivity of this DepEd Order. Otherwise, the HRMPSB shall reassess and re-deliberate the applications based on the criteria and point system as stipulated in these guidelines.

Further, all vacancies, except Teacher I positions, that are published and posted prior to the effectivity of this DepEd Order but have yet to commence with the assessment process shall be subjected to the criteria and point system as stipulated in these guidelines.

The SY 2022-2023 RQA for Teacher I positions shall be valid until the end of the current school year. These guidelines shall apply to the assessment of Teacher I applications starting SY 2023-2024.

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(Enclosure No. 2 to DepEd Order No. 007, s. 2023)

CRITERIA AND POINT SYSTEM FOR HIRING TO TEACHER I POSITIONS

1. These criteria and point system shall cover the selection and hiring of teacher applicants to Teacher I positions in the Kindergarten, Elementary, Junior High School (JHS), and Senior High School (SHS). For SHS, the same criteria shall apply in hiring teacher applicants under permanent, provisional, or contractual status.

2. The comparative assessment for Teacher I shall be based on the following criteria:

   a. **Education** units and/or degree relevant to the position to be filled (i.e. Kindergarten, Elementary, JHS, and SHS), that exceed the minimum requirements as defined in the CSC-approved QS;
   b. **Training** hours in Curriculum and Instruction and/or other specialized training for skills development in fields related to the work, duties, and responsibilities for Teacher I, that exceed the minimum requirements as defined in the CSC-approved QS, acquired in the last five (5) years. For SHS, training may be those relevant to the learning area, specialization, or strand;
   c. **Experience** in Teaching exceeding the minimum requirements as defined in the CSC-approved QS. For SHS, relevant industry and/or work experience may be considered;
   d. **Professional Board Examination for Teachers (PBET), Licensure Examination for Teachers (LET), or Licensure Examination for Professional Teachers (LEPT) Rating**;
   e. **PPST Classroom Observable Indicators (COI)** measured through Classroom Observation/Demonstration Teaching; and
   f. **PPST Non-Classroom Observable Indicators (NCOI)** measured through the Teacher Reflection Form (TRF).

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

Table 1. Point System for Comparative Assessment: Teacher I Positions

Criteria	Maximum Points Possible
a. Education	10
b. Training	10
c. Experience	10
d. PBET/LET/LEPT Rating	10
e. PPST COIs (Classroom Observation/Demonstration Teaching)	35
f. PPST NCOIs (Teacher Reflection)	25
Total	**100**

Rubrics for Computation of Points per Criterion

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

Table 2.a. Increments Table – Education

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	Competed 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

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

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:

Vacant position: ***Teacher I (Secondary) – SG 11***

Qualification Standards per CSC-approved QS

Education : Bachelor of Secondary Education (BSEd), or Bachelor's degree plus 18 professional units in Education with appropriate major
Training : None required
Experience : None required

The date of HRMPSB assessment/ Open Ranking System: ***September 20, 2022***

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

Minimum requirement per CSC-approved Qualification Standards for Teacher I		***Corresponding Level based on Increments Table***
Education	*Bachelor of Secondary Education (BSEd), or Bachelor's degree plus 18 professional units in Education with appropriate major*	*Level 6 (based on Table 2.a)*
Training	*None required*	*Level 1 (based on Table 2.b)*
Experience	*None required*	*Level 1 (based on Table 2.c)*

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

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

Only qualifications that are relevant to the position to be filled and which exceed the minimum (baseline) QS requirements of the position shall be included in the computation of increments.

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) *18 units for a Master's degree in Education*	*Using Table 2.a, the corresponding level of Applicant A's Education qualification (18 units for a Master's degree in Education) is at* ***Level 11****.* *The number of increments for Applicant A's Education qualifications shall be computed by subtracting the minimum QS level (Level 6) from the applicant's qualification level (Level 11), as illustrated below:* *Applicant's Educ level – QS level = Increment* ***11 – 6 = 5 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)***
32 hours training on curriculum contextualization or localization and lesson planning (January 26 to 29, 2021)	*The cumulative hours of the relevant training/L&D, which are acquired within the last 3 years, shall be considered for the counting of Increments.* *In the case of Applicant A, the 24 hours training/L&D on curriculum contextualization or localization and lesson planning are considered relevant to the Teacher I position. Using Table 2.b, the corresponding level of Applicant A's Training qualification (24 hours) is at* ***Level 4****.* *The number of increments for Applicant A's Training qualifications shall be computed by subtracting the minimum QS level (Level 1) from the applicant's qualification level (Level 4), as illustrated below:* *Applicant's Training level – QS level = Increment* ***5 – 1 = 4 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)***
Marian Academy – Teacher Associate – June 1, 2018 to present	*Only those experience relevant to the position to be filled shall be considered in the computation of increments. Relevant experience shall be reckoned from the date of first day of service.* *In the case of Applicant A, the relevant experience (June 1, 2018 to present (date of assessment: September 20, 2022)) is 4 years and 3 months. Using Table 2.c, the corresponding level of Applicant A's Experience qualification (4 years and 3 months) is at* ***Level 9****.* *The number of increments for Applicant A's Experience qualifications shall be computed by subtracting the minimum QS level (Level 1) from the applicant's qualification level (Level 9), as illustrated below:* *Applicant's Experience level – QS level = Increment* ***9 – 1 = 8 increments*** *Note: The date of HRMPSB assessment/Open Ranking:* ***September 20, 2022***

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 Incremental Scales Table & ETE Rubrics			Total number of points for ETE
Education	**Training**	**Experience**	**Education**	**Training**	**Experience**	**Education**	**Training**	**Experience**	
Bachelor of Secondary Education (BSEd), or Bachelor's degree plus 18 professional units in Education with appropriate major	*None required*	*None required*	*Bachelor of Secondary Education (BSEd)* *18 units for a Master's degree in Education*	*32 hours training on curriculum contextualization/ localization and lesson planning [January 26 to 29, 2021]*	*Marian Academy – Teacher Associate – June 1, 2018 to present*	*5 increments* *Based on Table 3:* *4-5 increments =* ***4 points (out of 10)***	*4 increments* *Based on Table 3:* *4-5 increments =* ***4 points (out of 10)***	*8 increments* *Based on Table 3:* *8-9 increments =* ***8 points (out of 10)***	***16 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; provided that the skills acquired from the training are relevant to the work, duties, and responsibilities of Teacher I.

   iv. 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.

   v. 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.

5. **PBET/LET/LEPT Rating.** Points for the PBET/LET/LEPT rating shall be computed using the formula below. This formula shall likewise apply to SHS applicants who may not have passed the PBET/LET/LEPT but may be appointed under provisional status; provided the applicant submits a Certificate of Rating.

$$\textbf{Points}_{(PBET/LET/LEPT)} = \frac{\textbf{PBET/LET/LEPT rating}}{100} \times \textbf{WA}_{(PBET/LET/LEPT)}$$

Illustrative example:
x = 82.75
WA = 10

$$\textbf{Points}_{(PBET/LET/LEPT)} = \frac{82.75}{100} \times 10 = 8.275 \textbf{ points}$$

6. **PPST Classroom Observable Indicators (COIs).** The teachers' demonstration of PPST COIs shall be assessed through the conduct of the **classroom observation/demonstration teaching** using the Classroom Observation Tool for Recruitment, Selection, and Placement (COT-RSP), focusing on Levels 2 to 6 of the COT Rubric to capture good performance in the Beginning towards Proficient career stage.

a. *The Classroom Observable Strands/Indicators.* The selected COIs indicated in this Order shall constitute the classroom observable objectives for hiring entry level teachers, unless otherwise modified by subsequent issuances.

Table 4.a. PPST Classroom Observable Strands/Indicators for Hiring of Teacher I

1.1.2	*Apply knowledge of content within and across curriculum teaching areas.*
1.4.2	*Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.*
1.5.2	*Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.*
4.1.2	*Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.*
5.1.2	*Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.*

Table 4.b. PPST Classroom Observable Strands/Indicators for Hiring of Teacher I in the Indigenous Peoples Education (IPEd)

1.1.2	*Apply knowledge of content within and across curriculum teaching areas.*
1.4.2	*Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.*
1.6.2	*Display proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning.*
3.5.2	*Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.*
5.1.2	*Design, select, organize, and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.*

b. *The Classroom Observation Tools for Recruitment, Selection, and Placement (COT-RSP).* The following evaluative assessment tools are designed to measure the classroom performance of teacher applicants against the identified observable indicators:

   i. **COT-RSP Rubric *(Annex J)*** refers to the rubric by which the classroom performance of the teacher applicant is measured against the observable indicators.
   ii. **Observation Notes Form *(Annex K)*** is used by the observer to record specific observations and comments on the classroom performance of the teacher applicant.
   iii. **Rating Sheet *(Annex L)*** is used to indicate the rating/level attained by the teacher applicant in each of the COIs.
   iv. **Rating Sheet *(Annex L-1)*** is used to indicate the rating/level attained by the IPEd teacher applicant in each of the COIs for IPEd.
   v. **Inter-Observer Agreement Form *(Annex M)*** is used to indicate the final rating of the teacher applicant for each indicator as agreed upon during the Inter-Observer Agreement Exercise.
   vi. **Inter-Observer Agreement Form *(Annex M-1)*** is used to indicate the final rating of the IPEd teacher applicant for each indicator as agreed upon during the Inter-Observer Agreement Exercise.

c. *Classroom Observation Protocols.* Observers shall ensure that the following protocols in classroom observation are judiciously followed:

   i. The selection of observers or sub-committee/s that will be designated to conduct classroom observations or observe demonstration teaching shall take into consideration their understanding and knowledge of the PPST COIs, the specific tools and protocols on the conduct of classroom observation, and the recruitment and selection process. They shall be comprised of trained COT assessors/observers (e.g., Master Teachers, Head Teachers, School Heads, Public School District Supervisors, Education Program Specialists/Supervisors).

Furthermore, sub-committee/s shall include subject matter experts on the specialization of the position to be filled.

ii. Two (2) to three (3) observers shall participate in the classroom observation.

iii. Observer/s must not be related to the applicant within the third degree of consanguinity or affinity.

iv. Observer/s must review the COT-RSP Rubric and the forms to be accomplished in the process of observation (i.e., Observation Notes Form, Rating Sheet, and/or Inter-Observer Agreement Form) prior to the actual conduct of the

v. classroom observation. Only the Observation Notes Form must be brought and accomplished by the observer/s during the actual observation.

vi. Classroom observations shall be done in an actual classroom setting with learners.

vii. It is highly recommended that the teacher applicants be observed for the entire class duration (45 minutes to one (1) hour). However, when difficult circumstances do not allow for the ideal duration for classroom observation, such as challenges in logistics, large volume of applicants, availability of learners and observers, a minimum of 15-minute observation shall be allowed.

viii. In the event when a face-to-face conduct of the classroom observation is not feasible, the conduct of an online observation may be allowed, as deemed necessary, provided that the protocols in Item 6.c.iv are observed.

ix. The Rating Sheet shall be accomplished individually by each observer after the actual observation.

x. An Inter-Observer Agreement Exercise shall be done whereby all observers, after accomplishing the Rating Sheet individually, meet to discuss the teacher applicant's rating in each indicator, and arrive at a **collegial final rating**. The final rating is not an average of each observer's ratings. It shall be based on objective, reasoned, and consensual judgment.

d. The points for the PPST COIs shall be computed as follows:

$$\textbf{Points}_{(COI)} = \frac{\textbf{COT rating}}{30} \times \textbf{WA}_{(COI)}$$

Where:
COT rating = Applicant's final rating obtained in the demonstration of COIs as reflected in the COT-RSP Rating Sheet or COT-RSP Inter-Observer Agreement Form
30 = Highest possible score in COT
WA = Weight Allocation for COI

Illustrative example:
COT rating = 20
WA = 35

$$\textbf{Points}_{(COI)} = \frac{20}{30} \times 35 = 23.333 \textbf{ points}$$

7. **PPST Non-Classroom Observable Indicators (NCOIs).** The teacher applicant's demonstration of PPST NCOIs shall be assessed through the teacher applicant's narrative and reflection using the Teacher Reflection Form (TRF).

a. *The Non-Classroom Observable Strands/Indicators.* The selected NCOIs indicated in this Order shall constitute the non-classroom observable objectives for hiring of teachers, unless otherwise modified by subsequent issuances.

Table 5. PPST Non-Classroom Observable Strands/Indicators for Hiring of Teacher I

6.1.2	*Maintain learning environments that are responsive to community contexts.*
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.*
7.2.2	*Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity.*
7.3.2	*Participate in professional networks to share knowledge and to enhance experience.*

The same set of indicators shall be used for IPEd teacher applicants

b. *The Non-Classroom Observable Tools for RSP.* The following evaluative assessment tools are designed to measure the teacher applicant's understanding of the non-classroom observable indicators:

i. **Teacher Reflection Form *(Annex N)*** is used to demonstrate how the teacher applicant exhibits each of the non-classroom observable indicators by writing down narratives and reflection based on specific situations and experiences as guided by prompt questions. The HRMPSB, in consultation with subject matter experts, may modify the prompt questions to avoid familiarity with the questions; provided that the questions are still aligned with the objective or indicator.

ii. **Rubrics for Rating the TRF *(Annex O)*** is used to rate the teacher applicant's responses in the TRF.

iii. **Inter-Evaluator Agreement Form *(Annex P)*** is used to indicate the rating/level attained by the teacher applicant in each of the NCOIs.

c. *Protocols in Assessing the Non-Classroom Observable Indicators.* Administrators of the TRF shall ensure that the following protocols in the administration of TRF are judiciously followed:

i. The selection of TRF evaluators or sub-committee/s that will be designated to evaluate the applicants' accomplished TRFs shall take into consideration their understanding and knowledge of the PPST NCOIs, the specific tools and protocols of TRF administration and evaluation, and the recruitment and selection process. Furthermore,

sub-committee/s shall include subject matter experts on the specialization of the position to be filled.

ii. Two (2) to three (3) TRF evaluators shall rate the accomplished TRFs.

iii. TRF evaluator/s must not be related to the applicant within the third degree of consanguinity or affinity.

iv. The TRF shall be accomplished on the spot.

v. Teacher applicants shall be given 45 minutes to one (1) hour to accomplish the complete set of the TRFs.

vi. The HRMPSB shall identify a designated location, preferably a room, for teacher applicants to answer the TRF. A proctor shall be assigned to discuss the instructions and oversee the process.

vii. In the event when a face-to-face administration of the TRF is not feasible, the TRF may be administered online or through other platforms, as deemed necessary. The following protocols shall apply:

1. Applicants shall be scheduled for an online platform meeting (Zoom, Google Meet, etc.)
2. All applicants shall be required to keep their video/camera turned on at all times to allow the proctor to monitor the answering of the TRF.
3. The TRF may be distributed through email. Applicants may submit the accomplished TRF to a designated email address.
4. The TRF 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 answering the TRF.
5. The TRF may also be administered using individual Google Word files 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.

viii. Each TRF evaluator shall individually assess the teacher applicant's demonstration and/or understanding of the indicator based on the narrative and responses. They shall focus on the content and not on the quantity of narratives or experiences. Long answers do not necessarily merit an Exemplary rating.

ix. TRF evaluators shall use the portion 'Comments from the Evaluator' to write down statement/s that support the given rating.

x. An Inter-Evaluator Agreement Exercise shall be done whereby all evaluators, after rating the TRFs individually, meet to discuss the teacher applicant's rating in each indicator, and arrive at a **collegial final rating**. The final rating is not an average of each evaluators' ratings. It shall be based on objective, reasoned, and consensual judgment.

d. The points for the PPST NCOIs shall be computed as follows:

$$\textbf{Points}_{(NCOI)} = \frac{\textbf{TRF rating}}{\textbf{20}} \times \textbf{WA}_{(NCOI)}$$

Where:
TRF rating = Applicant's total rating obtained in the demonstration of NCOIs as reflected in the complete set of TRFs
20 = Highest possible score in the TRF
WA = Weight Allocation for NCOI

Illustrative example:
TRF rating = 14
WA = 25

$$\textbf{Points}_{(NCOI)} = \frac{\textbf{14}}{\textbf{20}} \times \textbf{25} = \textbf{17.5 points}$$

8. **Other Evaluative Assessments**

a. Behavioural Events Interview (BEI) shall be conducted to gather additional information about the teacher applicants in terms of other aspects such as but not limited to their potential, character, and fitness.

b. Skills or Work Sample Test (S/WST) may be conducted, as may be necessary, especially for assessing applicants in certain tracks/strands/specializations in the SHS.

c. Other evaluative assessments as stipulated in Enclosure No. 1 of this Order such as but not limited to Ethics-Oriented and Personality Development Test may be required to gather sufficient information and guidance for the appointing officer/authority in selecting possible appointees.

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(Enclosure No. 3 to DepEd Order No. 007, s. 2023)

CRITERIA AND POINT SYSTEM FOR HIRING AND PROMOTION TO SCHOOL ADMINISTRATION POSITIONS

1. The assessment for School Administration positions shall be based on the following criteria:

   a. **Education** units and/or degree relevant to the position to be filled, exceeding the minimum requirements as defined in the CSC-approved QS;
   b. **Training** hours relevant to the position to be filled, 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 to be filled, exceeding the minimum requirements as defined in the CSC-approved QS;
   d. **Performance** based on submitted performance rating covering one (1) year or 12 months performance in the current or previous job or position relevant to the position to be filled;
   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.

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

Table 1. Point System for Evaluative Assessment: School Administration 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

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

Table 2.a. Increments Table – Education

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:

Vacant position: ***School Principal I (Secondary School) – SG 19***

Qualification Standards per CSC-approved QS

Education : *Bachelor's degree in Secondary Education; or Bachelor's degree with 18 professional education units*

Training : *40 hours of relevant training*

Experience : *Head Teacher for 1 year; or*
Teacher-in-Charge for 2 years; or
Master Teacher for 2 years; or
Teacher for 5 years.

The date of HRMPSB assessment/Open Ranking System: ***September 20, 2022***

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

Minimum requirement per CSC-approved Qualification Standards for School Principal I (Secondary School) – SG 19		***Corresponding Level based on Increments Table***
Education	*Bachelor's degree in Secondary Education; or Bachelor's degree with 18 professional education units*	*Level 6 (based on Table 2.a)*
Training	*40 hours relevant training*	*Level 6 (based on Table 2.b)*
Experience	*Head Teacher for 1 year; or* *Teacher-in-Charge for 2 years; or* *Master Teacher for 2 years; or* *Teacher for 5 years*	*Level 3 for HT* *Level 5 for TIC and MT* *Level 11 for Teacher* *(based on Table 2.c)*

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

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

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

For positions with multiple QS requirement for Experience (e.g. HT for 1 year, MT for 2 years, TIC for 2 years, Teacher for 5 years), the HRMPSB shall identify the relevant experience **with the highest increment incurred.** This shall be the basis in determining the final score of the applicant for the Experience component.

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 of Arts In Education (MAED)	*Using Table 2.a, the corresponding level of Applicant A's Education qualification (Master's degree in Public Administration) is at* ***Level 21.*** *The number of increments for Applicant A's Education qualifications shall be computed by subtracting the minimum QS level (Level 6) from the applicant's qualification level (Level 21), as illustrated below:* *Applicant's Educ level – QS level = Increment* ***21 – 6 = 15 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, 2021, 80 hrs. *Capability Building Program for Teachers and School Heads organized by NEAP, March 1-5, 2021, 40 hrs.* *Division Training on the Conduct of Research (December 7-10, 2020) 32 hours* *Division Rollout of PPST-RPMS for Teachers (August 15-16, 2018) 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 152 hours. Using Table 2.b, the corresponding level of Applicant A's Training qualification (152 hours) is at* ***Level 20****.* *The number of increments for Applicant A's Training qualifications shall be computed by subtracting the minimum QS level (Level 6) from the applicant's qualification level (Level 20), as illustrated below:* *Applicant's Training level – QS level = Increment* ***20 – 6 = 14 increments*** *Note: Applicant A's last promotion as Head Teacher III:* ***November 25, 2013*** *The date of HRMPSB assessment/ Open Ranking:* ***September 20, 2022***

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)***
Head Teacher III (August 01, 2019 to present) *Head Teacher I (March 05, 2013 to July 31, 2019)*	*Only those experience relevant to the position to be filled shall be considered in the computation of increments. Relevant experience shall be reckoned from the date of first day of service.* *In the case of Applicant A, the relevant experiences are the following:* *a.* ***Head Teacher III (from August 01, 2019 to present*)*** *is 3 years and 1 month.* *b.* ***Head Teacher I (from March 05, 2013 to July 31, 2019)*** *is 7 years and 4 months* *Using Table 2.c, the corresponding level of Applicant A's Experience qualification exclusively as Head Teacher (10 years and 5 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* ***21 – 3 = 18 increments***

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)*	c. ***Teacher I to III (from September 10, 2003 to March 03, 2011)*** *is 9 years and 5 months* *Using Table 2.c, the corresponding level of Applicant A's Experience qualification exclusively as Teacher I, II, and III (9 years and 5 months) is at* ***Level 19****.* *The number of increments for Applicant A's Experience qualifications shall be computed by subtracting the minimum QS level of 'Teacher for 5 years' (Level 11) from the applicant's qualification level (Level 19), as illustrated below:* *Applicant's Experience level – QS level = Increment* ***19 – 11 = 8 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***	
Bachelor's degree in Secondary Education *Master's degree in Education (MAEd)*	*FLEX2LEAD (for School Heads), May 24-June 04, 2021, 80 hrs.* *Capability Building Program for Teachers and School Heads organized by NEAP, March 1-5, 2021, 40 hrs.* *Division Training on the Conduct of Research (December 7-10, 2020) 32 hours* *Division Rollout of PPST-RPMS for Teachers (August 15-16, 2018) 16 hours* *National Assembly of Education: Hold It In Trust: Leading in the Time of Industry (September 25-27, 2017) 24 hours*	*Head Teacher III (November 25, 2015 to present)* *Head Teacher I (March 05, 2013 to November 24, 2015)* *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)*	*15 increments* *Based on Table 3: 10 or more increments =* ***10 points (out of 10)*** **Applicant A exceeds the minimum QS of Secondary School Principal of either Bachelor's degree in Secondary Education; or Bachelor's degree with 18 professional education units* **Applicant A earns the maximum 10 points allotted for Education*	*14 increments* *Based on Table 3: 10 or more increments =* ***10 points (out of 10)*** **Applicant A exceeds the minimum QS of 4 hours relevant training* **Applicant A earns the maximum 10 points allotted for Training*	*19 increments* *Note: 19 increments for HT experience; and 8 increments for Teaching experience. Applicant A's qualification as HT incurs the highest increment; therefore it will be the basis for computing final score for Experience component.* *Based on Table 3: 10 or more increments =* ***10 points (out of 10)*** **Applicant A exceeds the minimum QS as Head Teacher and further incurred 16 increments for this experience.* **Applicant A earns the maximum 10 points allotted for Experience*	***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, except for positions that involve practice of profession covered by the rules governing the bar, subject to further clarificatory guidelines as may be 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.

4. **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 job or position that is relevant to the position to be filled shall be used for purposes of giving points for performance.

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

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

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

a. ***Internal applicants.***

The performance rating required for internal applicants shall be the rating derived from the Results-Based Performance Management System (RPMS) Individual Performance Commitment and Review (IPCR) Form obtained from the applicant's current or previous job or position that is relevant to the position to be filled.

However, as a mandatory requirement, the applicant shall also be required to submit 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, except for promotion from first to second level entry positions where the required performance rating is at least Satisfactory (S).

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. 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.

b. ***External applicants.***

For external applicants whose performance is measured using a five (5)-level adjectival performance rating scale, the midpoint value of the RPMS rating (Table 4) equivalent to the adjectival rating shall be used as the applicant's performance rating *(x)*. The Certificate of Rating must be supported with the Performance Evaluation Tool.

Table 4. Midpoint Value of the RPMS Rating

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

Illustrative example:

Vacant position:
School Principal I – SG 19
Adjectival Performance Rating Scale in the previous job:
Below Expectation; Needs Improvement; Good; Strong; Role Model

Performance rating of the applicant: Strong

x = RPMS midpoint value (Very Satisfactory) equivalent to Performance Rating = 3.995
WA = 25

$Points_{(Performance)} = 3.995/5 * 25 = 19.975$

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

External applicant/s to vacant positions with experience requirement shall submit performance rating/s from previous work that is relevant to the position to be filled. Non-submission of performance rating/s for any reason gets a zero score for Performance criterion. No proxy measure shall be considered in the absence of the applicable performance rating.

5. **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 5 below enumerates the components of Outstanding Accomplishments and the corresponding maximum points for each component.

Table 5. 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 5 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 Administration 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 MOVs 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)
Applicants from external institution	
Organizational Level Search or Higher	4 points
Local Office Search	2 points
Applicants from central office	
National Level Search or Higher	4 points
Central Office Search	2 points
Applicants from regional office	
National Level Search or Higher	4 points
Regional Office Search	2 points
Applicants from schools division office	
Regional Level Search or Higher	4 points
Division/Provincial/City Level Search	2 points

Applicants from schools	
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
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)
Applicants from external institution	
Organizational Level Speakership or Higher	2 points
Local Office Level Speakership	1 point
Applicants from central office	
National Level Speakership or Higher	2 points
Central Office Level Speakership	1 point
Applicants from regional office	
National Level Speakership or Higher	2 points
Regional Office Speakership	1 point
Applicants from schools division office	
Regional Level Speakership or Higher	2 points
Division/Provincial/City Level Speakership	1 point
Applicants from schools	
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.

6. **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 to be filled. 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 to be filled.

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

7. **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 to be filled. The definition of *relevant intervention* as stipulated in Item 6 of this Order 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); for external applicants, a certification from HR stating that the L&D intervention is aligned with the core tasks of the applicant in their current or previous position shall be required;
B. Action Plan/Re-entry Action Plan (REAP)/Job Embedded Learning (JEL)/ Impact Project applying the learnings from the L&D intervention done/attended, duly approved by the Head of Office;
C. Accomplishment Report together with a General Certification that the L&D intervention was used/adopted by the office at the local level;

D. Accomplishment Report together with a General Certification that the L&D intervention was used/adopted by a different office at the local/higher level.

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

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

Component	Points(Potential)	
	Appointment to Entry Level School Principal positions (SP I, SSP I, ASP II)	**Appointment to Other and Higher School Head positions**
Written Examinations (WE)	10 points	5 points
Behavioural 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 to be filled.

$$Points_{(WE)} = x/TI * WA_{(WE)}$$

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

For the purpose of hiring and appointment to **entry-level school principal positions**[1], the applicant's score in the Principal's Test / National Qualifying Examination for School Heads (NQESH) or a similar standardized examination nationally administered by DepEd shall be the basis for scoring the component on Written Examination (10 points).

[1]Entry-level school principal positions include School Principal I (SP 1), Special School Principal I (SSP 1) in Elementary, Junior High School, and Senior High School levels, including Assistant School Principal II (ASP 2).

The applicant's inability to take the principal's test shall not be considered grounds for disqualification. No test result shall only mean no score under the Written Examination component.

Illustrative example:

> *Vacant position:*
> ***School Principal I – SG 19***
>
> *x = 165 (Principal's Test numerical score)*
> *TI = 200*
> *WA = 10*
>
> ***Points(WE) = (165/200) * 10 = 8.25***

For promotion and appointment to **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).

Illustrative example:

> *Vacant position:*
> ***School Principal II – SG 20***
>
> *x = 85 (score from the SDO-developed written exam)*
> *TI = 100*
> *WA = 5*
>
> ***Points(WE) = 85/100 * 5 = 4.25***

b. ***Behavioural Events Interview (BEI)*** refers to the conduct of direct inquiry with the applicant, focusing on their display of desired behaviour/s when subjected to specific situations or conditions in their previous and/or current workplace. BEI is based on the principle that past behaviour predicts future performance. It uses the STAR approach to validate whether the key behaviours that are linked to the required competencies have been exhibited by the applicant. The STAR approach draws focus on actual **S**ituations in which the applicant acted; the **T**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 to be filled 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 entry level 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 to be filled and assign points to each area not exceeding the maximum or ceiling points for BEI.

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CRITERIA AND POINT SYSTEM FOR HIRING AND PROMOTION TO RELATED-TEACHING POSITIONS

1. The assessment for related-teaching positions shall be based on the following criteria:

a. **Education** units and/or degree relevant to the position to be filled, exceeding the minimum qualifications requirements as defined in the CSC-approved QS;
b. **Training** hours relevant to the position to be filled, exceeding the minimum qualification 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 to be filled, exceeding the minimum qualification requirements as defined in the CSC-approved QS;
d. **Performance** based on submitted performance rating covering one (1) year or 12 months performance in the current or previous job or position relevant to the position to be filled;
e. **Outstanding Accomplishments** acquired after the last promotion;
f. **Application of Education** acquired after the last promotion;
g. **Application of Learning and Development (L&D)** acquired after the last promotion; and
h. **Potential** measured using other evaluative assessments.

2. The point system for evaluative assessment is detailed in Table 1. The point system shall vary based on the level and salary range of the position. Points assigned to each criterion shall vary from one salary range to another, giving premium to specific criteria that are more relevant to the position to be filled.

Table 1. Point System for Evaluative Assessment: Related-Teaching Positions

Criteria	Breakdown of Points		
	SG 11-15	SG 16-23 and SG-27	SG 24 (Chief)
a. Education	10	10	10
b. Training	10	10	10
c. Experience	10	10	10
d. Performance	20	20	25
e. Outstanding Accomplishments	10	5	10
f. Application of Education	10	15	10
g. Application of L&D	10	10	10
h. Potential (Written Test, BEI, Work Sample Test)	20	20	15
Total	**100**	**100**	**100**

Rubrics for Computation of Points per Criterion

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

Table 2.a. Increments Table – Education

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	Completed 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 Doctorate3 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:

Vacant position: ***Education Program Supervisor (MAPEH) – SG-22***
Level and Salary Range: SG 16-23 and SG 27

Qualification Standards per CSC-approved QS
Education : Master's Degree in Education or other relevant Master's Degree with specific area of specialization
Training : 8 hours of relevant training
Experience : 2 years as Principal or 2 years as Head Teacher or 2 years as Master Teacher

The date of HRMPSB assessment/ Open Ranking System: ***September 30, 2022***

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

Minimum requirement per CSC-approved Qualification Standards for Education Program Supervisor (MAPEH)		***Corresponding Level based on Increments Table***
Education	*Master's Degree in Education or other relevant Master's Degree with specific area of specialization*	*Level 21 (based on Table 2.a)*
Training	*8 hours relevant training*	*Level 2 (based on Table 2.b)*
Experience	*2 years as Principal or* *2 years as Head Teacher or* *2 years as Master Teacher*	*Level 5 (based on Table 2.c)*

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

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

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

For positions with multiple QS requirement for Experience (e.g. 2 years as Principal or 2 years as Head Teacher or 2 years as Master Teacher), the HRMPSB shall identify the relevant experience **with the highest increment incurred.** This shall be the basis in determining the final score of the applicant for the Experience component.

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's degree in Education *Master's degree in Physical Education and Sports* *24 units earned for a Doctorate degree in Education Leadership and Management*	*Using Table 2.a, the corresponding **level** of Applicant A's Education qualification (24 units earned for Doctorate degree in Education Leadership and Management) is at **Level 29**.* *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 29), as illustrated below:* *Applicant's Educ level – QS level = Increment* ***29 – 21 = 8 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 school supervision and leadership (January 27 to 29, 2021) *24 hours training on Inclusive Education (September 16 to 18, 2020)* *16 hours training on curriculum contextualization or localization (October 20 to 22, 2015)* *8 hours training on liquidation cash advances (February 28, 2013)*	*The cumulative hours of the relevant training, which are acquired after the last promotion but 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, the 24 hours training on school supervision and leadership and 24 hours training on Inclusive Education are considered relevant to the Education Program Supervisor (MAPEH) position. The 16 hours training on curriculum contextualization or localization are deemed relevant; however, not credited for computation of increments since it was earned more than 5 years reckoned from the date of HRMPSB assessment. Applicant A's cumulative hours of relevant training shall be 48 hours. Using Table 2.b, the corresponding level of Applicant A's Training qualification (48 hours) is at **Level 7**.* *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 7), as illustrated below:* *Applicant's Training level – QS level = Increment* ***7 – 2 = 5 increments*** *Note: Applicant A's last promotion as ADAS I: January 3, 2016* *The date of HRMPSB assessment/ Open Ranking System: September 30, 2022*

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 II (MAPEH) from July 31, 2021 to present *Master Teacher I (MAPEH) from January 3, 2016 to July 30, 2021* *Teacher III (MAPEH) from January 02, 2013 to January 02, 2016*	*Only those experience relevant to the position to be filled shall be considered in the computation of increments. Relevant experience shall be reckoned from the date of first day of service.* *In the case of Applicant A, the relevant experience (January 3, 2016 to July 30, 2021 as Master Teacher I for MAPEH and July 31, 2021 to present [date of assessment: September 30, 2022] as Master Teacher II for MAPEH) is 6 years and 8 months. The experience as Teacher III is not deemed relevant to the Education Program Supervisor (MAPEH) position per CSC-approved QS. Using Table 2.c, the corresponding level of Applicant A's Experience qualification as Master Teacher I and Master Teacher II (6 years and 8 months) is at **Level 14**.* *The number of increments for Applicant A's Experience qualifications shall be computed by subtracting the minimum QS level (Level 5) from the applicant's qualification level (Level 14), as illustrated below:* *Applicant's Training level – QS level = Increment* ***14 – 5 = 9 increments***

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 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			***Computation of Points based on Incremental Scales Table & ETE Rubrics***			***Total number of points for ETE***
Education	***Training***	***Experience***	***Education***	***Training***	***Experience***	
Bachelor's degree in Education *Master's degree in Physical Education and Sports* *24 units earned for a Doctorate degree in Education Leadership and Management*	*24 hours training on school supervision and leadership (January 27 to 29, 2021)* *24 hours training on Inclusive Education (September 16 to 18, 2020)*	*Master Teacher II (MAPEH) from July 31, 2021 to present* *Master Teacher I (MAPEH) from January 3, 2016 to July 30, 2021*	*8 increments* *Based on Table 3: 8-9 increments = 8 points (out of 10)* **Applicant A exceeds the minimum QS of Master's Degree in Education or other relevant Master's Degree with specific area of specialization* **Applicant A earns 8 points out of the maximum of 10 points allotted for Education*	*5 increments* *Based on Table 3: 4-5 increments = 4 points (out of 10)* **Applicant A exceeds the minimum QS of 8 hours of relevant training* **Applicant A earns 4 points out of the maximum of 10 points allotted for Training*	*9 increments* *Based on Table 3: 8-9 increments = 8 points (out of 10)* **Applicant A exceeds the minimum QS of 2 years as Master Teacher* **Applicant A earns 8 points out of the maximum of 10 points allotted for Experience*	***20 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, except for positions that involve practice of profession covered by the rules governing the bar, subject to further clarificatory guidelines as may be 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.

4. **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 job or position that is relevant to the position to be filled shall be used for purposes of giving points for performance.

a. ***Positions with experience requirement.*** Applicants to positions that require experience must submit latest performance rating/s covering one (1) year performance in the current and previous job or position that is relevant to the position to be filled. Computation of points for performance shall be as follows:

$$Points_{(Performance)} = x/5 * WA_{(Performance)}$$

Where:
x = Performance Rating
5 = Highest Possible PR in DepEd RPMS
WA = Weight Allocation for Performance
(20 points for SG 11-15, SG 16-23 and SG 27; 25 points for SG 24)

Illustrative example:

Vacant Position:
Education Program Specialist II – SG 16

x = 4.356
WA = 20

***Points**(Performance) = 4.356/5 * 20 = 17.424*

a.1. Internal applicants.

The performance rating required for internal applicants shall be the rating derived from the Results-Based Performance Management System (RPMS) Individual Performance Commitment and Review (IPCR) Form obtained from the applicant's current or previous position that is relevant to the position to be filled.

However, as a mandatory requirement, the applicant shall also be required to submit a performance rating of at least Very Satisfactory (VS) in the last rating period prior to the date of assessment or screening, except for promotion from first to second level entry positions where the required performance rating is at least Satisfactory (S).

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. 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.

a.2. External applicants.

For external applicants whose performance is measured using a five (5)-level adjectival performance rating scale, the midpoint value of the RPMS rating (Table 4) equivalent to the adjectival rating shall be used as the applicant's performance rating *(x)*. The Certificate of Rating must be supported with the Performance Evaluation Tool.

Table 4. Midpoint Value of the RPMS Rating

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

Illustrative example:

Vacant position:
Education Program Specialist II – SG 16

Adjectival Performance Rating Scale in the previous job:
Below Expectation; Needs Improvement; Good; Strong; Role Model

Performance rating of the applicant: Strong

x = RPMS midpoint value (Very Satisfactory) equivalent to Performance Rating = 3.995
WA = 20

$\textbf{Points}_{(Performance)} = 3.995/5 * 20 = 15.98$

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

External applicant/s to vacant positions with experience requirement shall submit performance rating/s from current or previous work that is relevant to the position to be filled. Non-submission of performance rating/s for any reason gets a zero score for Performance criterion. No proxy measure shall be considered in the absence of the applicable performance rating.

b. ***Positions with no experience requirement.*** Applicants to positions that do not require previous experience must submit the board examination or Career Service Eligibility ratings. Computation of points for performance shall be as follows:

$$\textbf{Points}_{(Performance)} = x/100 * \textbf{WA}_{(Performance)}$$

Where:
x = Board Exam/CS Eligibility rating
WA = Weight Allocation for Performance
(20 points for SG 11-15, SG 16-23 and SG 27; 25 points for SG 24)

Illustrative example:

Vacant Position:
Education Program Specialist II – SG 16

x = 82.75
WA = 20

$\textbf{Points}_{(Performance)} = 82.75/100 * 20 = 16.55$

For honor graduates covered by Presidential Decree (PD) 907 titled, *Granting Civil Service Eligibility to College Honor Graduates,* as well as the Foreign School Honor Graduate Eligibility (FSHGE) as stipulated under CSC Resolution No. 1302714, the following rubric shall apply.

Honors Earned	Points(Performance)
Summa Cum Laude	20 points
Magna Cum Laude	19 points
Cum Laude	18 points

Applicants with work experience, who are applying to entry level positions or positions with no experience requirement based on QS, must submit latest performance rating/s covering one (1) year performance in the current or previous job or position. The computation stipulated in Item 4(a) shall apply.

5. **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 5 below enumerates the components of Outstanding Accomplishments and the corresponding maximum points for each component.

Table 5. Components of Outstanding Accomplishments

Component	Points(Outstanding Accomplishments)
Awards and Recognition	2 points
Research and Innovation	5 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 5 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 weight allocation for Outstanding Accomplishments as stipulated in Table 1 (Point System for Evaluative Assessment for Related-Teaching 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. five (5) points for SG 16-23 and SG 27, and 10 points for SG 11-15 and SG 24).

The details of each component of Outstanding Accomplishments, including the MOVs required and rubrics for giving points, are as follows:

a. ***Awards and Recognition.*** This may refer to academic or inter-school awards, or outstanding employee awards.

a.1. Academic or Inter-School Awards. This shall apply only to applicants with no or less than one (1) year work experience (e.g., fresh graduates).

The following MOVs and rubrics shall be used in determining points for Awards and Recognition.

Means of verification:

A. Academic or inter-school award; or
B. Certification or any document showing top-notching a Board Examination; or
C. Certificate or any document showing TOSP Award.

Rubrics:

Component	Points (Academic/Inter-School Award)
At least three (3) academic or inter-school awards or TOSP Award or Top 10 in Board/CS Eligibility Examination	2 points
At least two (2) academic or inter-school awards	1 point

a.2. Outstanding Employee Award. This shall apply to applicants with previous work experience, or those applying to positions with experience requirement.

Means of verification:

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

Rubrics:

Component	Points (Outstanding Employee Award)
Applicants from external institution	
Organizational Level Search or Higher	2 points
Local Office Search	1 point
Applicants from central office	
National Level Search or Higher	2 points
Central Office Search	1 point
Applicants from regional office	
National Level Search or Higher	2 points
Regional Office Search	1 point
Applicants from schools division office	
Regional Level Search or Higher	2 points
Division/Provincial/City Level Search	1 point
Applicants from schools	
Division Level Search or Higher	2 points
School/Municipality/District Level Search	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. NSCP 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
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	5 points
A, B, C & E	5 points
Only A, B & C	4 points
Only A & B	3 points
Only A	2 points

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 National TWGs or Committees must, however, be relevant to the position being applied for in order to be given points.

Means of verification:

A. Issuance or 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)
Applicants from external institution	
Organizational Level Speakership or Higher	2 points
Local Office Level Speakership	1 point
Applicants from central office	
National Level Speakership or Higher	2 points
Central Office Level Speakership	1 point
Applicants from regional office	
National Level Speakership or Higher	2 points
Regional Office Speakership	1 point
Applicants from schools division office	
Regional Level Speakership or Higher	2 points
Division/Provincial/City Level Speakership	1 point
Applicants from schools	
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:

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

Illustrative example:

*Applicant Orange is applying for a **Senior Education Program Specialist (SG-19)** in DepEd Central Office. He is currently an Education Program Specialist II in SDO Quezon City appointed in October 2016. 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 Award 2015 in NCR (complete MOVs submitted)*	*2 points*	*Not credited; MOV has been used in the last promotion as EPS II*
Outstanding Employee Award 2018 in SDO Quezon City (complete MOVs submitted)	*1 point*	*Credited*
Innovation or Research: *Certificate of Recognition as Learning Facilitator on Research on Quality Assessment in select NCR Schools (complete MOVs submitted)*	*5 points*	*Credited*
Resource Speakership/Learning Facilitation: *Certificate of Recognition as Resource Speaker on Education Assessment in September 2018 in DepEd NCR (complete MOVs submitted)*	*1 point*	*Credited*

Applicant Orange's Outstanding Employee Award in 2018, Research, and Resource Speakership have all been considered by the HRMPSB with a total score of seven (7) points. However, since Orange is applying for Senior EPS (SG-19), the maximum points of five (5) allotted for Outstanding Accomplishments shall be given to Orange. Also, zero (0) or no point is given to Orange under Awards and Recognition on her Outstanding Employee Award last 2015 since the award was earned and credited in her last promotion.

6. **Application of Education.** Application of education is the contribution made by an applicant to their workplace as a result of their learnings from education degree/s and units earned, such as but not limited to applied concepts, processes, and skills that are relevant to the position to be filled. 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.

a. ***Positions with experience requirement.*** Application of education is the contributions made by the applicant to their workplace as a result of their learnings from their education degrees or units earned, such as but not limited to applied concepts, processes, and skills that are relevant to the position to be filled.

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

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: *(SG 11-15 and SG 24)*

MOVs Submitted	**Points**$_{\text{(Application of Education)}}$	
	Relevant	**Not Relevant**
ALL MOVs	10 points	5 points
Only A & B	7 points	3 points
Only A	5 points	1 point

Rubrics: *(SG 16-23 and SG 27)*

MOVs Submitted	**Points**$_{\text{(Application of Education)}}$	
	Relevant	**Not Relevant**
ALL MOVs	15 points	9 points
Only A & B	12 points	6 points
Only A	9 points	3 points

b. ***Positions with no experience requirement.*** Applicants to positions that do not require previous work experience must submit the GWA in the highest academic/grade level earned as evidenced by Transcript of Records/Certificate of GWA/Diploma/Special Order from the Commission on Higher Education (CHED) or other certifications. The HRMPSB must develop a system that transmutes the GWA to a percentage scale. Computation of points for Application of Education shall be as follows:

$$\textbf{Points}_{\text{(Application of Education)}} = x/100 * \textbf{WA}_{\text{(Application of Education)}}$$

Where:
x = GWA transmuted to percentage scale
WA = Weight Allocation for Application of Education
(10 points for SG 11-15 & SG 24; 15 points for SG 16-23 & SG 27)

Illustrative example:

Vacant position:
Education Program Specialist II – SG 16

x = 82.75
WA = 15

$\textbf{Points}_{\text{(Application of Education)}} = 82.75/100 * 15 = 12.4125$

7. **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 to be filled. The definition of *relevant intervention* as stipulated in Item 6(a) of this Order 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); for external applicants, a certification from HR stating that the L&D intervention is aligned with the core tasks of the applicant in their current or previous position shall be required;
B. Action Plan/Re-entry Action Plan (REAP)/Job Embedded Learning (JEL)/ Impact Project applying the learnings from the L&D intervention done/attended, duly approved by the Head of Office;
C. Accomplishment Report together with a General Certification that the L&D intervention was used/adopted by the office at the local level;
D. Accomplishment Report together with a General Certification that the L&D intervention was used/adopted by a different office at the local/higher level.

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

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

Component	**Points**(Potential)	
	SG 11-15 SG 16-23 SG 27	**SG 24**
Written Examinations (WE)	5 points	5 points
Skills or Work Sample Tests (S/WST)	10 points	5 points
Behavioural Events Interview (BEI)	5 points	5 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 position to be filled must be developed by subject matter experts as requested by the HRMPSB. *Subject matter experts* refer to

individuals internal or external to the office where the vacancy exists, or to the Department, who have working knowledge of the specific competencies required by the position to be filled.

$$\textbf{Points}_{(WE)} = x/100 * WA_{(WE)}$$

Where:
x = Score/rating in written examination in percentage scale
WA = Weight Allocation for WE

Illustrative example:

Vacant position:
Education Program Specialist II – SG 16

x = 85
WA = 5

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

b. ***Skills or Work Sample Test*** refers to the test that may be administered to evaluate the application of skills relevant to the requirement of the position to be filled. The test and evaluation rubrics must be designed by subject matter experts as requested by the HRMPSB depending on the type of skills test required by the position to be filled.

$$\textbf{Points}_{(WE)} = x/100 * WA_{(S/WST)}$$

Where:
x = Score/rating in the S/WST in percentage scale
WA = Weight Allocation for S/WST
(10 points for SG 11-15, SG 16-23, SG 27; 5 points for SG 24)

Illustrative example:

Vacant position:
Education Program Specialist II – SG 16

x = 85
WA = 10

$\textbf{Points}_{(S/WST)} = 85/100 * 10 = 8.5$

Behavioural Events Interview (BEI) refers to the conduct of direct inquiry with the applicant, focusing on their display of desired behaviour/s when subjected to specific situations or conditions in their previous and/or current workplace. BEI is based on the principle that past behaviour predicts future performance. It uses the STAR approach to validate whether the key behaviours that are linked to the required competencies have been exhibited

by the applicant. The STAR approach draws focus on actual **S**ituations in which the applicant acted; the **T**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 to be filled 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)* shall serve 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 to be filled and assign points to each area not exceeding the maximum or ceiling points for BEI.

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CRITERIA AND POINT SYSTEM FOR HIRING AND PROMOTION TO NON-TEACHING POSITIONS

1. The assessment for Non-Teaching positions shall be based on the following criteria:

a. **Education** units and/or degree relevant to the position to be filled, exceeding the minimum qualification requirements as defined in the CSC-approved QS;
b. **Training** hours relevant to the position to be filled, exceeding the minimum qualification 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 to be filled, exceeding the minimum qualification requirements as defined in the CSC-approved QS;
d. **Performance** based on submitted performance rating covering one (1) year or 12 months performance in the current or previous job or position relevant to the position to be filled;
e. **Outstanding Accomplishments** acquired after the last promotion;
f. **Application of Education** acquired after the last promotion;
g. **Application of Learning and Development (L&D)** acquired after the last promotion; and
h. **Potential** measured using other evaluative assessments.

2. The point system for evaluative assessment is detailed in Table 1. Points assigned to each criterion shall vary from one salary range to another, giving premium to specific criteria that are more relevant to the position to be filled. As such, for General Services positions, higher premium is given to Potential (55 points) and Experience (20 points) than the other criteria. Similarly, Chief positions (SG-24) give more focus on previous Performance (20 points), Potential (20 points), and Experience (15 points).

Table 1. Point System for Evaluative Assessment: Non-Teaching Positions

Criteria	Breakdown of Points			
	General Services	SG 1-9 (Non-General Services)	SG 10-22 and SG 27	SG 24 (Chief)
a. Education	5	5	5	10
b. Training	5	5	10	5
c. Experience	20	20	15	15
d. Performance	10	20	20	20
e. Outstanding Accomplishments	5	10	10	10
f. Application of Education	-	10	10	10
g. Application of L&D	-	10	10	10
h. Potential (Written Test, BEI, Work Sample Test)	55	20	20	20
Total	**100**	**100**	**100**	**100**

Rubrics for Computation of Points per Criterion

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

Table 2.a. Increments Table – Education

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	Completed 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	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

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

Salary Range and Weight Allocation	Education		Training		Experience	
	Increments from QS	**Points**	**Increments from QS**	**Points**	**Increments from QS**	**Points**
General Services Positions *Education: 5 points* *Training: 5 points* *Experience: 20 points*	5 or more increments	5	5 or more increments	5	10 or more increments	20
	4 increments	4	4 increments	4	8-9 increments	16
	3 increments	3	3 increments	3	6-7 increments	12
	2 increments	2	2 increments	2	4-5 increments	8
	1 increment	1	1 increment	1	2-3 increments	4
	Increments from QS	**Points**	**Increments from QS**	**Points**	**Increments from QS**	**Points**
SG 1-9 (Non-General Services Positions) *Education: 5 points* *Training: 5 points* *Experience: 20 points*	10 or more increments	5	5 or more increments	5	10 or more increments	20
	8-9 increments	4	4 increments	4	8-9 increments	16
	6-7 increments	3	3 increments	3	6-7 increments	12
	4-5 increments	2	2 increments	2	4-5 increments	8
	1-3 increments	1	1 increment	1	2-3 increments	4
	Increments from QS	**Points**	**Increments from QS**	**Points**	**Increments from QS**	**Points**
SG 10-22 and SG 27 *Education: 5 points* *Training: 10 points* *Experience: 15 points*	10 or more increments	5	5 or more increments	10	10 or more increments	15
	8-9 increments	4	4 increments	8	8-9 increments	12
	6-7 increments	3	3 increments	6	6-7 increments	9
	4-5 increments	2	2 increments	4	4-5 increments	6
	2-3 increments	1	1 increment	2	2-3 increments	3
	Increments from QS	**Points**	**Increments from QS**	**Points**	**Increments from QS**	**Points**
SG 24 *Education: 10 points* *Training: 5 points* *Experience: 15 points*	10 or more increments	10	5 increments	5	10 or more increments	15
	9 increments	8	4 increments	4	8-9 increments	12
	8 increments	6	3 increments	3	6-7 increments	9
	6-7 increments	4	2 increments	2	4-5 increments	6
	4-5 increments	2	1 increment	1	2-3 increments	3

Illustrative example:

Vacant position: ***Administrative Assistant II (Disbursing Officer II) – SG 8***
Level and Salary Range: SG 1-9 (Non-General Services)

Qualification Standards per CSC-approved QS
Education : Completion of 2 years in college
Training : 4 hours of relevant training
Experience : 1 year of relevant experience

The date of HRMPSB assessment/Open Ranking System: ***October 03, 2022***

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

Minimum requirement per CSC-approved Qualification Standards for ADAS II (Disbursing Officer II)		***Corresponding Level based on Increments Table***
Education	*Completion of 2 years in college*	*Level 5 (based on Table 2.a)*
Training	*4 hours of relevant training*	*Level 1 (based on Table 2.b)*
Experience	*1 year of relevant experience*	*Level 3 (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 to be filled.

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

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's degree in Business Administration *18 units earned for a Master's degree in Public Administration*	*Using Table 2.a, the corresponding level of Applicant A's Education qualification (18 units earned for a Master's degree in Public Administration) is at* ***Level 11****.* *The number of increments for Applicant A's Education qualifications shall be computed by subtracting the minimum QS level (Level 5) from the applicant's qualification level (Level 11), as illustrated below:* *Applicant's Educ level – QS level = Increment* ***11 – 5 = 6 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 budget preparation (January 27 to 29, 2021) *24 hours training on automatic payroll deduction (September 16 to 18, 2020)* *16 hours training on Gender Sensitivity Training (October 17 to 18. 2020)* *8 hours training on liquidation of cash advances (February 28, 2012)*	*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, the 24 hours training/L&D on budget preparation and 24 hours training on automatic payroll deduction are considered relevant to the ADAS II (Disbursing Officer II) position. The 8 hours training on liquidation of cash advances are deemed relevant; however, not credited for computation of increments since it was earned more than 5 years reckoned from the date of HRMPSB assessment. Applicant A's cumulative hours of relevant training/L&D shall be 48 hours. Using Table 2.b, the corresponding level of Applicant A's Training qualification (48 hours) is at* ***Level 7****.* *The number of increments for Applicant A's Training qualifications shall be computed by subtracting the minimum QS level (Level 1) from the applicant's qualification level (Level 7), as illustrated below:* *Applicant's Training level – QS level = Increment* ***7 – 1 = 6 increments*** *Note: Applicant A's last promotion as ADAS I: January 3, 2016* *The date of HRMPSB assessment/Open Ranking System: October 03, 2022*

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)***
Administrative Assistant I from January 3, 2019 to present *Administrative Aide V (Audio-Visual Equipment Operator II) from January 02, 2014 to January 02, 2019*	*Only those experience relevant to the position to be filled shall be considered in the computation of increments. Relevant experience shall be reckoned from the date of first day of service.* *In the case of Applicant A, the relevant experience (January 3, 2019 to present [date of assessment: October 03, 2022]) is 3 years and 9 months. Using Table 2.c, the corresponding level of Applicant A's Experience qualification (3 years and 9 months) is at* ***Level 8****.* *The number of increments for Applicant A's Experience qualifications shall be computed by subtracting the minimum QS level (Level 3) from the applicant's qualification level (Level 8), as illustrated below:* *Applicant's Training level – QS level = Increment* ***8 – 3 = 5 increments***

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 SG 1-9 (Non-General Services) 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***	
Bachelor's degree in Business Administration *18 units earned for a Master's degree in Public Administration*	*24 hours training on budget preparation [January 27 to 29, 2021]* *24 hours training on automatic payroll deduction [September 16 to 18, 2020]*	*Administrative Assistant I from January 3, 2016 to July 31, 2019*	*6 increments* *Based on Table 3: 5 or more increments =* ***5 points*** *(out of 5)* **Applicant A exceeds the minimum QS of 2-year studies in college* **Applicant A earned the maximum points (5 points) allotted for Education*	*6 increments* *Based on Table 3: 5 or more increments =* ***5 points*** *(out of 5)* **Applicant A exceeds the minimum QS of 4 hours of relevant training* **Applicant A earned the maximum points (5 points) allotted for Training*	*5 increments* *Based on Table 3: 4-5 increments =* ***8 points*** *(out of 20)* **Applicant A exceeds the minimum QS of 1 year of relevant experience* **Applicant A earned 8 points out of the maximum of 20 points allotted for Education*	***18 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, except for positions that involve practice of profession covered by the rules governing the bar, subject to further clarificatory guidelines as may be 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.

4. **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 job or position that is relevant to the position to be filled shall be used for purposes of giving points for performance.

a. ***Positions with experience requirement.*** Applicants to positions that require experience must submit latest performance rating/s covering one (1) year performance in the current and previous job or position that is relevant to the position to be filled. Computation of points for performance shall be as follows:

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

Where:
x = Performance Rating
5 = Highest Possible PR in DepEd RPMS
WA = Weight Allocation for Performance
(10 points for General Services; 20 points for Other Groups of Positions/Salary Grades)

Illustrative examples:

Vacant Position: ***Administrative Aide VI – SG 6*** *(General Services)* *x = 4.356* *WA = 10* $\textbf{Points}_{(Performance)} = 4.356/5 * 10 = 8.712$	*Vacant position:* ***Administrative Assistant II*** ***(Disbursing Officer II) – SG 8*** *(Other groups of positions/Salary Grades)* *x = 4.356* *WA = 20* $\textbf{Points}_{(Performance)} = 4.356/5 * 20 = 17.424$

a.1. ***Internal applicants***

The performance rating required for internal applicants shall be the rating derived from the Results-Based Performance Management System (RPMS) Individual Performance Commitment and Review (IPCR) Form obtained from the applicant's current or previous job or position that is relevant to the position to be filled.

However, as a mandatory requirement, the applicant shall also be required to submit a performance rating of at least Very Satisfactory (VS) in the last rating period prior to the date of assessment or screening, except for promotion from first to second level entry positions where the required performance rating is at least Satisfactory (S).

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. 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.

a.2. ***External applicants***

For external applicants whose performance is measured using a five (5)-level adjectival performance rating scale, the midpoint value of the RPMS rating (Table 4) equivalent to the adjectival rating shall be used as the applicant's performance rating *(x)*. The Certificate of Rating must be supported with the Performance Evaluation Tool.

Table 4. Midpoint Value of the RPMS Rating

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

Illustrative example:

Vacant position:
Administrative Assistant II (Disbursing Officer II) – SG 8
(Other groups of positions/Salary Grades)

Adjectival Performance Rating Scale in the previous job:
Below Expectation; Needs Improvement; Good; Strong; Role Model

Performance rating of the applicant: Strong

x = RPMS midpoint value (Very Satisfactory) equivalent to Performance Rating = 3.995
WA = 20

$\textbf{Points}_{(Performance)} = 3.995/5 * 20 = 15.98$

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

External applicant/s to vacant positions with experience requirement shall submit performance rating/s from current or previous work that is relevant to the position to be filled. Non-submission of performance rating/s for any reason gets a zero score for Performance criterion. No proxy measure shall be considered in the absence of the applicable performance rating.

b. ***Positions with no experience requirement.*** Applicants to positions that do not require previous experience must submit the board examination or Career Service Eligibility ratings. For General Services positions that do not have Eligibility requirement, the General Weighted Average (GWA) in the highest academic/grade level earned shall be required. The HRMPSB must develop a system that transmutes the GWA to a percentage scale. Computation of points for performance shall be as follows:

$$\textbf{Points}_{(Performance)} = x/100 * \textbf{WA}_{(Performance)}$$

Where:
x = Board Exam/CS Eligibility rating/GWA transmuted to percentage scale
WA = Weight Allocation for Performance
(10 points for General Services; 20 points for Other Groups of Positions/Salary Grades)

Illustrative examples:

Vacant Position: ***Administrative Aide III – SG 3*** *(General Services)* *x = 82.75 (GWA)* *WA = 10* ***Points*$_{(Performance)}$ = 82.75/100 * 10 = 8.275**	*Vacant position:* ***Administrative Assistant II*** ***(Disbursing Officer II) – SG 8*** *(Other groups of positions/ Salary Grades)* *x = 82.75 (CS Eligibility rating)* *WA = 20* ***Points*$_{(Performance)}$ = 82.75/100 * 20 = 16.55**

For honor graduates covered by Presidential Decree (PD) 907 titled, *Granting Civil Service Eligibility to College Honor Graduates*, the following rubric shall apply.

Honors Earned	Points$_{(Performance)}$
Summa Cum Laude	20 points
Magna Cum Laude	19 points
Cum Laude	18 points

Applicants with work experience, who are applying to entry level positions or positions with no experience requirement based on QS, must submit latest performance rating/s covering one (1) year performance in the current or previous job or position. The computation stipulated in Item 4(a) shall apply.

5. **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 5 below enumerates the components of Outstanding Accomplishments and the corresponding maximum points for each component.

Table 5. Components of Outstanding Accomplishments

Component	Points$_{(Outstanding\ Accomplishments)}$
Awards and Recognition	4 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 5 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 weight allocation for Outstanding Accomplishments as stipulated in Table 1 (Point System for Evaluative Assessment for Non-Teaching 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. five (5) points for General Services positions and 10 points for other groups of position/salary grade).

The details of each component of Outstanding Accomplishments, including the MOVs required and rubrics for giving points, are as follows:

a. ***Awards and Recognition.*** This may refer to citations or commendations, academic or inter-school awards, or outstanding employee awards.

a.1. Citation or Commendation. This shall apply only to applicants for **General Services positions**.

Means of verification: Letter of Citation or Commendation from previous employer

Rubrics:

Number of Citations	Points(Citation)
Three (3) or more letters of citation	4 points
Two (2) letters of citation	3 points
One (1) letter of citation	2 points

a.2. Academic or Inter-School Awards. This shall apply only to applicants with no or less than one (1) year work experience (e.g., fresh graduates). The following MOVs and rubrics shall be used in determining points for Awards and Recognition.

Means of verification:

A. Academic or inter-school award; or
B. Ten Outstanding Students of the Philippines (TOSP) Award; or
C. Certification or any document that the applicant belongs to the Top 10 in the Board or Civil Service Eligibility Examination.

Rubrics:

Number of Awards	Points(Academic/Inter-School Award)
At least three (3) academic or inter-school awards or TOSP Award or Top 10 in Board/CS Eligibility Examination	4 points
At least two (2) academic or inter-school awards	3 points
At least one (1) academic or inter-school award	2 points

a.3. Outstanding Employee Award. This shall apply to applicants with previous work experience, or those applying to positions with experience requirement.

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)
Applicants from external institution	
Organizational Level Search or Higher	4 points
Local Office Search	2 points
Applicants from central office	
National Level Search or Higher	4 points
Central Office Search	2 points
Applicants from regional office	
National Level Search or Higher	4 points
Regional Office Search	2 points
Applicants from schools division office	
Regional Level Search or Higher	4 points
Division/Provincial/City Level Search	2 points
Applicants from schools	
Division Level Search or Higher	4 points
School/Municipality/District Level Search	2 points

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.

An applicant to a General Services position who has presented Letter/s of Citation/Commendation and/or Outstanding Employee Award, shall be given points based on either Category a.1 (Citation or Commendation) or Category a.3 (Outstanding Employee Award), whichever is higher.

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
E. Proof of citation by other researchers (whose study/research 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/innovation, 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 or Memorandum showing the membership in NTWG or Committee;
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;
C. Slide deck/s used and/or Session guide/s.

Rubrics

Level	Points(Resource Speakership/Learning Facilitation)
Applicants from external institution	
Organizational Level Speakership or Higher	2 points
Local Office Level Speakership	1 point
Applicants from central office	
National Level Speakership or Higher	2 points
Central Office Level Speakership	1 point

Applicants from regional office	
National Level Speakership or Higher	2 points
Regional Office Speakership	1 point
Applicants from schools division office	
Regional Level Speakership or Higher	2 points
Division/Provincial/City Level Speakership	1 point
Applicants from schools	
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 Apple is applying for an Administrative Assistant II (Disbursing Officer II) position in SDO Vigan City. She has been promoted as Administrative Assistant I in August 2015 in the same SDO. For the purpose of computing her Outstanding Accomplishments, she submitted the following MOVs:

Outstanding Accomplishments	***Points based on Rubric***	***HRMPSB Remarks***
Awards and Recognition: *Outstanding Employee Award 2013 in SDO Vigan City (complete MOVs submitted)*	*2 points*	*Not credited; MOV has been used in the last promotion as ADAS I*
Outstanding Employee Award 2016 in Region I (complete MOVs submitted)	*4 points*	*Credited*
Resource Speakership/Learning Facilitation: *Certificate of Recognition as Learning Facilitator in 2018 Annual Budget Conference in SDO Vigan City (declared in the portfolio; no MOV submitted)*	*1 point*	*Not credited due to non-submission of required MOVs*
Certificate of Recognition as Learning Facilitator in 2017 Annual Budget Conference in SDO Vigan City (complete MOVs submitted)	*1 point*	*Credited*

Applicant Apple gets four (4) points for her Outstanding Employee Award earned in 2016 and one (1) point for her Resource Speakership in 2017. However, zero (0) or no point is given to Apple under Resource Speakership due to non-submission of the required MOVs, and under Awards and Recognition on her Outstanding Employee Award last 2013 since the award was earned and credited in her last promotion. Applicant Apple gets a total of five (5) points in Outstanding Accomplishments.

6. **Application of Education.** Application of education is the contribution made by an applicant to their workplace as a result of their learnings from *higher* education units or degree/s earned, such as but not limited to applied concepts, processes, and skills that are relevant to the position to be filled. 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.

a. ***Positions with experience requirement.*** Application of education is the contributions made by the applicant to their workplace as a result of their learnings from their education degrees or units earned, such as but not limited to applied concepts, processes, and skills that are relevant to the position to be filled.

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

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

b. ***Positions with no experience requirement.*** Applicants to positions that do not require previous work experience must submit the GWA in the highest academic/grade level earned as evidenced by Transcript of Records/ Certificate of GWA/Diploma/Special Order from the Commission on Higher Education (CHED) or other certifications. The HRMPSB must develop a system that transmutes the GWA to a percentage scale. Computation of points for Application of Education shall be as follows:

$$Points_{(Application\ of\ Education)} = x/100 * WA_{(Application\ of\ Education)}$$

Where:
x = GWA transmuted to percentage scale
WA = Weight Allocation for Application of Education
(10 points for Other Groups of Positions/ Salary Grades)

Illustrative example:

Vacant position:
Administrative Assistant II (Disbursing Officer II) – SG 8
(Other groups of positions/ Salary Grades)

x = 82.75
WA = 10

$Points_{(Application\ of\ Education)} = 82.75/100 * 10 = 8.275$

7. **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 to be filled. The definition of *relevant intervention* as stipulated in Item 6(a) of this Order 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); for external applicants, a certification from HR stating that the L&D intervention is aligned with the core tasks of the applicant in their current or previous position shall be required;
B. Action Plan/Re-entry Action Plan (REAP)/Job Embedded Learning (JEL)/ Impact Project applying the learnings from the L&D intervention done/attended, duly approved by the Head of Office;
C. Accomplishment Report together with a General Certification that the L&D intervention was used/adopted by the office at the local level;
D. Accomplishment Report together with a General Certification that the L&D intervention was used/adopted by a different office at the local/higher level.

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

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

Component	$\text{Points}_{(\text{Potential})}$
Written Examinations (WE)	5 points
Skills or Work Sample Tests (S/WST)	10 points
Behavioural Events Interview (BEI)	5 points

In case the above measures are not applicable to applicants to General Services positions, the HRMPSB may design other evaluative assessment strategies that are appropriate and specific for them in order to assess their potential, provided that it follows the ceiling points (55 points) set in Table 1.

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 position to be filled must be developed by subject matter experts as requested by the HRMPSB. *Subject matter experts* refer to individuals internal or external to the office where the vacancy exists, or to the Department, who have working knowledge of the specific competencies required by the position to be filled.

$$\textbf{Points}_{(WE)} = x/100 * WA_{(WE)}$$

Where:
x = Score/rating in written examination in percentage scale
WA = Weight Allocation for WE
(5 points for Other Groups of Positions/Salary Grades)

Illustrative example:

Vacant position:
Administrative Assistant II (Disbursing Officer II) – SG 8
(Other groups of positions/Salary Grades)

x = 85
WA = 5

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

b. ***Skills or Work Sample Test*** refers to the test that may be administered to evaluate the application of skills relevant to the requirement of the position to be filled. The test and evaluation rubrics must be designed by subject matter experts as requested by the HRMPSB depending on the type of skills test required by the position to be filled.

$$\textbf{Points}_{(WE)} = x/100 * WA_{(S/WST)}$$

Where:
x = Score/rating in the S/WST in percentage scale
WA = Weight Allocation for S/WST
(10 points for Other Groups of Positions/Salary Grades)

Illustrative example:

Vacant position: ***Administrative Assistant II (Disbursing Officer II) – SG 8*** *(Other groups of positions/ Salary Grades)* *x = 85; WA = 5* ***$Points_{[WE]}$ = 85/100 * 10 = 8.5***

c. ***Behavioural Events Interview (BEI)*** refers to the conduct of direct inquiry with the applicant, focusing on their display of desired behaviour/s when subjected to specific situations or conditions in their previous and/or current workplace. BEI is based on the principle that past behaviour predicts future performance. It uses the STAR (Situation-Task-Action-Results) approach to validate whether the key behaviours that are linked to the required competencies have been exhibited by the applicant. The STAR approach draws focus on actual **S**ituations in which the applicant acted; the **T**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 to be filled 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)* 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 to be filled and assign points to each area not exceeding the maximum or ceiling points for BEI.

Annex A

LIST OF DEPED AUTHORIZED POSITIONS
Teaching Positions

Note: [1] Based from the DepEd GMIS and BHROD Classification as of February 15, 2021

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

Position Title	Salary Grade
Teacher I	11

Annex A

LIST OF DEPED AUTHORIZED POSITIONS
School Administration Positions

Note: Based from the DepEd GMIS and BHROD Classification as of February 15, 2021

Position Title	Salary Grade
School Principal IV	22
School Principal III	21
Assistant School Principal III	20
School Principal II	20
Special School Principal II	20
Assistant School Principal II	19
Head Teacher VI	19
School Principal I	19
Special School Principal I	19
Assistant School Principal I	18
Assistant Special School Principal	18
Head Teacher V	18
Head Teacher IV	17
Head Teacher III	16
Head Teacher II	15
Head Teacher I	14

Annex A

LIST OF DEPED AUTHORIZED POSITIONS
Related Teaching Positions

Note: Based from the DepEd GMIS and BHROD Classification as of February 15, 2021

Position Title	Salary Grade
Chief Education Program Specialist	24
Education Program Supervisor	22
Public Schools District Supervisor	22
Supervising Education Program Specialist	22
Senior Education Program Specialist	19
Senior Science Research Specialist	19
Vocational Instruction Supervisor III	18
Vocational Instruction Supervisor II	17
Education Program Specialist II	16
Guidance Coordinator III	16
Science Research Specialist II	16
Science Research Technician IV	16
Vocational Instruction Supervisor I	16
Guidance Coordinator II	15
School Farming Coordinator III	15
Teacher Credentials Evaluator II	15
Guidance Coordinator I	14
School Farming Coordinator II	14
Guidance Counselor III	13
School Farming Coordinator I	13
Science Research Technician III	13
Teacher Credentials Evaluator I	13
Crafts Education Demonstrator II	12
Education Program Specialist I	12
Guidance Counselor II	12
Guidance Counselor I	11
Science Research Technician II	11
Teaching-Aids Specialist	11
Crafts Education Demonstrator I	10
Education Research Assistant II	10
School Farm Demonstrator	10

Annex A

LIST OF DEPED AUTHORIZED POSITIONS
Non-Teaching Positions

Note: Based from the DepEd GMIS and BHROD Classification as of February 15, 2021

Position Title	Salary Grade
Attorney V	25
Chief Accountant	24
Chief Administrative Officer	24
Chief Education Supervisor	24
Chief Health Program Officer	24
Engineer V	24
Information Technology Officer III	24
Internal Auditor V	24
Planning Officer V	24
Project Development Officer V	24
Teachers' Camp Superintendent	24
Attorney IV	23
Medical Officer IV	23
Vocational School Administrator II	23
Accountant IV	22
Assistant Teacher's Camp Superintendent	22
Department Legislative Liaison Specialist	22
Engineer IV	22
Information Technology Officer II	22
Internal Auditor IV	22
Planning Officer IV	22
Project Development Officer IV	22
Project Evaluation Officer IV	22
Security Officer IV	22
Supervising Administrative Officer	22
Supervising Health Program Officer	22
Vocational School Administrator I	22
Attorney III	21
Medical Officer III	21
Dentist III	20
Accountant III	19
Architect III	19
Engineer III	19
Information Systems Analyst III	19
Information Technology Officer I	19
Administrative Officer V	18
Attorney II	18
Computer Programmer III	18
Guidance Services Specialist II	18
Health Education and Promotion Officer III	18
Internal Auditor III	18
Librarian III	18
Medical Officer II	18
Nutritionist-Dietitian III	18
Planning Officer III	18
Project Development Officer III	18
Senior Administrative Assistant V	18
Special Investigator III	18
Statistician III	18

Annex A

LIST OF DEPED AUTHORIZED POSITIONS
Non-Teaching Positions

Note: Based from the DepEd GMIS and BHROD Classification as of February 15, 2021

Position Title	Salary Grade
Computer Maintenance Technologist III	17
Dentist II	17
Information Systems Researcher III	17
Accountant II	16
Architect II	16
Attorney I	16
Engineer II	16
Guidance Services Specialist I	16
Information Systems Analyst II	16
Administrative Officer IV	15
Agriculturist II	15
College Librarian II	15
Computer Programmer II	15
Creative Arts Specialist II	15
Human Resource Management Officer II	15
Internal Auditor II	15
Librarian II	15
Nurse II	15
Nutritionist-Dietitian II	15
Planning Officer II	15
Project Development Officer II	15
Publication Production Supervisor	15
Registrar II	15
Security Officer II	15
Senior Administrative Assistant III	15
Special Investigator II	15
Statistician II	15
Administrative Officer III	14
Cashier II	14
Dentist I	14
Health Education and Promotion Officer II	14
Records Officer II	14
Senior Administrative Assistant II	14
Supply Officer II	14
College Librarian I	13
School Librarian III	13
Senior Administrative Assistant I	13
Vocational Placement Coordinator I	13
Accountant I	12
Administrative Assistant VI	12
Legal Assistant II	12
School Librarian II	12
Accounting Analyst	11
Administrative Assistant V	11
Administrative Officer II	11
Agriculturist I	11
Aquaculturist I	11
Budget Officer I	11
Communications Equipment Operator IV	11

Annex A

LIST OF DEPED AUTHORIZED POSITIONS
Non-Teaching Positions

Note: Based from the DepEd GMIS and BHROD Classification as of February 15, 2021

Position Title	Salary Grade
Computer Maintenance Technologist I	11
Creative Arts Specialist I	11
Dormitory Manager II	11
Fiscal Examiner I	11
Human Resource Management Officer I	11
Internal Auditor I	11
Librarian I	11
Nurse I	11
Nutritionist-Dietitian I	11
Planning Officer I	11
Project Development Officer I	11
Psychologist I	11
Registrar I	11
School Librarian I	11
Social Welfare Officer I	11
Statistician I	11
Warehouseman III	11
Administrative Officer I	10
Cashier I	10
Cinematographer I	10
Computer File Librarian II	10
Legal Assistant I	10
Supply Officer I	10
Administrative Assistant III	9
Communications Equipment Operator III	9
Dormitory Manager I	9
Printing Foreman	9
Science Research Assistant	9
Science Research Technician I	9
Senior Bookkeeper	9
Administrative Assistant II	8
Aquacultural Technician II	8
Artist-Illustrator II	8
Bookkeeper	8
Computer File Librarian I	8
Disbursing Officer II	8
Draftsman II	8
Internal Auditing Assistant	8
Project Development Assistant	8
Security Guard III	8
Administrative Assistant I	7
Copy Reader	7
Accounting Clerk II	6
Administrative Aide VI	6
Clerk III	6
Communications Equipment Operator II	6
Disbursing Officer I	6
Draftsman I	6
Electronics and Communications Equipment Technician I	6

Annex A

LIST OF DEPED AUTHORIZED POSITIONS
Non-Teaching Positions

Note: Based from the DepEd GMIS and BHROD Classification as of February 15, 2021

Position Title	Salary Grade
Laboratory Technician I	6
Mechanic II	6
Mechanical Plant Operator II	6
Photoengraver II	6
Proofreader II	6
Typesetter II	6
Utility Foreman	6
Administrative Aide V	5
Handicraft Worker II	5
Legal Aide	5
Master Fisherman I	5
Security Guard II	5
Administrative Aide IV	4
Clerk II	4
Communications Equipment Operator I	4
Dental Aide	4
Fiscal Clerk I	4
Heavy Equipment Operator I	4
Houseparent I	4
Marine Engineman I	4
Mechanic I	4
Mechanical Plant Operator I	4
Metal Worker I	4
Nursing Attendant I	4
Statistician Aide	4
Telegram Carrier	4
Watchman II	4
Administrative Aide III	3
Clerk I	3
Cook I	3
Coxswain	3
Driver I	3
Fisherman	3
Handicraft Worker I	3
Lineman I	3
Security Guard I	3
Administrative Aide II	2
Construction and Maintenance Man	2
Farm Worker I	2
Guesthouse Caretaker	2
Light Equipment Operator	2
Nurse Maid I	2
Reproduction Machine Operator I	2
Watchman I	2
Administrative Aide I	1
Utility Worker I	1

CS Form No. 9
Revised 2018

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

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

To: CIVIL SERVICE COMMISSION (CSC)

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

HRMO

Date: _____

No.	Position Title **(Parenthetical Title, if applicable)**	Plantilla Item No.	Salary/ Job/ Pay Grade	Monthly Salary	Qualification Standards					Place of Assignment
					Education	Training	Experience	Eligibility	Competency (if applicable)	
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

Interested and qualified applicants should signify their interest in writing. Attach the following documents to the application letter and send to the address below not later than ***(deadline of submission)***.

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

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

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

APPLICATIONS WITH INCOMPLETE DOCUMENTS SHALL NOT BE ENTERTAINED.

Important things to remember before accomplishing the form:

1. Rows 1 to 17 of the Sheet1 must remain intact and NO row insertions are allowed.
2. Do not rename the label of the sheet tabs ("Sheet1", "Sheet2", and "Instructions").
3. Do not delete any of the sheets.
4. Do not delete the first row of Sheet2. This will serve as the column headers of the data.
5. Do not make changes in the column headers of Sheet2.
6. Do not remove the "Generate Sheet2" command button in Sheet1. This will be used in capturing the data from Sheet1 to Sheet2. The command button is not printable.
7. You may insert as many rows as required from row 18 to list down all the job vacancies. But, make sure that an empty row is in-between the last item of the list and the row containing the "Interested..." statement.
8. The statement following the list of the job vacancies, which contains the words "not later than..." must strictly follow this format: "Interested... not later than <space> <closing date> (e.g. December 29, 2019)". Space in-between the words "not later than" and the closing date is very much critical. Closing date must be in this pattern: Month DD, YYYY
9. Merged cells should NOT be unmerged.
10. Do not enter multiple positions in one (1) row. Each row corresponds to ONLY one position.
11. For the Salary Grade, please do not include the acronym "SG", enter the SG number ONLY.
12. For the Monthly Salary, do not put any characters other than numbers (e.g. peso sign and comma).

How to accomplish the form:

1. In row 4, select the name of the agency from the dropdown list. The name of the agency that you selected is automatically inserted in row 9. Thus, NO need to make changes in row 9.
2. Fill in the "HRMO" in row 11 and the "Date" of request in row 14.
3. From row 18, enter the list of job vacancies following the column headers. One position per row.
4. Make necessary changes in the closing date. It is found in the statement containing the "Interested..." and "not later than" words. Please take note of the No. 8 reminder above.
5. Accomplish the four (4) rows below the statement "QUALIFIED APPLICANTS..." accordingly:
   - 1st row: name of the designated person to whom the documents must be sent;
   - 2nd row: Position of the designated person;
   - 3rd row: Address of the Agency; and
   - 4th row: Agency's email address.
6. Insert rows for the list of job vacancies, if needed. Delete unused rows in the list.

After accomplishing the form:

When all entries are done and no revisions are needed, that is the only time to click the "Generate Sheet2" command button. This will execute the VBA code that will generate the data to be uploaded in the CSC Job Portal database.

After the command button has been clicked, select Sheet2 and check if the correct data has been captured. Having Sheet2 as the active sheet, save the file as a CSV file (Comma Delimited). This CSC file will then be uploaded to the Job Portal database.

Annex C

CHECKLIST OF REQUIREMENTS

Name of Applicant: _____ Application Code: _____
Position Applied For: _____
Office of the Position Applied For: _____
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 Head of Office or highest human resource officer			
b.	Duly accomplished Personal Data Sheet (PDS) (CS Form No. 212, Revised 2017) and Work Experience Sheet, if applicable			
c.	Photocopy of valid and updated PRC License/ID, if applicable			
d.	Photocopy of Certificate of Eligibility/Report of Rating, if applicable			
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.	Photocopy of Certificate/s of Training, if applicable			
g.	Photocopy of Certificate of Employment, Contract of Service, or duly signed Service Record, whichever is/are applicable			
h.	Photocopy of latest appointment, if applicable			
i.	Photocopy of the Performance Ratings in the last rating period(s) covering one (1) year performance prior to the deadline of submission, if applicable			
j.	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			
k.	Other documents as may be required for comparative assessment, such as but not limited to:			
	Means of Verification (MOVs) showing Outstanding Accomplishments, Application of Education, and Application of Learning and Development reckoned from the date of last issuance of appointment			
	Photocopy of Performance Rating obtained from the relevant work experience, if performance rating in Item (i) is not relevant to the position to be filled			

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

INITIAL EVALUATION RESULT (IER)

Position: _____
Salary Grade and Monthly Salary: _____
Qualification Standards:
Education _____
Training _____
Experience _____
Eligibility _____

No.	Application Code	Names of Applicant	Personal Information									Education	Training		Experience		Eligibility	Remarks (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), and remark on whether Qualified or Disqualified*
b) If the information does not apply to the applicant, please put N/A.

ANNEX E

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

[Insert Date Here]

[INSERT NAME OF APPLICANT]
[Address Line 1]
[Address Line 2]

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/ Details
Administrative Officer IV (Human Resource Management Officer II) OSEC-DECSB-ADOF4-123456-2015 **(Insert specific plantilla item number)** **sample only*	**Education:** Bachelor's Degree	BS Human Resource Management	Qualified
	Experience: One (1) year relevant experience	Two (2) years of experience as Administrative Officer II (HRMO I) Two (2) years of experience as Human Resource Associate – Generalist	Qualified
	Training: Four (4) hours of relevant training	24 hours of training in Performance Management for PRIME-HRM Level 2	Qualified
	Eligibility: Career Service (Professional) Second Eligibility	CS (Professional) Second Level	Qualified

Please be advised of your assigned application code **[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 the [insert office] for the additional announcements in this regard. For inquiries, you may communicate with **[insert office number and email address]**.

Thank you.

Very truly yours,

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

ANNEX F

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

[Insert Date Here]

[INSERT NAME OF APPLICANT]
[Address Line 1]
[Address Line 2]

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/ Details
Administrative Officer IV (Human Resource Management Officer II) OSEC-DECSB-ADOF4-123456-2015 **(Insert specific plantilla item number)** **sample only*	**Education:** Bachelor's Degree	BS Nursing	Not qualified
	Experience: One (1) year relevant experience	Nursing Assistant (Jan - Dec 2017)	Not qualified
	Training: Four (4) hours of relevant training	24 hours of Practical Nursing Assessment Course	Not qualified
	Eligibility: Career Service (Professional) Second Eligibility	RA 1080 (Registered Nurse)	Qualified

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 that we publish at www.csc.gov.ph/careers, DepEd bulletin boards, and official website **(you may insert online links of other job portals, if necessary)**.

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

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

Very truly yours,

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

Annex G

INDIVIDUAL EVALUATION SHEET (IES)

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

Criteria	Weight Allocation	Applicant's Actual Qualifications		
		Details of Applicant's Qualifications *(Relevant documents submitted; additional requirements, notes of HRMPSB Members)*	**Computation**	**Actual Score**
Education				
Training				
Experience				
Performance				
Outstanding Accomplishments				
Application of Education				
Application of Learning and Development				
Potential (Written Test, BEI, Work Sample Test)				
TOTAL	**100**			

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

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

_____
Name and Signature of Applicant
Date:

Attested:

_____
HRMPSB Chair

Annex G-1

INDIVIDUAL EVALUATION SHEET (IES)

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

Criteria	Weight Allocation	Applicant's Actual Qualifications		
		Details of Applicant's Qualifications *(Relevant documents submitted additional requirements, notes of HRMPSB Members)*	Computation	Actual Score
Education	10			
Training	10			
Experience	10			
PBET/LET/LEPT Rating	10			
PPST Classroom Observable Indicators *(Demonstration Teaching using COT-RSP)*	35			
PPST Non-Classroom Observable Indicators *(Teacher Reflection)*	25			
TOTAL	**100**			

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

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

_____
Name and Signature of Applicant
Date:

Attested:

_____
HRMPSB Chair

ANNEX H

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

Human Resource Merit Promotion and Selection Board
FINAL DELIBERATION

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

Name of Applicant	Issues	Recommendations	Decision

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

Prepared by:

[Signature]
[Name and Position of HRMPSB Secretariat]

Attested:

[Name and signature of the HRMPSB Chair]

Annex I

COMPARATIVE ASSESSMENT RESULT (CAR)

Position: _____
Office/Bureau/Service/Unit where the vacancy exists: _____

Plantilla Item Number: _____
Date of Final Deliberation: _____

	Name of Applicant	Application Code	COMPARATIVE ASSESSMENT RESULTS									Remarks	For Background Investigation (Y/N)		For Appointment *(To filled-out by the Appointing Officer/ Authority; Please sign opposite the name of the applicant)*	For probation *Please identify period of Probation (6 months or 1 year) in accordance with Section F of DO 019,s.2022*
			Education	**Training**	**Experience**	**Performance**	**Outstanding Accomplishments**	**Application of Education**	**Application of L&D**	**Potential**	**Total**		**Yes**	**No**		
1	Juan C. Dela Cruz															
2																
3																
4																
5																

Prepared by the HRMPSB
(All members should affix signature)

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

Appointment conferred by:

Name and Position
Appointing Authority

Annex I-1

COMPARATIVE ASSESSMENT RESULT - REGISTRY OF QUALIFIED APPLICANTS (CAR-RQA)

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

Schools Division Office: _____

	Name of Applicant	**Application Code**	**COMPARATIVE ASSESSMENT RESULTS**							**Remarks**	**For Background Investigation (Y/N)**		**For Appointment** *(To filled-out by the Appointing Officer/Authority; Please sign opposite the name of the applicant)*	**Status of Appointment** *(Based on availability of PBET/LET/LEPT)*
			Education (10 pts)	**Training (10 pts)**	**Experience (10 pts)**	**PBET/LET/ LEPT Rating (10 pts)**	**PPST COIs (Classroom Observation) (35 pts)**	**PPST NCOIs (Teacher Reflection) (25 pts)**	**Total (100 pts)**		**Yes**	**No**		
1	Juan C. Dela Cruz													
2														
3														
4														
5														

Prepared by the HRMPSB
(All members should affix signature)

Appointment conferred by:

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

CLASSROOM OBSERVATION TOOL –
RECRUITMENT, SELECTION, PLACEMENT (RSP)

FOR

TEACHER APPLICANT

RUBRIC

RUBRIC LEVEL SUMMARY

LEVEL	LEVEL LABEL	LEVEL DESCRIPTION
2	BUILDING	The teacher demonstrates a limited range of separate aspects of the indicator.
3	ORGANIZING	The teacher demonstrates a limited range of loosely-associated pedagogical aspects of the indicator.
4	DEVELOPING	The teacher demonstrates a range of associated pedagogical aspects of the indicator that sometimes are aligned with the learners' developmental needs.
5	APPLYING	The teacher demonstrates a range of associated pedagogical aspects of the indicator that usually are aligned with the learners' developmental needs.
6	CONSOLIDATING	The teacher uses well-connected pedagogical aspects of the indicator that consistently are aligned with student development and support students to be successful learners.

INDICATOR 1	Apply knowledge of content within and across curriculum teaching areas			
2	3	4	5	6
The teacher demonstrates moderate content errors related to lesson concepts either in presenting the lesson or in responding to learners' questions or comments. The lesson content does not display coherence.	The teacher demonstrates minor content errors either in presenting the lesson or in responding to learners' questions or comments. The lesson content displays simple coherence.	The teacher demonstrates accurate knowledge of key concepts both in presenting the lesson and in responding to learners' questions or comments. The lesson content displays coherence. The teacher attempts to make connections across curriculum teaching areas, if appropriate.	The teacher demonstrates accurate and in-depth knowledge of most concepts in presenting the lesson and in responding to learners' questions in a manner that attempts to be responsive to student developmental learning needs. The teacher makes connections across curriculum teaching areas, if appropriate.	The teacher demonstrates accurate and in-depth knowledge of all concepts in presenting the lesson and in responding to learners' questions in a manner that is responsive to learner's developmental needs and promotes learning. The teacher makes meaningful connections across curriculum teaching areas, if appropriate.
FEATURES OF PRACTICE				
1. The teacher makes a few content errors on fundamental concepts or addresses content inaccurately with limited information of the teaching area.	1. The teacher indicates some awareness of other ideas in the same teaching area that are connected to the lesson, but does not make solid connections. 2. The teacher makes few content errors in presenting the lesson but does not affect entirely the learning process.	1. The teacher clearly explains concepts and makes no content errors. 2. The content appears to be accurate and its focus shows awareness of the ideas and structure of the teaching areas. 3. The teacher demonstrates factual knowledge of subject matter and attempts to connect content across teaching areas.	1. The teacher displays comprehensive understanding of the concepts and structure of the teaching area. 2. The teacher presents conceptual knowledge of the subject and makes connections within the teaching area.	1. The teacher displays extensive knowledge of content. 2. The teacher addresses content accurately and its focus is congruent with the big ideas and/or structure of the teaching area.

CLARIFICATIONS

MODERATE CONTENT ERRORS
reasonable degree of errors in the content of the lesson

MINOR CONTENT ERRORS
insignificant degree of errors in the content of the lesson

KEY CONCEPTS
central ideas of the topic or lesson

COHERENCE
logical and/or developmental sequence in presenting the lesson

SIMPLE COHERENCE
basic logic in the sequence of the lesson with one part linked to the next

PEDAGOGY
method and practice of teaching

In the context of Indigenous Peoples Education (IPEd), pedagogy is articulated in the IP's Indigenous Learning System (ILS) (DO 32, s. 2015).

ACCURATE KNOWLEDGE
error-free content

IN-DEPTH KNOWLEDGE
foundational knowledge and finer details within the curriculum teaching area

CURRICULUM TEACHING AREAS
different learning/subject areas taught and learned in the K to 12 curriculum which includes areas for Kindergarten Education, Special Education, Alternative Learning System, Indigenous Peoples Education

For IPEd, learning/subject areas are contextualized by interfacing the national curriculum competencies with the community competencies identified in their Indigenous Knowledge Systems and Practices (IKSPs) (DO 32, s. 2015).

KNOWLEDGE OF CONTENT AND PEDAGOGY
integration of expertise and teaching skill for a particular area; appropriateness of the pedagogy to teaching area

WITHIN CURRICULUM TEACHING AREA
inclusion of appropriately chosen intra-disciplinary topics and enabling learning competencies within the curriculum guide of a specific learning/ subject area and grade level

ACROSS CURRICULUM TEACHING AREA
making meaningful connections and including appropriate interdisciplinary topics and learning competencies cited in the curriculum guide of other learning/subect areas in any grade level

INDICATOR 2	Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills			
2	3	4	5	6
The teacher uses disconnected teaching strategies to address literacy and/or numeracy needs.	The teacher uses loosely-connected teaching strategies to address learners' literacy and/or numeracy needs.	The teacher occasionally applies teaching strategies that address learners' literacy and/or numeracy needs.	The teacher frequently applies relevant strategies that enhance learners' literacy and/or numeracy skills.	The teacher consistently applies relevant strategies that enhance learners' literacy and/or numeracy skills.
FEATURES OF PRACTICE				
1. The teacher uses unrelated activities which do not develop learners' understanding of literacy concepts and/or numeracy needs.	1. The teacher defines general terms in the lesson but fails to define specific terms needed to develop learners' full understanding of literacy and/or numeracy concepts.	1. In some parts of the lesson, the teacher provides activities which address learners' literacy and/or numeracy needs but fails to do so in some critical parts of the lesson where either or both skills are necessary.	1. The teacher uses activities that enhance literacy and/or numeracy in almost all aspects of the lesson.	1. The teacher provides activities to enhance learners' literacy and/or numeracy skills in all aspects of the lesson.

CLARIFICATIONS

LITERACY SKILLS
skills needed for reading and writing. These may include awareness of sounds of language, awareness of print, and the relationship between letters and sounds. Other skills such as creating knowledge through writing as well as developing media and technology are part of literacy skills.

Examples of literacy skills in IPEd classrooms: reading the behavior of animals, symbols of leaves, formation of clouds, wind direction and temperature; identifying the meaning of dreams

NUMERACY SKILLS
skills which consist of comprehending and applying fundamental arithmetic operations like addition, subtraction, multiplication, and division. Numeracy skills may also include the ability to reason with mathematical concepts like interpreting data, charts, and diagrams; to process information; to solve problems; and to make decisions based on logical thinking and reasoning.

Examples of numeracy skills in SPED classrooms: up-down movement in brushing of teeth; counting the number of boys and girls; folding of clothes using numbered pattern

Examples of numeracy skills in IPEd classrooms: indigenous measurement (handspan, pacing, etc.); indigenous calendar; synchronized planting; weaving patterns

DISCONNECTED TEACHING STRATEGIES
teaching approaches which are inappropriate in addressing literacy and/or numeracy needs

LOOSELY CONNECTED TEACHING STRATEGIES
teaching approaches which are mismatched in addressing literacy and/or numeracy needs

OCCASIONALLY
irregularly occurs

FREQUENTLY
often occurs

CONSISTENTLY
constantly occurs

RELEVANT STRATEGIES
teaching approaches which are moderately associated with the learners' developmental needs to enhance literacy and/or numeracy skills

INDICATOR 3	Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills			
2	3	4	5	6
The teacher asks mostly low-order questions that require simple factual responses and/ or provides activities that are routine.	The teacher provides straightforward questions and activities which lead learners through a single path of inquiry.	The teacher uses questions and activities that mostly require the learners to interpret, explain, or describe ideas learned.	The teacher employs a range of targeted follow-up questions and activities that encourage learners to explain, demonstrate, and use ideas learned.	The teacher challenges learners to justify their thinking and successfully engages most learners in discussion using well-directed questions and activities.
FEATURES OF PRACTICE				
1. The teacher asks simple yes/no questions.	1. The teacher asks questions that require rote-type responses such as Who, What, Where, and When. Examples of rote-type questions vs. high-order questions: a. "Who is the author?" vs. "Who is the persona?" b. "What is the solution to the problem?" vs. "How will you address the issue?" c. "Saang kontinente matatagpuan ang bansang Indonesia?" vs. "Saang kaugnay na lokasyon matatagpuan ang Indonesia?" 2. The teacher accepts all contributions without processing the learners' answers.	1. The teacher makes some attempt to engage learners in genuine discussion rather than simple, factual, or rote-type discussion. 2. The teacher asks, "Can you please explain this idea?"	1. The teacher employs a range of strategies to ensure that most learners are given opportunities to give opinions about the lesson and to react to the opinions of others. 2. The teacher creates a genuine discussion among learners, providing adequate time for them to respond, as well as to step aside when appropriate.	1. The teacher challenges learners cognitively to advance high-level thinking and discourse in an interactive exchange of views. 2. The teacher ensures that all voices of learners are heard in the discussion.

CLARIFICATIONS

CRITICAL THINKING SKILLS
high-level thinking skills such as analysis, evaluation, interpretation, or synthesis of information and application of creative thought to form an argument, solve a problem, or reach a conclusion

CREATIVE THINKING SKILLS
thinking skills that involve exploring ideas, generating possibilities, and looking for multiple right answers rather than just one

HIGHER-ORDER THINKING SKILLS
complex thinking processes which include analysis, evaluation, synthesis, reflection, and creativity

INDICATOR 4	Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts			
2	3	4	5	6
The teacher implements a poorly sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	The teacher implements the lesson but only with some elements of a developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	The teacher implements the lesson but with inappropriate elements of a developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	The teacher implements the lesson with appropriate elements of a developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	The teacher manages well-structured lesson with a developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.
FEATURES OF PRACTICE				
1. The teacher's lesson procedures are haphazard and ill-planned, which interferes in learners' progress toward achieving the lesson's objectives. 2. There was a major problem with the organization or framing of the lesson that significantly and negatively impacted student learning.	1. The teacher does not demonstrate understanding of the prerequisite relationships when planning, and transitions between activities are too abrupt. 2. The teacher's sequence of learning activities demonstrates some structure but there are some problems with organization that negatively impact learning.	1. The teacher demonstrates inaccurate or incomplete knowledge of prerequisite relationships, and transitions between activities are present but may disrupt the flow of the sequence. 2. The teacher presents minor organizational issues and missed opportunities during the lesson that affect learning time.	1. The teacher connects outcomes from previous and future learning, and transitions between activities are smooth. 2. The teacher's sequence of learning activities generally keeps learners engaged and moving from one portion to the next in a reasonable manner. Learners understand the purpose of the lesson and what they are to do to accomplish the purpose.	1. The teacher's sequence of activities purposefully scaffolds learners toward achieving the lesson's objectives. 2. The teacher's sequence of learning activities keeps learners engaged in the content and has a clear sense of purpose throughout the class period but lacks in-depth processing of the activities.

CLARIFICATIONS

DEVELOPMENTALLY SEQUENCED TEACHING AND LEARNING PROCESSES

the order of activities that keeps learners engaged in the content and purposely scaffolds learners towards achieving the lesson's objectives by maximizing allotted class time. These include:

- **Lesson objectives** — expectations for learners at the end of the lesson
- **Learner engagement strategies** — strategies that include activities for individual learners and/or groups
- **Pacing** — teacher's speed or rate in presenting the lesson
- **Sequence** — order of presenting the lesson and classroom activities

POORLY SEQUENCED TEACHING AND LEARNING PROCESS

illogical order of classroom activities

INDICATOR 5	Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements			
2	3	4	5	6
The teacher attempts to incorporate assessment in the lesson without set criteria.	The teacher provides a limited range of assessment strategies but fails to address the learning goals.	The teacher provides a range of assessment strategies but only some are aligned with the learning goals.	The teacher provides a range of assessment strategies that address most of the learning goals.	The teacher provides assessment strategies consistent with the curriculum requirements.
FEATURES OF PRACTICE				
1. The teacher does not provide a set of criteria to assess the learners' work. 2. The teacher does not provide a set of standards, e.g. rubric or checklist, to assess the learners' work and output.	1. The teacher uses assessment procedures focused on task completion and/or compliance rather than learner achievement of lesson purpose/ objective.	1. The teacher uses a variety of assessment strategies, but some do not measure the intended learning outcomes. 2. The teacher uses procedures that yield only some evidence of learning.	1. The teacher uses a repertoire of assessment strategies which are aligned with the intended learning goals. 2. The teacher uses assessment procedures that draw out evidence of whether learners have learned the intended learning outcomes.	1. The teacher predominantly uses assessment strategies which are embedded as an integral part of the lesson and are aligned with the intended instructional or consistent with the content standards. 2. The teacher encourages the learners to assess and monitor the quality of their work against the assessment criteria and performance standards.

CLARIFICATIONS

ASSESSMENT STRATEGIES:

DIAGNOSTIC
assessment used to identify each learner's strengths, weaknesses, knowledge, and skills prior to instruction,
e.g., pretest, drills, review, anticipation guide, content knowledge boxes

FORMATIVE
assessment used to identify knowledge and/or skills that learners can hone/build on or need to improve,
e.g., recitation (show of hands, response cards, happy/sad face), activities (games, tableau, exit cards), and seat works (reflection journal, exercises, practice)

SUMMATIVE
assessment used to identify learner achievement of the objectives of the lesson,
e.g., written works (quizzes, essays), performance tasks (skills demonstration, group presentations, oral work)

For IPEd Teacher Applicants

IPEd teacher applicants will be observed using the set of indicators below. Indicators 1, 2 and 5 are similar with regular teacher applicants. **Indicators 3 and 4** are specific to IPEd teacher applicants,

INDICATOR 1	**Apply knowledge of content within and across curriculum teaching areas**
INDICATOR 2	**Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills**
IPEd INDICATOR 3	**Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning**
IPEd INDICATOR 4	**Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups**
INDICATOR 5	**Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements**

Indicators for IPEd Teacher Applicants

INDICATOR 3	Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning			
2	**3**	**4**	**5**	**6**
The teacher displays Intermediate Low sublevel proficiency in the use of Mother Tongue, and/or Filipino and/or English that somewhat hinders teaching and learning.	The teacher displays Intermediate Mid sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that loosely facilitates teaching and learning.	The teacher displays Intermediate High sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that fairly facilitates teaching and learning.	The teacher displays Advanced Low sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that regularly facilitates teaching and learning.	The teacher displays Advanced Mid sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that progressively facilitates teaching and learning including probing questions and feedback.
FEATURES OF PRACTICE				
1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is with frequent pauses and self-corrections as he/she searches for appropriate linguistic forms and vocabulary. 2. Misinterpretations arise between teacher and learners but can be resolved by repetition or rephrasing.	1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is characterized by occasional pauses and self-corrections as he/she searches for adequate vocabulary and appropriate language forms in delivering the lesson. 2. The teacher rarely has difficulty linking ideas and using communication strategies, such as code switching and translation.	1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is primarily framed using connected ideas. 2. Teacher's use of Mother Tongue, and/or Filipino, and/or English manifests minimal linguistic challenges.	1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is mostly sufficient, accurate, clear, and precise in conveying ideas to learners without misrepresentation or confusion. 2. Teacher's use of Mother Tongue, and/or Filipino, and/or English is generally understood by the learners.	1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is marked by a substantial flow of ideas. His/her vocabulary is fairly extensive and appropriate to the level of learners. 2. Teacher's use of Mother Tongue, and/or Filipino, and/or English is concrete, accurate, clear and precise, conveying his/her ideas without misinterpretations or confusion.

CLARIFICATIONS

MOTHER TONGUE
the native language or the first language the learner learns as a child (PPST, 2017)

PROFICIENCY
the use of language (medium of instruction) to communicate effectively in speech and in writing, including code switching and translation

Proficiency for SPED teachers handling learners with hearing impairment:
use of Total Communication (TC), that is incorporating various modes of communication such as speech, gestures, body language, lipreading, and formal signs (e.g., American Sign Language (ASL), Filipino Sign Language (FSL), Signed Exact English (SEE))

INTERMEDIATE LOW SUBLEVEL PROFICIENCY
able to lead class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) but in a limited number of simple communicative tasks in learning situations

INTERMEDIATE MID SUBLEVEL PROFICIENCY
able to lead class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) in a variety of simple communicative tasks in learning situations

ADVANCED LOW SUBLEVEL PROFICIENCY
able to consistently handle class discussions in any of the mediums of instruction (Mother Tongue/ Filipino/English) in a variety of communicative tasks in learning situations

ADVANCED MID SUBLEVEL PROFICIENCY
able to consistently handle class discussions in any of the mediums of instruction (Mother Tongue/ Filipino/English) with ease and confidence in a large number of communicative tasks

INDICATOR 4	Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups			
2	3	4	5	6
The teacher employs strategies but fails to address the learning needs of learners from indigenous groups.	The teacher employs strategies which are somewhat culturally appropriate in addressing the learning needs of learners from indigenous groups.	The teacher employs strategies which are partially culturally appropriate in addressing the learning needs of learners from indigenous groups.	The teacher employs strategies which are culturally appropriate in addressing the learning needs of learners from indigenous groups.	The teacher employs a variety of strategies which are culturally appropriate in addressing the learning needs of learners from indigenous groups.
FEATURES OF PRACTICE				
1. The teacher lacks familiarity with learners' cultural backgrounds and has made no attempts to contextualize instructions. 2. Teacher's instructional strategies do not respond to learners' cultural background.	1. The teacher demonstrates a limited understanding of a culture-based education. 2. The teacher gives opportunities to only few learners to actively engage in the learning activities.	1. The teacher displays familiarity of learners' cultural background but sometimes lacks responsiveness in addressing them.	1. The teacher demonstrates an understanding of the purpose and value of learning in the learners' context.	1. The teacher provides a culture-based instruction to meet the needs of learners. The adaptation of instruction is realistic and effective. 2. The teacher provides diverse learners with opportunities to actively engage in various learning activities.

CLARIFICATIONS

LEARNERS FROM INDIGENOUS GROUPS
people who have, under claims of ownership since time immemorial, occupied, possessed, and utilized ancestral territories, shared common bonds of language, customs, traditions, and other unique cultural traits (RA 8371, IPRA)

TEACHING STRATEGIES
In the context of IPEd, teaching strategies are embedded in an indigenous cultural community's (ICC) Indigenous Learning System (ILS), which is an ICC's system of educating succeeding generations of youth into the community's cultural system (DO 32, s. 2015).

LEARNING NEEDS
comprise both essential learning tools (literacy, oral expression, numeracy, and problem solving) and the basic learning content (knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning (UNESCO, 1992)

CULTURE-BASED EDUCATION
an education that is grounded in the context of the indigenous communities' life, recognizes their Indigenous Knowledge Systems and Practices (IKSPs), and is inclusive of their cultural perspectives (DO 32, s. 2015, Enclosure p.4)

CONTEXTUALIZATION
the educational process of relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful, and useful to all learners; distinguished into two: localization and indigenization (DO 32, s. 2015, Enclosure p.6)

VARIETY
a range of different strategies employed as required by the learning situation

SOMEWHAT APPROPRIATE
minimal degree of appropriateness

PARTIALLY APPROPRIATE
moderate degree of appropriateness

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The Classroom Observation Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government.











COT-RSP

OBSERVATION NOTES FORM

OBSERVER: _____ DATE: _____

APPLICATION CODE OF THE APPLICANT OBSERVED: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

DIRECTIONS FOR THE OBSERVERS:
Write your observations on the applicant's classroom performance on the space provided. Use additional sheets whenever necessary.

_____
Signature over Printed Name of the Observer

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COT-RSP

TEACHER APPLICANT

RATING SHEET

OBSERVER: _____ DATE: _____

APPLICATION CODE OF THE APPLICANT OBSERVED: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

DIRECTIONS FOR THE OBSERVERS:

1. Rate each item on the checklist according to how well the teacher performed during the observation. Mark the appropriate column with a (✓) symbol.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. Attach your accomplished Observation Notes Form to the completed Rating Sheet.

INDICATORS	2	3	4	5	6	NO*
1. Apply knowledge of content within and across curriculum teaching areas						
2. Use a range of teaching strategies that enhance learner achievement in literacy and/or numeracy skills						
3. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order skills						
4. Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts						
5. Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements						
OTHER COMMENTS:						

_____ Signature over Printed Name of the Observer

_____ Signature over Printed Name of the Applicant

NO stands for **Not Observed which automatically gets a rating of 2.*

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COT-RSP
(IPEd)

TEACHER APPLICANT

RATING SHEET

OBSERVER: _____ DATE: _____

APPLICATION CODE OF THE APPLICANT OBSERVED: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

DIRECTIONS FOR THE OBSERVERS:

1. Rate each item on the checklist according to how well the teacher performed during the observation. Mark the appropriate column with a (✓) symbol.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. Attach your accomplished Observation Notes Form to the completed Rating Sheet.

INDICATORS	2	3	4	5	6	NO*
1. Apply knowledge of content within and across curriculum teaching areas						
2. Use a range of teaching strategies that enhance learner achievement in literacy and/or numeracy skills						
3. Display proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning						
4. Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.						
5. Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements						
OTHER COMMENTS:						

_____ _____

Signature over Printed Name of the Observer | Signature over Printed Name of the Applicant

NO stands for **Not Observed which automatically gets a rating of 2.*

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COT-RSP

TEACHER APPLICANT

INTER-OBSERVER AGREEMENT FORM

OBSERVER 1: _____

OBSERVER 2: _____

OBSERVER 3: _____

DATE: _____

APPLICATION CODE OF APPLICANT:

_____

SUBJECT & GRADE LEVEL TAUGHT:

_____

DIRECTIONS FOR THE OBSERVERS:

Discuss with the other observers your reason/s for rating in each indicator. In case of different ratings, come up with a final rating. **The final rating is NOT an average; it is a rating based on a reasoned and consensual judgment.** Indicate this rating on the column *"Final Rating"*. Add the final rating per indicator to get the total then compute for the *Rating for Classroom Observation* using the formula below. (Note: Weight allocation for Classroom Observation is at 35 points.)

Note that if the applicant gets NO (Not Observed) in an indicator, write 2 as the final rating.

INDICATORS	FINAL RATING
1. Apply knowledge of content within and across curriculum teaching areas	
2. Use a range of teaching strategies that enhance learner achievement in literacy and/or numeracy skills	
3. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order skills	
4. Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts	
5. Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements	
TOTAL NO. OF POINTS OBTAINED *(highest possible score is 30)*	**____ / 30**
OTHER COMMENTS:	
Rating for the Demonstration Teaching i.e., (Total score / 30) * 35 *Example: (20 / 30) x 35 = 23.33 points*	**____ points**

Signature over Printed Name of Observer 1	Signature over Printed Name of Observer 2	Signature over Printed Name of Observer 3

_____

Signature over Printed Name of the Applicant

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COT-RSP
(IPEd)

TEACHER APPLICANT

INTER-OBSERVER AGREEMENT FORM

OBSERVER 1: _____

OBSERVER 2: _____

OBSERVER 3: _____

DATE: _____

APPLICATION CODE OF APPLICANT:

_____

SUBJECT & GRADE LEVEL TAUGHT:

_____

DIRECTIONS FOR THE OBSERVERS:

Discuss with the other observers your reason/s for rating in each indicator. In case of different ratings, come up with a final rating. **The final rating is NOT an average; it is a rating based on a reasoned and consensual judgment.** Indicate this rating on the column *"Final Rating"*. Add the final rating per indicator to get the total then compute for the *Rating for Classroom Observation* using the formula below. (Note: Weight allocation for Classroom Observation is at 35 points.)

Note that if the applicant gets NO (Not Observed) in an indicator, write 2 as the final rating.

INDICATORS	FINAL RATING
1. Apply knowledge of content within and across curriculum teaching areas	
2. Use a range of teaching strategies that enhance learner achievement in literacy and/or numeracy skills	
3. Display proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning	
4. Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups	
5. Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements	
TOTAL NO. OF POINTS OBTAINED *(highest possible score is 30)*	**____ / 30**
OTHER COMMENTS:	
Rating for the Demonstration Teaching i.e., (Total score / 30) * 35 *Example: (20 / 30) x 35 = 23.33 points*	**____ points**

Signature over Printed Name of Observer 1	Signature over Printed Name of Observer 2	Signature over Printed Name of Observer 3

Signature over Printed Name of the Applicant

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TEACHER REFLECTION FORM (TRF)

APPLICATION CODE OF TEACHER APPLICANT: _____ DATE: _____

Directions: Share how you were able to exhibit the objectives by writing specific situations from your experience/s as a teacher, as a practicum student, or in any other related instances. Be guided by the questions/prompts provided. Limit your response to a maximum of **10 sentences**.

Non-classroom observable objective	Narrative and Reflection
OBJECTIVE 6 Maintain learning environments that are responsive to community contexts.	How do you maintain a learning environment that is responsive to your community's context? Describe the context in your area and share teacher practices that contribute to further improvement of your community.
Comments from the Evaluator: **Rating:** ☐ **E**xemplary (5pts) ☐ **F**ully **A**cceptable (3pts) ☐ **N**ot **F**ully **A**cceptable (1pt)	

This tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government.

Non-classroom observable objective	Narrative and Reflection
OBJECTIVE 7 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*.	How do you develop your teaching practice in accordance with the existing laws that apply to teaching and the responsibilities specified in the *Code of Ethics for Professional Teachers?* How do you develop your teaching practice in accordance with existing regulations?

Comments from the Evaluator:

Rating: ☐ **E**xemplary (5pts) ☐ **F**ully **A**cceptable (3pts) ☐ **N**ot **F**ully **A**cceptable (1pt)

This tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government.

Non-classroom observable objective	Narrative and Reflection
OBJECTIVE 8 Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.	In which practices do you show care, respect, and integrity to learners, colleagues, parents, and other education stakeholders? How do these practices uphold the dignity of the teaching profession?

Comments from the Evaluator:

Rating: ☐ **E**xemplary (5pts) ☐ **F**ully **A**cceptable (3pts) ☐ **N**ot **F**ully **A**cceptable (1pt))

This tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government.

Non-classroom observable objective	Narrative and Reflection
OBJECTIVE 9 Participate in professional networks to share knowledge and to enhance practice.	What co-curricular and/or extra-curricular organizations and/or activities did you participate in, that enabled you to share your knowledge and enhance your teaching practice? How did your membership in this organization/ participation in this activity contribute to your professional development?
Comments from the Evaluator:	
Rating: ☐ **E**xemplary (5pts) ☐ **F**ully **A**cceptable (3pts) ☐ **N**ot **F**ully **A**cceptable (1pt)	

Applicant's Signature

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Rubrics for Rating the TRF

Exemplary (E) 5 points	Fully Acceptable (FA) 3 points	Not Fully Acceptable (NFA) 1 point
The applicant was able to provide anecdotal and situational examples that support the demonstration of the objective. The examples/justifications/practices/instances provided by the applicant are aligned with the objective and **showcase the applicant's deep understanding of the objective.** The response contained little to no grammatical and technical (capitalization, punctuation, etc.) errors. The applicant has good command of the language used.	The applicant was able to give examples/justifications/practices/instances that somehow/do not fully align with the objective. The response **demonstrates limited understanding of the objective**. The response contained few grammatical and technical (capitalization, punctuation, etc.) errors. However, these did not greatly affect the quality of the response.	The applicant was unable to support/provide evidence of his/her demonstration/ability to demonstrate the objective. The examples/justifications/practices/instances do not align with the objective and **demonstrate little to no understanding of the objective.** The response contained several grammatical and technical (capitalization, punctuation, etc.) errors which interfere with the understanding of the ideas presented.

Reminders for the evaluators:

1. Evaluators assess the applicant's demonstration and/or understanding of the objective based on the narrative and responses, NOT the quantity of narratives or experiences. **Long answers do not automatically merit an Exemplary rating.**
2. Use the portion ***Comments from the Evaluator*** to write down statement/s that support your given rating. Some examples:

   My rating is 1 because the examples given are very general and do not demonstrate his/her understanding of the indicator.

   I gave a rating of 3 because although the examples are aligned with the objective, the explanation was not focused on how the activities relate to his/her teaching practices.

   My rating is 5 because although only 1 example was given, it demonstrated deep understanding of the objective. The explanation directly targets the intention of the objective.

This tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government.

Annex P

TEACHER REFLECTION

TEACHER APPLICANT

INTER-EVALUATOR AGREEMENT FORM

APPLICATION CODE OF APPLICANT: _____ DATE: _____

POSITION APPLIED FOR: _____ SUBJECT & GRADE LEVEL TAUGHT: _____

DIRECTIONS FOR THE EVALUATORS:

Discuss with the other assessor/s your reason/s for rating in each indicator. In case of different ratings, come up with a final rating. **The final rating is NOT an average; it is a rating based on a reasoned and consensual judgment.** Indicate this rating on the column *"Final Rating"*. Add the final rating per indicator to get the total then compute for the *Rating for Portfolio Assessment* using the formula below. (Note: Weight allocation for Portfolio Assessment is 25 points.)

INDICATORS	FINAL RATING
1. Maintain learning environments that are responsive to community contexts.	
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.	
3. Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity.	
4. Participated in professional networks to share knowledge and to enhance practice.	
TOTAL NO. OF POINTS OBTAINED:	_____ / 20
OTHER COMMENTS:	
Final rating for NCOI TRF i.e., (total no. of points obtained / highest possible score) x 25 *Example: (20 / 20) x 25 = 25 points*	_____ **points**

_____ _____ _____

Signature over Printed Name of the Evaluator

This tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government.