



DEPARTMENT OF EDUCATION
Cordillera Administrative Region
DIVISION OF BAGUIO CITY
Upper Session Road, Military Cut-Off, Baguio City
Tel. No.: (074) 442-7819



DIVISION MEMORANDUM

No.: 44, Series of 2013

To : All Division Promotional Staff;
Public Schools District Supervisors;
Secondary School Principals;
Elementary School Principals;
Administrative Officers;
Teachers – In – Charge;
Public Elementary and Secondary School Teachers;
Teacher - Applicants; and
All Others Concerned

From :  ESTELA LEON - CARIÑO
Schools Division Superintendent

Subject : **PROCESS FLOW IN THE PREPARATION OF THE RQA AND
APPOINTMENT OF TEACHER I POSITIONS**

Date : 28 February 2013

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01. This is disseminate to the field the herein attached process flow in the preparation of the Registry of Qualified Applicants (RQA) relative DepEd Order No. 21, series of 2012 or the Revised Guidelines on the Hiring of Teacher I Positions Based of the Reform Actions in Basic Education Sector Reform Agenda (BESRA).
 02. The process flow is a simplified document that serves as a guide to teacher – applicants, teachers, school heads, supervisors, and other concerned individuals with regards to the assessment/ranking process as well as the composition and functions of the different selection committees.
 03. All school heads, district supervisors, teachers and specially members of the Selection Committees are enjoined to strictly follow the guidelines in order to fully attain the purpose of the Department Order.
 04. It is also reiterated that the personnel selection board at the school, district, and division level must follow ranking guidelines when it comes to promotion of teachers. In the absence of publication for vacant position/s, the school, district or the division selection board have no authority to conduct ranking of teachers except only if there is an order from the schools division superintendent.

05. Let this Memorandum be posted in all schools and district offices for the information of the public.

06. Immediate and widest dissemination is enjoined.

Enc.: As stated

References: DepEd Order: (No. 12, s. 2012 and No. 66, s. 2007)

**PROCESS FLOW CHART IN THE PREPARATION OF THE RQA AND APPOINTMENT OF TEACHERS
AS PER DEPED ORDER NO. 12, SERIES OF 2012**

HER - APPLICANT SCHOOL SELECTION COMMITTEE DIVISION SUB - COMMITTEE DIVISION SELECTION COMMITTEE SCHOOLS DIVISION SUPERINTENDENT



Chairman: School Head
Members: 4 Master Teachers or best performing teachers

ELEMENTARY LEVEL
Chairman: Schools District Supervisor
Members: 4 School Heads
SECONDARY LEVEL
Chairman: School Head
Members: 4 Other School Heads/ Dept't Heads

ELEMENTARY LEVEL
Chairman: ASDS
Members: 2 Education Supervisors
PESPA
Division Level PTA
SECONDARY LEVEL
Chairman: ASDS
Members: 2 Education Supervisors
NAPPSH
Division Level PTA

1. Submits written application and the supporting documents

2. a. Receives the applications
b. Verifies documents as to completeness, veracity, accuracy and authenticity

COMPLETE AND IN ORDER

2. c. Submits the list of applicants to the Division Sub - Committee

3. a. Receives from the School Selection Committee the list of applicants with the corresponding documents
b. Reviews the documents submitted by the School Selection Committee as to completeness, accuracy, authenticity, and veracity
c. Evaluates applicants based on education, teaching experience, LET/PBET Rating, Experiential Learning Course and Specialized Training Skills
d. Conduct Interviews
e. Observe demonstration teaching
f. Administers the English Proficiency Test
g. Consolidates individual ratings and submits initial rank list of qualified applicants to the Division Selection Committee

4. a. Receives from the Division Sub-Committee the initial rank lists of qualified applicants with corresponding documents.
b. Reviews and consolidates the results of the individual ratings of applicants, one for elementary level and another for secondary level by subject area, showing the scores they obtained in the criteria for evaluation.
c. Prepares separate Registry of Qualified Applicants (RQA) for elementary and secondary levels.
d. Submits the complete results of the evaluation of applicants including pertinent records of deliberations to the SDS for approval.

5. a. Posts the complete results in at least three conspicuous places in the Division Office: Consolidated results of the individual rating division - wide rank list and RQA of teacher who obtained total scores of fifty (50) or above.
b. Appoints from among the qualified applicants recommended by the School Selection Committee in the schools/School District Those in Registry A shall be given priority in the appointment.
c. Provides every elementary and secondary school with copies of the RQAs for posting their areas of jurisdiction.
d. Furnish the Local Gov't Units with copies of the RQA.

B.
1. GUIDELINES PROVIDED UNDER DEPED ORDER NO. 12, S. 012 SHALL APPLY TO THE FILLING UP OF NEWLY CREATED OR NATURAL VACANCIES FOR TEACHER I.
2. FOR PROMOTIONS TO TEACHER II AND TEACHER III, DEPED ORDER NO. 66, SERIES OF 2007 SHALL APPLY.



Republic of the Philippines
Department of Education

DepEd O R D E R
 No. **12**, s. 2012

FEB 0 1 2012

**REVISED GUIDELINES ON THE HIRING OF TEACHER I POSITIONS BASED
 ON THE REFORM ACTIONS IN BASIC EDUCATION SECTOR
 REFORM AGENDA (BESRA)**

To: Undersecretaries
 Assistant Secretaries
 Bureau Directors
 Regional Directors
 Schools Division/City Superintendents
 Heads, Public Elementary and Secondary Schools

1. The Revised Guidelines on the Hiring of Teacher I Positions are enclosed for the information and guidance of all concerned. These are based on the **Revisions to DepED Order No. 20, s. 2009** entitled "**Further Revisions to the Hiring Guidelines for Teacher I Positions under DepED Order No. 4, s. 2007**" entitled "**Revisions to the Hiring Guidelines for Teacher I Positions.**"
2. The issuance of these revised guidelines aim to integrate and to institutionalize the Teacher Education and Development Program (TEDP) and the School-Based Management (SBM) which are the reform actions in Basic Education Social Reform Agenda (BESRA), and to clarify some gray areas in DepED Order No. 20, s. 2009.
3. Immediate dissemination of and strict compliance with this Order is directed.

BR. ARMIN A. LUSTRO FSC
 Secretary

Encl.: As stated

References: DepED Order: (Nos.: 20, s. 2009 and 4, s. 2007)

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

APPOINTMENT, EMPLOYMENT, REAPPOINTMENT
 CHANGE
 POLICY
 TEACHERS

Model: 2012 Hiring Guidelines for Teacher I Positions
 863-January 20, 2012

(Enclosure to DepEd Order No. 12, s. 2012)

FURTHER REVISIONS TO THE HIRING GUIDELINES FOR TEACHER I POSITIONS UNDER DEPED ORDER NO. 20, s. 2009

The Department of Education's (DepED) Basic Education Sector Reform Agenda (BESRA) is expected to create critical changes necessary to further accelerate, broaden, deepen and sustain improvements in the country's educational system. The desire for improved school performance propels a unified system that requires highly qualified teachers.

In order to institutionalize the objective of BESRA, particularly the reforms in Teacher Education and Development Program (TEDP) and School-Based Management (SBM), these revisions to the hiring guidelines for Teacher I positions in the public elementary and secondary schools under DepED Order No. 20, s. 2009 (*Further Revisions to the Hiring Guidelines for Teacher I Positions*) shall be implemented by Schools Divisions consistent with the pertinent provisions of existing laws, rules and regulations effective School Year 2012-2013.

1.0 SCOPE

These guidelines which shall apply to the filling up of newly created or natural vacancies for Teacher I positions in public elementary and secondary schools shall cover the following areas/aspects:

- 1.1 Recruitment – Announcement of Vacancies and Receipt of Applications
- 1.2 Verification and Validation of Documents Submitted
- 1.3 Evaluation and Selection of Applicants
- 1.4 Appointment of Qualified Applicants
- 1.5 Monitoring of Division Office Compliance by the Regional Office

2.0 DEFINITION OF TERMS

- 2.1 **Applicant** refers to a person who holds a valid certificate of registration/professional license as a teacher from the Professional Regulation Commission (PRC) seeking to be appointed to a Teacher I Position.
- 2.2 **Bona fide resident** refers to a qualified applicant who is resident of a particular barangay, municipality, city or province for at least six (6) months as evidenced by the Personal Data Sheet (CSC Form 212, Revised 2005) and voter's ID.
- 2.3 **Catchment areas** refer to adjacent barangay, municipality, city or province where there is no school but are being served by elementary or secondary schools located in a particular barangay, municipality, city or province.
- 2.4 **Locality** refers to a barangay, municipality, city or province.
- 2.5 **Qualified applicant** refers to a person with a valid professional teacher's license who meets the evaluation and selection criteria applied by the Schools Division Superintendent (SDS) in accordance with these guidelines.
- 2.6 **Registry of Qualified Applicants (RQA)** refers to the official list of those who obtained an over-all score of fifty (50) points or above during evaluation and selection processes.

3.0 BASIC RULES ON HIRING FOR TEACHER I POSITIONS

- 3.1 The guidelines on deployment contained in DepED Order 21, s. 2005 shall be strictly observed.
- 3.2 Public school teachers requesting for transfer to another assignment are not considered new applicants and should not therefore be subjected to these hiring guidelines.
- 3.3 As provided in Sec 26 (b) Paragraph 2 of RA 9293, teachers who have not practiced their profession for the past five (5) years shall be required to take at least twelve (12) units of education courses, consisting of at least six (6) units of pedagogy and six (6) units of context courses.

4.0 RECRUITMENT PROCEDURE

- 4.1 An applicant shall submit to the head of the elementary or secondary school a written application supported by the following documents:
 - CSC Form 212 (Revised 2005) in two copies with the latest 2"x 2" ID picture
 - Certified photocopy of PRC Certificate of Registration/License
 - Certified photocopy of ratings obtained in the Licensure Examination for Teachers/Professional Board Examination for Teachers
 - Certified copies of transcript of records for baccalaureate course
 - Copies of service record, performance rating and school clearance for those with teaching experience
 - Certificates of specialized training, if any
 - Certified copy of the Voter's ID
 - NBI Clearance
 - Omnibus certification of authenticity and veracity of all documents submitted.

If any of these documents are not submitted, the School Selection Committee may refuse acceptance of the application.

The committee shall issue a certification to the applicant that it has received the application specifying the documents that have been submitted in support of the application.

- 4.2 The School Selection Committee shall verify all documents as to completeness and authenticity.
- 4.3 The applicant assumes full responsibility and accountability on the validity and authenticity of the documents submitted. Any violation will automatically disqualify the applicant from the selection process.
- 4.4 The School Selection Committees shall submit to the concerned Division Sub-Committee the list of applicants together with the required documents.

5.0 EVALUATION AND SELECTION

- 5.1 The Schools Division Superintendent (SDS) shall organize the following Committees:

- 5.1.1 School Selection Committee
- 5.1.2 Division Sub-Committee
- 5.1.3 Division Selection Committee

5.2 The Committees shall have the following compositions and functions:

5.2.1 School Selection Committee

5.2.1.1 Composition

- a. The Committee at the elementary level shall be chaired by the School Head with four (4) Master Teachers/best performing teachers as members.

In the case of primary, incomplete elementary and multigrade (MG) schools, the Committee shall be chaired by the cluster school head with four (4) best performing teachers from the cluster schools as members.

- b. The Committee at the secondary level shall be chaired by the School Head with the Department Head concerned and three (3) teachers from the different learning areas as members.

For small secondary schools that do not have department heads, the School Head shall be the Committee Chair with four subject leaders from different learning areas as members.

5.2.1.2 Functions

- a. Receives applications.
- b. Verifies documents as to completeness, veracity, accuracy and authenticity.
- c. Submits the list of applicants with the corresponding documents to the Division Sub-Committee for elementary or secondary level.
- d. Submits to the Schools Division Superintendent (SDS) recommendation for appointment of qualified applicants in the Division Registry of Qualified Applicants (RQA).

5.2.2 Division Sub-Committee

5.2.2.1 Composition

- a. The Division Sub-Committee for elementary level shall be chaired by the Schools District Supervisor/Coordinating Principal of the district with four (4) School Heads as members.
- b. The Division Sub-Committee for secondary level shall be chaired by a School Head with four (4) other School Heads as members.

5.2.2.2 Functions

- a. Receives from the School Selection Committee the list of applicants with the corresponding documents.

- b. Reviews the documents submitted by the School Selection Committee as to completeness, accuracy, authenticity, and veracity.
- c. Evaluates applicants based on Education, Teaching Experience, LET/PBET Rating, Experiential Learning Course and Specialized Training and Skills.
- d. Conducts interviews.
- e. Observes and rates demonstration teaching of applicants.
- f. Administers the English Proficiency Test;
- g. Consolidates individual ratings and submits the initial rank list of qualified applicants to the Division Selection Committee.

5.2.3 Division Selection Committee

5.2.3.1 Composition

For Elementary Schools

Chair: Assistant Schools Division Superintendent (ASDS)

Members:

Two (2) Education Program Supervisors
 Division Chapter President of the Philippine Elementary Schools Principals Association (PESPA)
 Division Level President of the Teachers' Association (PTA)

For Secondary Schools

Chair: Assistant Schools Division Superintendent (ASDS)

Members:

Two (2) Education Program Supervisors
 Division Chapter President of the National Association of Secondary School Heads Incorporated (NAPSSHI)
 Division Level President of the Teachers' Association (PTA)

- a. In schools divisions where there is no ASDS, the Superintendent shall designate another Education Program Supervisor as the Chair of the Division Selection Committee.
- b. The official in-charge of personnel actions shall provide secretariat services and maintain records of proceedings or deliberations.

5.2.3.2 Functions

- a. Receives from the Division Sub-Committee the initial rank lists of qualified applicants with corresponding documents.
- b. Reviews and consolidates the results of the individual ratings of applicants, one for elementary level and another for secondary

level, by subject area, showing the scores they obtained in the criteria for evaluation.

- c. Prepares separate Registry of Qualified Applicants (RQA) for elementary and secondary levels as follows:

Registry A - 70 points and above
 Registry B - 60 to 69 points
 Registry C - 55 to 59 points
 Registry D - 50 to 54 points

- d. Submits the complete results of the evaluation of applicants (items b and c), including pertinent records of deliberations, to the SDS for approval.

5.3 Applicants shall be evaluated using the following criteria:

CRITERIA	POINTS
a. Education	25
b. Teaching Experience	10
c. LET / PBET Rating	10
d. Experiential Learning Course	5
e. Specialized Training Skills	5
f. Interview	10
g. Demonstration Teaching	20
h. Communication Skills	15
TOTAL	100

5.3.1 EDUCATION – 25 points

Rating on education shall be based on the following equivalents:

<i>General Weighted Average (GWA)</i>	<i>Equivalent Points</i>	<i>General Weighted Average (GWA)</i>	<i>Equivalent Points</i>
1.0	25.00	2.0	17.50
1.1	24.25	2.1	16.75
1.2	23.50	2.2	16.00
1.3	22.75	2.3	15.25
1.4	22.00	2.4	14.50
1.5	21.25	2.5	13.75
1.6	20.50	2.6	12.25
1.7	19.75	2.7	11.50
1.8	19.00	2.8	10.75
1.9	18.25	2.9-3.0	10.00

When the percentage rating is used, the following table of equivalents shall be used:

<i>Percentage Rating</i>	<i>GWA</i>	<i>Percentage Rating</i>	<i>GWA</i>
99.00 - 100	1.0	86.50 - 87.50	2.0
97.75 - 98.75	1.1	85.25 - 86.25	2.1

96.50 - 97.50	1.2
95.25 - 96.25	1.3
94.00 - 95.00	1.4
92.75 - 93.75	1.5
91.50 - 92.50	1.6
90.25 - 91.25	1.7
89.00 - 90.00	1.8
87.75 - 88.75	1.9

84.00 - 85.00	2.2
82.75 - 83.75	2.3
81.50 - 82.50	2.4
80.25 - 81.25	2.5
79.00 - 80.00	2.6
77.75 - 78.75	2.7
76.50 - 77.50	2.8
75.00 - 76.25	2.9-3.0

Applicants with non-education degrees shall be rated using their GWAs in their baccalaureate degrees and the 18 professional units in education.

Where the school issues a certification of GWA with corresponding Percentage Rating that does not conform to the above table, the committee shall refer to the grading system of the school.

For schools with "unique" grading systems, a corresponding transmutation table must be constructed.

5.3.2 TEACHING EXPERIENCE – 10 points

Teaching experience in pre-school, SPED, elementary and secondary in public and private schools shall be given one (1) point for every school year but not to exceed 10 points.

For every month of service, 0.1 point shall be given.

Example: 8 months = 0.8 point

11 months = 1.1 points

Only teaching experience in private schools that are DepEd-recognized or have DepEd permit to operate shall be considered.

5.3.3 LET/PBET RATING – 10 points

Rating of applicant's performance in the LET/PBET shall be as follows:

<i>LET Rating</i>	<i>Points</i>
87+	10
85.86	9
83-84	8
81-82	7
79-80	6
77-78	5
75-76	4

<i>PBET Rating</i>	<i>GWA</i>
82+	10
80-81	9
78-79	8
76-77	7
74-75	6
72-73	5
70-71	4

5.3.4 EXPERIENTIAL LEARNING COURSES - 5 points

RUBRICS FOR EXPERIENTIAL LEARNING COURSES (ELC)

5.3.4.1 Field Study

Scale	%	Point System	Adjectival Equivalent	Indicators
5	95-100	1.00	Excellent	Presents clear description of experiences that are

				considered worthwhile and helpful, explains judgments on personal strengths and weaknesses; includes successful outputs and accomplishments.
4	90-94	1.25-1.50	Proficient	Presents some examples of experiences, some explanations of strengths and weaknesses and includes some achievements.
3	85-89	1.75-2.00	Satisfactory	Contains some examples of learning experiences with few explanations of personal strengths and weaknesses and statement of what has been achieved.
2	80-84	2.25-2.50	Developing	There is little evidence of reflections and insights learned; very few details of experiences. Judgment of personal performances is very limited, with little or no attention paid to strengths and weaknesses of work.
1	75-79	2.75-3.00	Needs Improvement	There is no evidence of reflection; no details of experiences and judgment of performance, without statement of strengths and weaknesses and achievements.

Where the applicant does not have a Field Study, the ELC shall be based on the Practice Teaching Rating.

5.3.4.2 Practice Teaching

Scale	%	Point System	Adjectival Equivalent	Indicators
5	95-100	1.00	Outstanding	<ul style="list-style-type: none"> • Presents a variety of work done individually or in group. • Uses many resources. • Shows good organization and a clear focus. • Displays evidences of assessment such as revisions, a letter on why one chose a certain entry, etc.
4	90-94	1.25-1.50	Very Satisfactory	<ul style="list-style-type: none"> • Presents a variety of work done individually or in group. • Uses many resources. • Contains minor organizational flaws. • Exhibits some errors in grammar, usage or mechanics.

				<ul style="list-style-type: none"> Reflects enthusiasm, creativity, self-assessment, extensive investigations and analysis of information
3	85-89	1.75-2.00	Satisfactory	<ul style="list-style-type: none"> Presents fewer work and some resources. Includes confusing organization and lacks focus Reflects some enthusiasm, creativity, self-assessment, extensive investigations and analysis of information.
2	80-84	2.25-2.50	Fair	<ul style="list-style-type: none"> Contains problems in mechanics that interfere with communication. Reflects poor organization. Lacks focus, enthusiasm, creativity and analysis of information.
1	75-79	2.75-3.00	Needs Improvement	<ul style="list-style-type: none"> Consists mainly of ditto sheets or pages copied from a textbook. Contains no evidence of student thinking.

5.3.5 SPECIALIZED TRAINING AND SKILLS – 5 points

Any of the specialized training for skills development such as journalism, sports, music, theatre arts, Information and Communication Technology (ICT) and other similar or allied skills shall be given a maximum of 5 points.

In the assignment of points, the following should be met:

- at least five (5) days' training;
- duly supported with documents;
- the skill shall be validated thru demonstration

Points may also be given to skills acquired from experience to be validated thru demonstration.

5.3.6 INTERVIEW – 10 points

The Division Sub-Committee shall interview the applicants based on the following attributes:

Personality (5 pts), each indicator to be given one (1) point

Appearance
Voice and Speech
Poise
Alertness
Self-confidence

Potential (5 pts), each indicator to be given one (1) point

Ability to present ideas
Judgment
Emotional Stability

Decisiveness
Stress tolerance

5.3.7 DEMONSTRATION TEACHING – 20 points

Applicants shall be given points on aspects such as: lesson plan, presentation of the lesson, classroom management and evaluation of pupil/student performance strictly following the applicable National Competency- Based Teacher Standards (NCBTS) strands and indicators.

5.3.8 COMMUNICATION SKILLS – 15 points

An English Proficiency Test with a maximum score of 100% shall be administered to applicants. The competencies and contents of the test are indicated below. However, as to the procedure and the test items to be administered to the applicant, these are left to the discretion of the Division Selection Committee.

- a. Listening (25%)
- b. Speaking (25%)
- c. Reading (25%)
- d. Writing (25%)

The percentage score obtained by an applicant shall be multiplied by the weight of 15 points, as follows:

Percentage Score	= 98% or 0.98
Weighted Points	= 15
Rating	= $0.98 \times 15 = 14.7$ points

6.0 Constituting and Utilizing the Registry of Qualified Applicants (RQA)

- 6.1 The cut-off score for inclusion in the RQA is fifty (50) points.
- 6.2 The RQA is the list of qualified applicants for appointment which shall include their names, permanent addresses and final evaluation ratings. It shall be used in filling-up new items and natural vacancies for Teacher I positions.
- 6.3 The RQA for the elementary level shall be prepared by schools district while the RQA for the secondary level shall be prepared by school and by subject area.
- 6.4 In the event that an applicant is not appointed to any teaching position during the school year, he/she shall be automatically included in the succeeding year's updating of the RQA. He/she may opt to submit new documents to be included in the evaluation with new applicants; otherwise he/she shall retain his/her previous points.
- 6.5 Subject area specialization and not the residence of the qualified applicants shall be the primary consideration in the filling up of vacancy in Gr. V-VI for elementary as well as the secondary school level.

7.0 APPOINTMENT OF QUALIFIED APPLICANTS

- 7.1 Functions of the Schools Division Superintendent (SDS)

- 7.1.1 Posts the complete results (5.2.3.2.e) in at least three (3) conspicuous places in the Division Office: consolidated results of the individual ratings, division-wide rank list and RQA of teachers who obtained total scores of fifty (50) or above.
- 7.1.2 Appoints only from among the qualified applicants recommended by the School Selection Committee in the schools/schools districts where the vacancies exist.
- 7.1.3 Those in Registry A shall be given priority in the appointment. When all those in Registry A have been appointed and assigned to their respective stations and there are still positions to be filled, those in Registry B shall be considered before going to Registry C and D, in that order.
- 7.1.4 Provides every elementary and secondary school with copies of the RQAs for posting in their areas of jurisdiction. Regional Directors shall also be provided with copies of the RQAs.
- 7.1.5 Furnishes the Local Government Units with copies of the RQAs. Discussions shall be done to encourage their use of the RQAs in hiring licensed teachers to locally-funded items.

8.0 MONITORING OF DIVISION COMPLIANCE

- 8.1 Regional Directors shall regularly monitor and ensure strict compliance with the provisions of these hiring guidelines, as follows:
 - a. dissemination and discussion of these guidelines with teachers, school heads, district supervisors, superintendents and other schools division officials;
 - b. preparation of schools to receive, acknowledge and endorse applications;
 - c. organization of Division Sub-Committees and School Selection Committees;
 - d. briefing and orientation of members of these committees regarding their roles and functions;
 - e. preparation of scoring sheets, interview guides and tests of applicants;
 - f. briefing and information-sharing with local governments and other local stakeholders in teacher hiring;
 - g. preparation of a report on the observations, both positive and negative, in actual division practices in implementing these guidelines; and
 - h. submission of said report on a quarterly basis to the Office of the Secretary through the Office of Planning Service- Research and Statistics Division.

9.0 GRIEVANCE AND PROTEST PROCEDURES

Aggrieved qualified applicants in the RQAs of the Schools Division Offices and those disqualified under Par. 4.4 of these guidelines may file a protest or complaint, respectively.

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. Complaints may be filed immediately upon being notified of his/her disqualification.

The Regional Director shall, upon receipt of the protest/complaint, refer to the Schools Division Superintendent (SDS) the protest/complaint within seventy-two (72) hours. The SDS shall answer, within fifteen (15) days, the allegations thereon furnishing the protestant/complainant a copy thereof.

On the basis of the reply of the respondent, the Regional Director shall have fifteen (15) days to make the decision which shall be final in so far as DepED is concerned. Any appeal regarding the DepED decision shall be filed with the Civil Service Commission.

10.0 REPEALING CLAUSE

Rules, regulations and issuances which are inconsistent with these guidelines are hereby repealed, rescinded or modified accordingly.

11.0 Sanctions

Anyone found guilty of violating any of the provisions of these guidelines or any part hereof shall be charged administratively pursuant to RA6713 otherwise known as the Code of Conduct and Ethical Standards for Public Officials and Employees and other relevant laws, rules and regulations.

12.0 EFFECTIVITY

The revised guidelines and criteria provided in this Order shall take effect immediately.


BR. ARMIN A. LUISTRO FSC
Secretary



Tanggapan ng Kalihim
Office of the Secretary

SEP 17 2007

DEPED ORDER

No. 66, s. 2007

REVISED GUIDELINES ON THE APPOINTMENT AND PROMOTION OF OTHER
TEACHING, RELATED TEACHING AND NON-TEACHING POSITIONS

To : Undersecretaries
Assistant Secretaries
Bureau/Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads

1. The Guidelines on the Appointment and Promotion of Other Teaching, Related Teaching and Non-Teaching Positions were promulgated under DepED Order No. 54, series of 1993 entitled "The DECS System of Ranking Positions and Employees".
2. To further achieve the principles of merit and fitness; objectivity and uniformity in evaluation; and strengthening of the selection process for other teaching, related teaching and non-teaching personnel in the Department, significant revisions are hereby adopted.
3. Immediate dissemination of and compliance with this Order is directed.


JESLI A. LAPUS
Secretary

Encl.: As stated

Reference: DepED Order: (No. 54, s. 1993)

Allotment: 1—(D.O. 50-97)

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

APPOINTMENT, EMPLOYMENT
EMPLOYEES
OFFICIALS
POLICY
PROMOTION
QUALIFICATION
TEACHERS

GUIDELINES ON THE APPOINTMENT AND PROMOTION OF OTHER TEACHING, RELATED TEACHING AND NON-TEACHING POSITIONS

These guidelines shall apply to the appointment and promotion of Teaching and Related Teaching Group such as: Teacher II and III; Education Supervisor I, II and III; Chief Education Supervisor, Education Program Specialist I and II, Senior Education Program Specialist, Chief Education Program Specialist, Guidance Counselors, Guidance Coordinators and other teaching and related teaching positions indicated in the Magna Carta for Public Schools Teachers, except School Heads – Principals and Head Teachers; and all Non-Teaching Group.

I. PROCEDURE

The HRMO/In-Charge of Personnel shall:

1. Publish vacant position/s in the Civil Service Commission (CSC) Bulletin of Vacancies or through other modes of publication pursuant to RA 7041 (Requiring the Regular Publication of Existing Vacant Positions in Government Officers)
2. Announce vacant position/s to be filled and post in at least three (3) conspicuous places in the DepED offices/schools concerned for at least fifteen (15) working days.
3. List applicants for the vacant position/s, both from inside and outside of DepED offices/schools.
4. Conduct preliminary evaluation of the qualifications of all applicants.

Require original candidates/appointees to undergo Psychological tests done by accredited institution, or as may be necessary.
5. Prepare selection line-up which shall reflect the qualifications of candidates.
6. Post in three (3) conspicuous places in DepED offices/schools for at least fifteen (15) calendar days. The date of posting shall be indicated in the notice.
7. Notify all applicants of the outcome of the preliminary evaluation.
8. Submit the selection line up to the PSB/C for deliberation *en banc*.

The Personnel Selection Board (PSB) shall:

9. Evaluate and deliberate the qualifications of those listed in the selection line up, *en banc*.
10. Make a systematic assessment of the qualifications and competence of candidates for appointment to the vacant position.
11. Conduct further assessment such as: written examination, skills tests, interview and others of qualified candidates.

12. Submit to the appointing authority the short list of five ranking candidates, whenever possible, whose over-all point scores are comparatively at par with each other based on the comparative assessment of the determinant factors cited herein in II item 5.

The Appointing Official shall:

13. Assess the list of top five candidates for appointment submitted by the PSB/C.
14. Select from among the top five candidates the one deemed most qualified for appointment to the vacant position.
15. Issue appointment in accordance with existing Civil Service rules and regulations.

The Personnel Office shall post the appointment a day after its issuance for fifteen (15) calendar days in at least three (3) conspicuous places in the DepED offices/schools concerned. The date of posting should be indicated in the notice.

II. COMPOSITION OF THE PERSONNEL SELECTION BOARD (PSB)

The PSB shall be composed of the following:

1. In the Central Office:

Chairperson: Undersecretary

Vice-Chairperson: Assistant Secretary

Members:

Head of Office where the vacancy exists

Chief, Personnel Division

One (1) representative of the DepED Employees' Union,
either for the first or second level, as the case may be

2. In the Regional Office:

Chairperson: Assistant Regional Director

Members:

Chief of the Division/Unit where the vacancy exists

Chief, Administrative Division

Chief Administrative Officer V (HRMO III)

One (1) representative of the DepED Employees' Union,
either for the first or second level, as the case may be

3. In the Schools Division:

Chairperson: Assistant Schools Division Superintendent

Members:

Head of the school where the vacancy exists

Administrative Officer V

Administrative Officer II (HRMO I)

President of the Division DepED Employees' Union/Non-
Teaching Association/Faculty Association, as the case may be

4. In the School:

4.1 Central elementary schools and non-central elementary schools:
Chairperson: Principal/School Head
Members: Four (4) members from among the Grade Level Chairpersons

4.2 Elementary schools with no school head:

The SDS shall identify the committee of five (5) to take care of the entire group of schools of this type. Contiguous or proximate schools shall be clustered to complete the group of five.

4.3 Secondary schools with existing department heads:

4.3.1 Teaching Positions

Chairperson: Principal/School Head
Members: Department Head where vacancy exists
Department Head
Administrative Officer
President of Teachers' Association

For secondary schools with no existing department heads, the school head shall designate the members of the committee from among the faculty on the basis of qualification and demonstrated creditable competence.

4.3.2 Non-Teaching Positions

Chairperson: Principal/School Head
Members: Two (2) Department Heads
Administrative Officer
President of Employees' Union/President of Non-Teaching Association

III. COMPUTATION OF POINTS

The Personnel Selection Board / Committee (PSB/C) shall evaluate the candidates for promotion using the table as indicated for specific positions and assign points for the sub-items under a particular criterion. Such point assignments indicated in "Annex A" shall be uniformly applied and implemented for all promotions in the Central, Region and Division offices.

TEACHING AND RELATED TEACHING GROUP

CRITERIA	POINTS
Performance	35
Experience	5
Outstanding Accomplishments (Meritorious Accomplishments)	20
Education	25
Training	5
Psycho-social attributes	5
Potential	5
TOTAL	100

NON-TEACHING GROUP

CRITERIA	Level 1	Level 2
Performance	35	30
Experience	5	10
Outstanding Accomplishments (Meritorious Accomplishments)	5	20
Education	10	15
Training	10	10
Potential	15	5
Psycho-social attributes	20	10
TOTAL	100	100

A. Performance Rating

The performance rating of the candidate for the last three (3) rating periods prior to screening should be at least *Very Satisfactory*.

B. Experience

Experience must be relevant to the duties and functions of the position to be filled.

C. Outstanding Accomplishments

a. Outstanding Employee Award

- Awardee in the school
- Nomination in the division/awardee in the district
- Nomination in the region/awardee in the division
- Nomination in the Department/awardee in the region
- National awardee

b. Innovations

Innovative work plan properly documented, approved by immediate chief and attested by authorized regional/division official:

- Conceptualized
- Started the implementation
- Fully implemented in the school
- Adopted in the district
- Adopted in the division

c. Research and Development Projects

- Action research conducted in the school level
- Action research conducted in the district level
- Action research conducted in the division level

d. Publication/Authorship

- Articles published in a journal/newspaper/magazine
of wide circulation
- Co-authorship of a book
(shall be divided by the number of authors)
- Sole authorship of a book

- e. Consultant/Resource Speaker in Trainings/Seminars/
Workshops/Symposia
 - District level
 - Division level
 - Regional level
 - National level
 - International level

D. Education and Training

a. Education

- Complete Academic Requirements for Master's Degree
- Master's Degree
- Complete Academic Requirements for Doctoral Degree
- Doctoral Degree

b. Training

Participant in a specialized training
e.g. Scholarship Programs, Short Courses, Study Grants

Participant in three (3) or more training activities in each level conducted for at least three (3) days not credited during the last promotions:

- District Level
- Division Level
- Regional Level

Participant in one (1) training conducted for at least three (3) days not credited during the last promotions:

- National Level
- International Level

Chair/Co-chair in a technical/planning committee

- District Level
- Division Level
- Regional Level
- National Level
- International Level

E. Potential

This refers to the capacity and ability of a candidate to assume the duties of the position to be filled up and those of higher level.

The Personnel Selection Board/Committee (PSB/C) shall determine the potentials of the candidate based on each of the following components:

1. Communication Skills
Speaks and writes effectively in Filipino and English.
2. Ability to Present Ideas
Presents well-organized and precise ideas with marked command of the language used.

3. Alertness
Manifests presence of mind and awareness of the environment.
4. Judgment
Demonstrates sound judgment.
5. Leadership Ability
Influences others to do the tasks for him.

F. Psychosocial Attributes and Personality Traits

This factor includes human relations, stress tolerance and decisiveness, which would indicate the capability of the candidate to be assets to the entire service system and utilize his/her talents and expertise to the maximum.

a. Human Relations

1. Adjusts to the variety of personalities, ranks and informal groups present in the organization
2. Internalizes work changes with ease and vigor
3. Accepts constructive criticisms objectively whether from his subordinates, peers or superiors
4. Observes proper decorum in relating with superiors and peers
5. Takes the initiative to organize work groups, adopt procedures and standards in his own level

b. Decisiveness

1. Thinks logically and acts accordingly
2. Considers alternatives and recommends solutions when faced with problem situations
3. Gives convincing recommendations and suggestions
4. Acts quickly and makes the best decision possible
5. Exercises flexibility

c. Stress Tolerance

1. Exercises high degree of tolerance for tension resulting from increasing volume of work, organizational change, environmental conflicts, etc.
2. Uses coping mechanisms to handle creatively tensions resulting from one's work.
3. Controls negative manifestations of emotions.
4. Performs satisfactorily his duties and functions in a tension-laden situation.
5. Channels negative emotions to positive and constructive endeavors.

IV. REPEALING CLAUSE

All rules, regulations and issuances, which are inconsistent with these guidelines are hereby repealed or modified accordingly.

V. **SANCTIONS**

Anyone found guilty of violating the provisions of this MSP and the enclosed guidelines or parts thereof shall be dealt with accordingly.

VI. **EFFECTIVITY**

The provisions of this Order shall take effect immediately.



JESLI A. LAPUS
Secretary

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SPECIFIC NUMBER OF POINT/S ASSIGNED TO EACH CRITERION

CRITERIA	TEACHING AND RELATED TEACHING	NON-TEACHING GROUP	
		Level 1	Level 2
A. Performance Rating	35	35	30
<i>Performance rating for the last 3 rating periods should be at least Very Satisfactory</i>	<i>Average of the numerical ratings multiplied by 35%</i>	<i>Average of the numerical ratings multiplied by 35%</i>	<i>Average of the numerical ratings multiplied by 30%</i>
B. Experience	5	5	10
<i>Experience must be relevant to the duties and functions of the position to be filled.</i>	<i>Every year given a point but not to exceed five (5) points</i>	<i>Every year given a point but not to exceed five (5) points</i>	<i>Every year given a point but not to exceed ten (10) points</i>
C. Outstanding Accomplishments (Meritorious Accomplishments)	20	5	20
<i>a. Outstanding Employee Award</i>	4	1	4
<i>b. Innovations</i>	4	1	4
<i>c. Research & Development Projects</i>	4	1	4
<i>d. Publication/Authorship</i>	4	1	4
<i>e. Consultant/Resource Speaker in Trainings/Seminars</i>	4	1	4
D. Education	25	10	15
<i>• Complete Academic Requirements for Master's Degree</i>	10	6	7
<i>• Master's Degree</i>	15	7	10
<i>• Complete Academic Requirements for Doctoral Degree</i>	20	9	13
<i>• Doctoral Degree</i>	25	10	15
Training	5	10	10
<i>Participant in a specialized training, e.g. Scholarship Programs, Short courses, Study Grants</i>	<i>One point for every month of attendance but not to exceed five (5) points</i>	<i>One point for every month of attendance but not to exceed ten (10) points</i>	<i>One point for every month of attendance but not to exceed ten (10) points</i>
<i>Participant in three (3) or more training activities in each level conducted for at least three (3) days not credited during the last promotions:</i>			
<i>• District Level</i>	1	2	2
<i>• Division Level</i>	2	4	4
<i>• Regional Level</i>	3	6	6
<i>Participant in one (1) training conducted for at least three (3) days not credited during the last promotions:</i>			
<i>• National Level</i>	4	8	8
<i>• International Level</i>	5	10	10

<i>Chair/Co-chair in a technical/planning committee</i>			
• <i>District Level</i>	<i>1</i>	<i>2</i>	<i>2</i>
• <i>Division Level</i>	<i>2</i>	<i>4</i>	<i>4</i>
• <i>Regional Level</i>	<i>3</i>	<i>6</i>	<i>6</i>
• <i>National Level</i>	<i>4</i>	<i>8</i>	<i>8</i>
• <i>International Level</i>	<i>5</i>	<i>10</i>	<i>10</i>
E. Potential	5	20	10
1. <i>Communication Skills</i>	<i>1</i>	<i>4</i>	<i>2</i>
2. <i>Ability to Present Ideas</i>	<i>1</i>	<i>4</i>	<i>2</i>
3. <i>Alertness</i>	<i>1</i>	<i>4</i>	<i>2</i>
4. <i>Judgment</i>	<i>1</i>	<i>4</i>	<i>2</i>
5. <i>Leadership Ability</i>	<i>1</i>	<i>4</i>	<i>2</i>
F. Psycho-social attributes	5	15	5
a. <i>Human Relations</i>	<i>2</i>	<i>6</i>	<i>2</i>
b. <i>Decisiveness</i>	<i>2</i>	<i>5</i>	<i>2</i>
c. <i>Stress Tolerance</i>	<i>1</i>	<i>4</i>	<i>1</i>
TOTAL	100	100	100