



Republic of the Philippines
Department of Education
 CORDILLERA ADMINISTRATIVE REGION
SCHOOLS DIVISION OF BAGUIO CITY



September 22, 2025

DIVISION MEMORANDUM

No. 2025-09-0586

SUBMISSION OF RECLASSIFICATION APPLICATIONS FOR TEACHING AND SCHOOL PRINCIPAL POSITIONS

To: Assistant Schools Division Superintendent
 Chief Education Supervisors
 Education Program Supervisors
 Public Schools District Supervisors
 Public School Heads
 All Others Concerned

1. Relative to DM-OUHROD-2025-2505 on the Commencement of Reclassification of Teaching and School Principal positions, and pursuant to DepEd Order No. 024, s. 2025 titled "Guidelines on the Implementation of the Expanded Career Progression System for Teachers and School Heads in the Department of Education, this Office hereby calls for the submission of reclassification application.

2. All qualified teaching and school principal personnel who wish to be considered for reclassification under the said system are encouraged to prepare and submit the necessary documentary requirements in accordance with the provisions outlined in DepEd Order 024, s. 2025.

3. Please be guided by the following:

Activity	Date/Venue	Person(s) Responsible
Submission and receipt of application documents	September 23-30, 2025/ School (applicant's current station)	Applicant School Administrative Officer
Procedures: 1. Initial Evaluation of a) Qualification Standards (DBM-DepEd Joint Circular No. 01, s. 2025) b) Standards-Based Requirements 2. Comparative Assessment	October 2- 21, 2025/ District Office CRITERIA a) Teaching (Enclosure No. 2 to DepEd Order No. 24, s, 2025, item no. 33) a.1. Education a.2. Training a.3. Experience a.4. Performance Rating a.5. PPST Classroom Observation a.6. PPST Portfolio Assessment (Non-Classroom Observation) b. School Principal (Enclosure No. 3 to DepEd Order No. 024, s. 2025 item no. 31) b.1. Education b.2. Training b.3. Experience b.4. Performance b.5. Outstanding Accomplishments b.6. Application of Education b.7. Application of L&D b.8. Potential	District Sub-Committee



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Review of the comparative assessment results and recommendation for the approval of candidates for reclassification to the Schools Division Superintendent	October 21-29, 2025	HRMPSB
Submission and endorsement of CAREER, RFTP (teaching), RFSPP (school principal), PAL, and other related documents to the Regional Office	October 30, 2025	HRMO SDS

4. All interested applicants for reclassification are advised to submit the Reclassification Form for Teaching Positions (RFTP) or the Reclassification Form for School Principal Position (RFSPP), along with the required supporting documents. This Division adheres to the Equal Opportunity Principle (EOP), which allows all individuals to apply for a position regardless of age, sex, sexual orientation, gender identity and expression, civil status, disability, religion, ethnicity, or political beliefs. The supporting documents are as follows:

- a. Letter of intent addressed to the SDS containing the following information:
 - i. Statement of Purpose/ Expression of interest
 - ii. Position applied for
- b. Duly accomplished PDS (CS Form 212, Revised 2025/ with Work Experience Sheet;
- c. Photocopy of valid and updated PRC License/ID;
- d. Certificate of Competency level issued by authorized body (if applicable)
- e. Photocopy of scholastic/academic record (i.e., Special Orders, Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/ degrees, if available);
- f. Photocopy of duly signed Service Record;
- g. Photocopy of latest appointment;
- h. Photocopy of certificate/s of completion of National Educators Academy of the Philippines (NEAP)-accredited professional development programs/ courses, or certificates of training issued by NEAP-accredited public and private institutions or Photocopy of certificate/s of relevant specialized trainings or professional development programs, if any;
- i. Photocopy of Technical Education and Skills Development Authority (TESDA) National Certificate (NC) II, Trainers Methodology Certificate (TMC) (for SHS applicants in the Technical-Vocational-Livelihood (TVL) track only) Certificate of Rating (COR) in the School Head Assessment (National Qualifying Examination for School Heads (NQESH) or Principal's Test or other school head assessment as may be administered by DepEd) (for School Principal applicants only);
- j. Photocopy of the required Performance Ratings with at least Very Satisfactory rating (Note: The applicant shall submit at most three (3) performance ratings depending on the performance requirements per Item 14 of Enclosure 2 of DepEd Order No. 024, s. 2025. The latest performance rating shall cover one (1) year complete performance rating period in the current position) (for Teaching applicants only);
 Photocopy of the Performance Rating with at least Very Satisfactory rating in the last rating period covering one (1) complete performance rating period in the current position prior to the deadline of submission (for School Principal applicants only);
- k. Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and



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Data Privacy Consent Form pursuant to RA No. 10173 (Data Privacy Act of 2012); and

1. 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 (for Teaching applicants only).

Other documents as may be required by the HRMPSB for the Comparative Assessment, including but not limited to (for School Principal applicants only):

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

5. Individuals who failed to submit complete mandatory documents (Items 4.a to 4.k) on the set deadline indicated in this 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 4.1) shall not warrant exclusion from the pool of official applicants.

6. As stipulated in Enclosure No. 1 of DepEd Order No. 024, s. 2025, qualified incumbents of the following positions (SSP I-II, ASP I-III, ASSP I, HT I-VI, SNET I-V, and SST I-II) may apply for promotion or reclassification to the appropriate Teacher, Master Teacher, or School Principal position, in accordance with the provisions of the said Enclosure. During the three (3)-year transition period, these qualified incumbents shall be given priority for promotion through natural vacancy, provided they are among the top five (5) or top-ranking candidates. Similarly, they shall also be given priority in the reclassification of positions, subject to the guidelines stipulated in the Order.

7. In addition, consistent with DM-OUHROD-2025-2505, priority for promotion shall be granted to: (a) Teacher I incumbents who are due for mandatory or optional retirement within the next five (5) years; and (b) Head Teachers and Assistant School Principals affected by the implementation of the Expanded Career Progression, subject to necessary assessments, applicable staffing standards, and availability of funds.

8. The following documents are enclosed with this memorandum:

- Annex A: Checklist of Requirements and Omnibus Sworn Statement
- Annex B: CSC-approved Qualification Standards
- Annex C-1: Reclassification Form for Teaching Positions (RFTP) (TII-TVI)
- Annex C-2: Reclassification Form for Teaching Positions (RFTP) (MTI-MTIII)
- Annex C-3: Reclassification Form for Teaching Positions (RFTP) (MTIV-MTV)
- Annex C-4: Reclassification Form for School Principal Position (RFSPP)
- Annex D-1: Initial Evaluation Result (IER) (Teaching)
- Annex D-2: Initial Evaluation Result (IER) (School Principal)
- Annex E-1: Comparative Assessment Result for Expanded Reclassification (CAREER) (Teaching)
- Annex E-1: Comparative Assessment Result for Expanded Reclassification (CAREER) (School Principal)
- Annex F: Job Summary for the Teaching and School Administration Positions

9. For other important details, please refer to DepEd Order No. 024, s. 2025 for comprehensive guidelines and requirements related to the reclassification process.

10. For strict compliance and immediate dissemination.


SORAYA T. FACULO PhD, CESO VI
Schools Division Superintendent

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 <i>(To be filled-out by the applicant; Check if submitted)</i>	Verification <i>(To be filled-out by the HRMC/HR Office/sub-committee)</i>	
		Status of Submission <i>(Check if complied)</i>	Remarks
a. Letter of intent addressed to the SDS containing the following information: <i>i. Statement of Purpose/Expression of interest</i> <i>ii. Position applied for</i>			
b. Duly accomplished PDS with Work Experience Sheet (CS Form 212, Revised 2025)			
d. Photocopy of valid and updated PRC License/ID			
e. Certificate of Competency Level issued by Authorized body (if applicable)			
f. Photocopy of scholastic/academic record (i.e., Special Orders, Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available)			
g. Photocopy of duly signed Service Record			
h. Photocopy of latest appointment			
i. Photocopy of certificate/s of completion of National Educators Academy of the Philippines (NEAP)-accredited professional development programs/ courses, or certificates of training issued by NEAP-accredited public and private institutions or Photocopy of certificate/s of relevant specialized trainings or professional development programs, if any			
j. Photocopy of Technical Education and Skills Development Authority (TESDA) National Certificate (NC) II11, Trainers Methodology Certificate (TMC) (for SHS applicants in the Technical-Vocational-Livelihood (TVL) track only);			
k. Photocopy of the required Performance Rating(s) with at least Very Satisfactory rating <i>(For teaching positions: The applicant shall submit at most three (3) performance ratings depending on the performance requirements. The latest performance rating shall cover one (1) year complete performance rating period in the current position)</i>			
l. Certificate of Rating (COR) in the School Head Assessment (National Qualifying Examination for School Heads (NQESH) or Principal's Test) (for School Principal positions only);			
m. Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and Data Privacy Consent Form pursuant to RA No. 10173 (Data Privacy Act of 2012)			
n. Other documents as may be required by the HRMPSB For Teaching: portfolio for the assessment of identified PPST non-classroom observable indicators. For School Principal: Means of Verification (MOVs) showing Outstanding Accomplishments, Application of Education, Application of Learning and Development reckoned from the date of last issuance of appointment			

Attested:

 Human Resource Management Officer

OMNIBUS SWORN STATEMENT

CERTIFICATION OF AUTHENTICITY AND VERACITY

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

DATA PRIVACY CONSENT

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

 Name and Signature of Applicant

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

 Person Administering Oath

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

CSC- APPROVED QUALIFICATION STANDARDS

School Administration Group: SCHOOL PRINCIPAL POSITIONS

POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
School Principal I	19	<p>Master's degree in Education, or Educational Management, or Educational Leadership; or</p> <p>Master's degree in relevant learning area with at least 9 units in Management</p>	<p>5 years teaching experience and 1 year relevant experience in any of the following: learning area coordination, subject area supervision, school management and operations, instructional supervision</p>	<p>32 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, School Management and Operations, Instructional Leadership acquired within the last 5 years</p>	<p>RA 1080, as amended (Teacher)</p>
School Principal II	20	<p>Master's degree in Education, or Educational Management, or Educational Leadership; or</p> <p>Master's degree in relevant learning area with at least 12 units in Management</p>	<p>5 years teaching experience and 2 years experience in school management and operations</p>	<p>32 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, School Management and Operations, Instructional Leadership acquired within the last 5 years</p>	<p>RA 1080, as amended (Teacher)</p>
School Principal III	21	<p>Master's degree in Education, or Educational Management, or Educational Leadership; or</p> <p>Master's degree in relevant learning area with at least 15 units in Management</p>	<p>5 years teaching experience and 3 years experience in school management and operations</p>	<p>40 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, School Management and Operations, Instructional Leadership acquired within the last 5 years</p>	<p>RA 1080, as amended (Teacher)</p>

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KRISTAL JOY C. GUMBOC
Supervising Human Resource Specialist
Commission Secretariat and Liaison Office

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
School Principal IV	22	Master's degree in Education, or Educational Management, or Educational Leadership; or Master's degree in relevant learning area with at least 18 units in Management	5 years teaching experience and 4 years experience in school management and operations	40 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, School Management and Operations, Instructional Leadership acquired within the last 5 years	RA 1080, as amended (Teacher)

Teaching Group:

TEACHER: ELEMENTARY AND SECONDARY LEVEL

POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
Teacher I (Elementary)	11	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education	None required	None Required	RA 1080, as amended (Teacher-Elementary/Secondary)
Teacher I (Secondary)					RA 1080, as amended (Teacher-Secondary)
Teacher II (Elementary)	12	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education	1 year teaching experience	8 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	RA 1080, as amended (Teacher-Elementary/Secondary)
Teacher II (Secondary)					RA 1080, as amended (Teacher-Secondary)
Teacher III (Elementary)	13	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education	2 years teaching experience	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	RA 1080, as amended (Teacher-Elementary/Secondary)
Teacher III (Secondary)					RA 1080, as amended (Teacher-Secondary)

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 Supervising Human Resource Specialist
 Commission Secretariat and Teacher Affairs

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
Teacher IV (Elementary)	14	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education	3 years teaching experience	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	RA 1080, as amended (Teacher-Elementary/Secondary)
Teacher IV (Secondary)					RA 1080, as amended (Teacher-Secondary)
Teacher V (Elementary)	15	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education	3 years teaching experience	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	RA 1080, as amended (Teacher-Elementary/Secondary)
Teacher V (Secondary)					RA 1080, as amended (Teacher-Secondary)

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Supervising Human Resource Specialist
Commission Secretariat and Liaison Office

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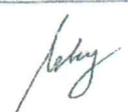
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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
Teacher VI (Elementary)	16	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education	4 years teaching experience	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)	RA 1080, as amended (Teacher-Elementary/Secondary)
Teacher VI (Secondary)					RA 1080, as amended (Teacher-Secondary)
Teacher VII (Elementary)	17	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education	4 years teaching experience	32 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)	RA 1080, as amended (Teacher-Elementary/Secondary)
Teacher VII (Secondary)					RA 1080, as amended (Teacher-Secondary)

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 Supervising Human Resource Specialist
 Commission, Secretariat and Liaison Office






POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
Master Teacher I (Elementary)	18	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	5 years teaching experience	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 8 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)	RA 1080, as amended (Teacher-Elementary/Secondary)
Master Teacher I (Secondary)					RA 1080, as amended (Teacher-Secondary)
Master Teacher II (Elementary)	19	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	5 years teaching experience and 1 year relevant experience in instructional supervision and technical assistance to teachers	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 8 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage III	RA 1080, as amended (Teacher-Elementary/Secondary)
Master Teacher II (Secondary)					RA 1080, as amended (Teacher-Secondary)

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 Supervising Human Resource Specialist
 Commission Secretariat and Liaison Office

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
				(Highly Proficient Teacher)	
Master Teacher III (Elementary)	20	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	5 years teaching experience and 2 years relevant experience in instructional supervision and technical assistance to teachers	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 8 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)	RA 1080, as amended (Teacher-Elementary/Secondary)
Master Teacher III (Secondary)					RA 1080, as amended (Teacher-Secondary)
Master Teacher IV (Elementary)	21	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	5 years teaching experience and 3 years relevant experience in instructional supervision and technical assistance to teachers	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 16 hours of training in Instructional Supervision acquired within the last 5 years; or	RA 1080, as amended (Teacher-Elementary/Secondary)
Master Teacher IV (Secondary)					RA 1080, as amended (Teacher-Secondary)

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 Supervising Human Resource Specialist
 Commission Secretariat and Training Center

POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
				Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)	
Master Teacher V (Elementary)	22	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	5 years teaching experience and 4 years relevant experience in instructional supervision and technical assistance to teachers	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 16 hours of training in Instructional Supervision acquired within the last 5 years;	RA 1080, as amended (Teacher-Elementary/ Secondary)
Master Teacher V (Secondary)	or Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)			RA 1080, as amended (Teacher-Secondary)	

Teaching Group:

TEACHER: SENIOR HIGH SCHOOL (SHS)

Track: Academic Track and Core Subjects

POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
Teacher I (Senior High School Teacher I - Academic	11	Bachelor's degree with a major in the relevant strand/subject plus 18 professional units in Education; or	None required	None required	RA 1080, as amended (Teacher-Secondary) for permanent

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Supervising Human Resource Specialist
Commission Secretariat

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
Track and Core Subjects)		any Bachelor's degree with at least 15 units of specialization in the relevant strand/subject plus 18 professional units in Education			appointments
		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 for provisional ¹ and contractual appointments <i>¹must pass the LET within 5 years after the date of first hiring</i>
Teacher II (Senior High School Teacher II - Academic Track and Core Subjects)	12	Bachelor's degree with a major in the relevant strand/subject plus 18 professional units in Education; or any Bachelor's degree with at least 6 units towards Master's degree in the relevant strand/subject plus 18 units of professional units in Education	1 year experience in teaching or industry work in relevant strand/subject	8 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		Bachelor's degree with a major in the relevant strand/subject; or any Bachelor's degree with at least 6 units towards Master's degree in the relevant strand/subject			None required for provisional ¹ and contractual appointments <i>¹must pass the LET within 5 years after the date of first hiring</i>
Teacher III (Senior High School Teacher III - Academic Track and Core Subjects)	13	Bachelor's degree with a major in the relevant strands/subject plus 18 professional units in Education; or any Bachelor's degree with at least 12 units towards Master's	2 years experience in teaching or industry work in relevant strand/subject	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject	RA 1080 , as amended (Teacher-Secondary) for permanent appointments

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 Supervising Human Resource Specialist
 Commission Secretariat and Liaison Office
 CIVIL SERVICE COMMISSION

POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
		degree in relevant strand/subject plus 18 units of professional units in Education		Specialization acquired within the last 5 years	None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
		Bachelor's degree with a major in the relevant strand/subject; or any Bachelor's degree with at least 12 units towards Master's degree in the relevant strand/subject			
Teacher IV (Senior High School Teacher IV - Academic Track and Core Subjects)	14	Bachelor's degree with a major in the relevant strands/subject plus 18 professional units in Education; or any Bachelor's degree with at least 18 units towards Master's degree in relevant strand/subject plus 18 units of professional units in Education	3 years experience in teaching or industry work in relevant strand/subject	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years;	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		Bachelor's degree with a major in the relevant strand/subject; or any Bachelor's degree with at least 18 units towards Master's degree in the relevant strand/subject		or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
Teacher V (Senior High School Teacher V - Academic Track and Core Subjects)	15	Bachelor's degree with a major in the relevant strands/subject plus 18 professional units in Education; or any Bachelor's degree with at least 24 units towards Master's degree in relevant	3 years experience in teaching or industry work in relevant strand/subject	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization	RA 1080 , as amended (Teacher-Secondary) for permanent appointments

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KRISTAL JOY C. GUMRJC
Supervising Human Resource Specialist
Commitment Secretariat Head 1

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
		strand/subject plus 18 units of professional units in Education or Bachelor's degree with a major in the relevant strand/subject; or any Bachelor's degree with at least 24 units towards Master's degree in the relevant strand/subject		acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
Teacher VI (Senior High School Teacher VI - Academic Track and Core Subjects)	16	Bachelor's degree with a major in the relevant strands/subject plus 18 professional units in Education; or any Bachelor's degree with at least 30 units towards Master's degree in relevant strand/subject plus 18 units of professional units in Education or Bachelor's degree with a major in the relevant strand/subject; or any Bachelor's degree with at least 30 units towards Master's degree in the relevant strand/subject	4 years experience in teaching or industry work in relevant strand/subject	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)	RA 1080 , as amended (Teacher-Secondary) for permanent appointments None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
Teacher VII (Senior High School Teacher VII - Academic Track and Core Subjects)	17	Bachelor's degree with a major in the relevant strands/subject plus 18 professional units in Education; or any Bachelor's degree with at least 36 units	4 years experience in teaching or industry work in relevant strand/subject	32 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy,	RA 1080 , as amended (Teacher-Secondary) for permanent appointments

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Supervising Human Resource Specialist
Commission on Schools, DepEd - Davao

POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
		towards Master's degree in relevant strand/subject plus 18 units of professional units in Education		Subject Specialization, Instructional Supervision acquired within the last 5 years;	None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
		Bachelor's degree with a major in the relevant strand/subject; or any Bachelor's degree with at least 36 units towards Master's degree in the relevant strand/subject		or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	
Master Teacher I (Senior High School Master Teacher I - Academic Track and Core Subjects)	18	Master's degree in relevant strand/subject plus 18 professional units in Education	5 years experience in teaching or industry work in relevant strand/subject	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 8 hours of training in Instructional Supervision acquired within the last 5 years;	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		Master's degree in relevant strand/subject			None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
				or Completion of NEAP-requisite professional development program for Career Stage III (Highly	

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 Supervising Human Resource Specialist
 Commission Secretariat and Liaison Office
 CIVIL SERVICE COMMISSION






POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
				Proficient Teacher)	
Master Teacher II (Senior High School Master Teacher II - Academic Track and Core Subjects)	19	Master's degree in relevant strand/subject plus 18 professional units in Education	5 years experience in teaching in relevant strand/subject and 1 year experience in instructional supervision and technical assistance to teachers	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 8 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		Master's degree in relevant strand/subject			None required for provisional ¹ and contractual appointments <i>¹must pass the LET within 5 years after the date of first hiring</i>
Master Teacher III (Senior High School Master Teacher III - Academic Track and Core Subjects)	20	Master's degree in relevant strand/subject plus 18 professional units in Education	5 years experience in teaching in relevant strand/subject and 2 years experience in instructional supervision and technical assistance to teachers	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 8 hours of training in Instructional Supervision acquired within the last 5 years;	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		Master's degree in relevant strand/subject			None required for provisional ¹ and contractual appointments <i>¹must pass the LET within 5 years after the</i>

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KRISTAL JOY C. GUMBOC
Supervising Human Resource Specialist
Commission Secretariat and I

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
				<p>or</p> <p>Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)</p>	<p>date of first hiring</p>
Master Teacher IV (Senior High School Master Teacher IV - Academic Track and Core Subjects)	21	Master's degree in relevant strand/subject plus 18 professional units in Education	5 years experience in teaching in relevant strand/subject and 3 years experience in instructional supervision and technical assistance to teachers	<p>24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 16 hours of training in Instructional Supervision acquired within the last 5 years;</p> <p>or</p> <p>Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)</p>	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		Master's degree in relevant strand/subject			None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
Master Teacher V (Senior High School Master Teacher V -	22	Master's Degree in relevant strand/subject plus 18 professional units in Education	5 years experience in teaching in relevant strand/subject	24 hours of training in any of or a cumulative of the following:	RA 1080 , as amended (Teacher-Secondary) for permanent

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 Supervising Human Resource Specialist
 Commission Secretariat and Liaison Office

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
Academic Track and Core Subjects)			and 4 years experience in instructional supervision and technical assistance to teachers	Curriculum, Pedagogy, Subject Specialization and 16 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)	appointments
		Master's degree in relevant strand/subject			None required for provisional ¹ and contractual appointments <i>1 must pass the LET within 5 years after the date of first hiring</i>

Teaching Group:
TEACHER: SENIOR HIGH SCHOOL (SHS)
Track: Arts and Design Track

POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
Teacher I (Senior High School Teacher I - Arts and Design Track)	11	Bachelor's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education; or any Bachelor's degree plus	None required	None required	RA 1080 , as amended (Teacher-Secondary) for permanent appointments

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 Supervising Human Resource Specialist
 Commission Secretariat and Liaison Office

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
		Diploma/Certificate of Completion in any of the relevant fields, and 18 professional units in Education			None required for provisional ¹ and contractual appointments <i>¹must pass the LET within 5 years after the date of first hiring</i>
		Bachelor's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses; or any Bachelor's degree plus Diploma/Certificate of Completion in any of the relevant fields			
Teacher II (Senior High School Teacher II - Arts and Design Track)	12	Bachelor's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education; or any Bachelor's degree plus Diploma/Certificate of Completion in any of the relevant fields, and 18 professional units in Education	1 year relevant experience in teaching or industry work in any of the following fields: Music, Arts, Fine Arts, Interior Design, Architecture, Theatre, Performing Arts, Media Arts, Literature, Fashion Design, Photography, or other allied fields	8 hours of relevant training in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses under relevant strand/subject acquired within the last 5 years	RA 1080 , as amended (Teacher-Secondary) for permanent appointments

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Supervising Human Resource Specialist
Commission Secretariat and Liaison Office
Civil Service Commission

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
		Bachelor's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses; or any Bachelor's degree plus Diploma/Certificate of Completion in any of the relevant fields			None required for provisional ¹ and contractual appointments <i>must pass the LET within 5 years after the date of first hiring</i>
Teacher III (Senior High School Teacher III - Arts and Design Track)	13	Bachelor's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education; or any Bachelor's degree plus Diploma/Certificate of Completion in any of the relevant fields, and 18 professional units in Education	2 years relevant experience in teaching or industry work in any of the following fields: Music, Arts, Fine Arts, Interior Design, Architecture, Theatre, Performing Arts, Media Arts, Literature, Fashion Design, Photography, or other allied fields	16 hours of relevant training in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses under relevant strand/subject acquired within the last 5 years	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		Bachelor's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or			None required for provisional ¹ and contractual appointments <i>must pass the LET within 5</i>

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 Supervising Human Resource Specialist
 Commission Secretariat and Liaison Office

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
		Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses; or any Bachelor's degree plus Diploma/Certificate of Completion in any of the relevant fields			<i>years after the date of first hiring</i>
Teacher IV (Senior High School Teacher IV - Arts and Design Track)	14	Bachelor's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education; or any Bachelor's degree plus Diploma/Certificate of Completion in any of the relevant fields, and 18 professional units in Education	3 years relevant experience in teaching or industry work in any of the following fields: Music, Arts, Fine Arts, Interior Design, Architecture, Theatre, Performing Arts, Media Arts, Literature, Fashion Design, Photography, or other allied fields	16 hours of relevant training in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses under relevant strand/subject acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		Bachelor's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses; or			None required for provisional ¹ and contractual appointments ¹ <i>must pass the LET within 5 years after the date of first hiring</i>

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 Supervising Human Resource Specialist
 Commission Secretariat and Liaison Office
 DepEd - Division Office - Marikina

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
		any Bachelor's degree plus Diploma/Certificate of Completion in any of the relevant fields			
Teacher V (Senior High School Teacher V - Arts and Design Track)	15	Bachelor's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education; or any Bachelor's degree plus Diploma/Certificate of Completion in any of the relevant fields, and 18 professional units in Education	3 years relevant experience in teaching or industry work in any of the following fields: Music, Arts, Fine Arts, Interior Design, Architecture, Theatre, Performing Arts, Media Arts, Literature, Fashion Design, Photography, or other allied fields	24 hours of relevant training in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses under relevant strand/subject acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring			
		Bachelor's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses; or any Bachelor's degree plus Diploma/Certificate of Completion in any of the relevant fields			

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 Supervising Human Resource Specialist
 Commission Secretariat and Liaison Office
 DepEd Division Office - Marikina

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
Teacher VI (Senior High School Teacher VI - Arts and Design Track)	16	Bachelor's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education; or any Bachelor's degree plus Diploma/Certificate of Completion in any of the relevant fields, and 18 professional units in Education	4 years relevant experience in teaching or industry work in any of the following fields: Music, Arts, Fine Arts, Interior Design, Architecture, Theatre, Performing Arts, Media Arts, Literature, Fashion Design, Photography, or other allied fields	24 hours of relevant training in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses under relevant strand/subject acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		Bachelor's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses; or any Bachelor's degree plus Diploma/Certificate of Completion in any of the relevant fields			None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
Teacher VII (Senior High School Teacher VII - Arts and Design Track)	17	Bachelor's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or	4 years relevant experience in teaching or industry work in any of the following fields: Music, Arts, Fine Arts, Interior	32 hours of relevant training in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or	RA 1080 , as amended (Teacher-Secondary) for permanent appointments

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Supervising Human Resource Specialist
Commission Secretariat and Liaison Office
CIVIL SERVICE COMMISSION

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
		Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education; or any Bachelor's degree plus Diploma/Certificate of Completion in any of the relevant fields, and 18 professional units in Education	Design, Architecture, Theatre, Performing Arts, Media Arts, Literature, Fashion Design, Photography, or other allied fields	Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses under relevant strand/subject acquired within the last 5 years;	None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
		Bachelor's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses; or any Bachelor's degree plus Diploma/Certificate of Completion in any of the relevant fields		or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	
Master Teacher I (Senior High School Master Teacher I - Arts and Design Track)	18	Master's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education	5 years relevant experience in teaching or industry work in any of the following fields: Music, Arts, Fine Arts, Interior Design, Architecture, Theatre, Performing Arts, Media Arts, Literature,	24 hours of relevant training in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or	RA 1080 , as amended (Teacher-Secondary) for permanent appointments

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 Supervising Human Resource Specialist
 Commission Secretariat and Liaison Office
 Civil Service Commission

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
		Master's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses	Fashion Design, Photography, or other allied fields	Photography, or other allied courses under relevant strand/subject and 8 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)	None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
Master Teacher II (Senior High School Master Teacher II - Arts and Design Track)	19	Master's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education	5 years relevant experience in teaching or industry work in any of the following fields: Music, Arts, Fine Arts, Interior Design, Architecture, Theatre, Performing Arts, Media Arts, Literature,	24 hours of relevant training in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or	RA 1080 , as amended (Teacher-Secondary) for permanent appointments

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 Supervising Human Resource Specialist
 Commission Secretariat and Liaison Office

POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
		Master's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses	Fashion Design, Photography, or other allied fields and 1 year experience in instructional supervision and technical assistance to teachers	Photography, or other allied courses under relevant strand/subject and 8 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)	None required for provisional ¹ and contractual appointments ¹ <i>must pass the LET within 5 years after the date of first hiring</i>
Master Teacher III (Senior High School Master Teacher III - Arts and Design Track)	20	Master's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education	5 years relevant experience in teaching or industry work in any of the following fields: Music, Arts, Fine Arts, Interior Design, Architecture, Theatre, Performing Arts, Media Arts, Literature,	24 hours of relevant training in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or	RA 1080 , as amended (Teacher-Secondary) for permanent appointments

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 Supervising Human Resource Specialist
 Commission Secretariat and Liaison Office

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
		Master's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses	Fashion Design, Photography, or other allied fields; and 2 years experience in instructional supervision and technical assistance to teachers	Photography, or other allied courses under relevant strand/subject and 8 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)	None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
Master Teacher IV (Senior High School Master Teacher IV - Arts and Design Track)	21	Master's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education	5 years relevant experience in teaching or industry work in any of the following fields: Music, Arts, Fine Arts, Interior Design, Architecture, Theatre, Performing Arts, Media Arts, Literature,	24 hours of relevant training in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or	RA 1080 , as amended (Teacher-Secondary) for permanent appointments

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KRISTAL JOY C. GUMBOC
 Supervising Human Resource Specialist
 Commission Secretariat and Liaison Office
Office Address: E. Rodriguez Ave.

POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
		Master's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses	Fashion Design, Photography, or other allied fields and 3 years experience in instructional supervision and technical assistance to teachers	Photography, or other allied courses under relevant strand/subject and 16 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)	None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
Master Teacher V (Senior High School Master Teacher V - Arts and Design Track)	22	Master's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education	5 years relevant experience in teaching or industry work in any of the following fields: Music, Arts, Fine Arts, Interior Design, Architecture, Theatre, Performing Arts, Media Arts, Literature,	24 hours of relevant training in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or	RA 1080 , as amended (Teacher-Secondary) for permanent appointments

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KRISTAL JOY C. GUMBOC
Supervising Human Resource Specialist
Commission Secretariat and Liaison Office
Bldg. 401, 4th Floor, Commission Office

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
		Master's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses	Fashion Design, Photography, or other allied fields and 4 years relevant experience in instructional supervision, and technical assistance to teachers	Photography, or other allied courses under relevant strand/subject and 16 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)	None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring

Teaching Group:
TEACHER: SENIOR HIGH SCHOOL (SHS)
Track: Sports Track

POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
Teacher I (Senior High School Teacher I - Sports Track)	11	Bachelor's degree with a major in field(s) under the Sports Track plus 18 professional units in Education; or any Bachelor's degree with at least 15 units of specialization in the relevant field(s) under the Sports Track plus 18	None required	None required	RA 1080, as amended (Teacher-Secondary) for permanent appointments

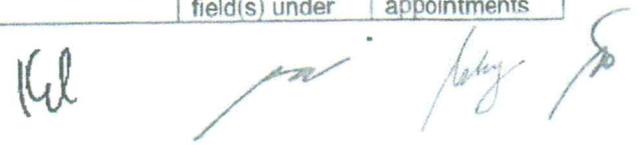
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KRISTAL JOY C. GUMROG
 Supervising Human Resource Specialist
 Commission Secretariat and Liranon Office

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
		professional units in Education			None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
		Bachelor's degree with a major in field(s) under the Sports Track; or any Bachelor's degree with at least 15 units of specialization in the relevant field(s) under the Sports Track			
Teacher II (Senior High School Teacher II - Sports Track)	12	Bachelor's degree with a major in field(s) under the Sports Track plus 18 professional units in Education; or any Bachelor's degree with at least 15 units of specialization in the relevant field(s) under the Sports Track plus 18 professional units in Education	1 year experience in teaching or industry work in the relevant field(s) under Sports Track	8 hours of training in Curriculum and Instruction of relevant field(s) under Sports Track acquired within the last 5 years	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		Bachelor's degree with a major in field(s) under the Sports Track; or any Bachelor's degree with at least 15 units of specialization in the relevant field(s) under the Sports Track			None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
Teacher III (Senior High School Teacher III - Sports Track)	13	Bachelor's degree with a major in field(s) under the Sports Track plus 18 professional units in Education; or	2 years experience in teaching or industry work in the relevant	16 hours of training in Curriculum and Instruction of relevant field(s) under	RA 1080 , as amended (Teacher-Secondary) for permanent appointments

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 Supervising Human Resource Specialist
 Commission Secretariat and Liaison Office



POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
		any Bachelor's degree with at least 15 units of specialization in the relevant field(s) under the Sports Track plus 18 professional units in Education	field(s) under Sports Track	Sports Track acquired within the last 5 years	
		Bachelor's degree with a major in field(s) under the Sports Track; or any Bachelor's degree with at least 15 units of specialization in the relevant field(s) under the Sports Track			None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
Teacher IV (Senior High School Teacher IV - Sports Track)	14	Bachelor's degree with a major in field(s) under the Sports Track plus 18 professional units in Education; or any Bachelor's degree with at least 15 units of specialization in the relevant field(s) under the Sports Track plus 18 professional units in Education	3 years experience in teaching or industry work in the relevant field(s) under Sports Track	16 hours of training in Curriculum and Instruction of relevant field(s) under Sports Track acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		Bachelor's degree with a major in field(s) under the Sports Track; or any Bachelor's degree with at least 15 units of specialization in the relevant field(s) under the Sports Track			None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring

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 Supervising Human Resource Specialist
 Commission Secretariat and Liaison Office

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
Teacher V (Senior High School Teacher V - Sports Track)	15	Bachelor's degree with a major in field(s) under the Sports Track plus 18 professional units in Education; or any Bachelor's degree with at least 15 units of specialization in the relevant field(s) under the Sports Track plus 18 professional units in Education	3 years experience in teaching or industry work in the relevant field(s) under Sports Track	24 hours of training in Curriculum and Instruction of relevant field(s) under Sports Track acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		Bachelor's degree with a major in field(s) under the Sports Track; or any Bachelor's degree with at least 15 units of specialization in the relevant field(s) under the Sports Track			None required for provisional ¹ and contractual appointments <i>¹must pass the LET within 5 years after the date of first hiring</i>
Teacher VI (Senior High School Teacher VI - Sports Track)	16	Bachelor's degree with a major in field(s) under the Sports Track plus 18 professional units in Education; or any Bachelor's degree with at least 15 units of specialization in the relevant field(s) under the Sports Track plus 18 professional units in Education	4 years experience in teaching or industry work in the relevant field(s) under Sports Track	24 hours of training in Curriculum and Instruction of relevant field(s) under Sports Track acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage II	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		Bachelor's degree with a major in field(s) under the Sports Track; or			None required for provisional ¹ and contractual appointments

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 Supervising Human Resource Specialist
 Commission, Secretariat and Liaison Office

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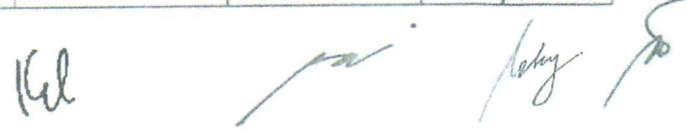
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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
		any Bachelor's degree with at least 15 units of specialization in the relevant field(s) under the Sports Track		(Proficient Teacher)	¹ must pass the LET within 5 years after the date of first hiring
Teacher VII (Senior High School Teacher VII - Sports Track)	17	Bachelor's degree with a major in field(s) under the Sports Track plus 18 professional units in Education; or any Bachelor's degree with at least 15 units of specialization in the relevant field(s) under the Sports Track plus 18 professional units in Education	4 years experience in teaching or industry work in the relevant field(s) under Sports Track	32 hours of training in Curriculum and Instruction of relevant field(s) under Sports Track acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		Bachelor's degree with a major in field(s) under the Sports Track; or any Bachelor's degree with at least 15 units of specialization in the relevant field(s) under the Sports Track			None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
Master Teacher I (Senior High School Master Teacher I - Sports Track)	18	Master's degree in relevant field(s) under Sports Track plus 18 professional units in Education	5 years experience in teaching or industry work in the relevant field(s) under Sports Track	24 hours of training in Curriculum and Instruction of relevant field(s) under Sports Track and 8 hours of training in Instructional Supervision acquired within the last 5	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		Master's degree in relevant field(s) under the Sports Track			None required for provisional ¹ and contractual appointments ¹ must pass the

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
				years; or Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)	LET within 5 years after the date of first hiring
Master Teacher II (Senior High School Master Teacher II - Sports Track)	19	Master's degree in relevant field(s) under Sports Track plus 18 professional units in Education	5 years experience in teaching in the relevant field(s) under Sports Track and 1 year experience in instructional supervision and technical assistance to teachers	24 hours of training in Curriculum and Instruction of relevant field(s) under Sports Track and 8 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		Master's degree in relevant field(s) under the Sports Track			None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
Master Teacher III (Senior High School Master	20	Master's degree in relevant field(s) under Sports Track plus 18 professional units in Education	5 years experience in teaching in the relevant field(s) under Sports	24 hours of training in Curriculum and Instruction of relevant	RA 1080 , as amended (Teacher-Secondary) for permanent

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KRISTAL JOY C. GUMBAC
 Supervising Human Resource Specialist
 Commission Secretariat and Liaison Office
 E-mail: kjoy@deped.gov.ph

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
Teacher III - Sports Track)			Track and 2 years experience in instructional supervision and technical assistance to teachers	field(s) under Sports Track and 8 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP- requisite professional development program for Career Stage IV (Distinguished Teacher)	appointments
		Master's degree in relevant field(s) under the Sports Track			None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
Master Teacher IV (Senior High School Master Teacher IV - Sports Track)	21	Master's degree in relevant field(s) under Sports Track plus 18 professional units in Education	5 years experience in teaching in the relevant field(s) under Sports Track and 3 years experience in instructional supervision and technical assistance to teachers	24 hours of training in Curriculum and Instruction of relevant field(s) under Sports Track and 16 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP- requisite professional development program for Career Stage	RA 1080 , as amended (Teacher- Secondary) for permanent appointments
		Master's degree in relevant field(s) under the Sports Track			None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring

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 Supervising Human Resource Specialist
 Commission Secretariat and Liaison Office

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
				IV (Distinguished Teacher)	
Master Teacher V (Senior High School Master Teacher V - Sports Track)	22	Master's degree in relevant field(s) under Sports Track plus 18 professional units in Education	5 years experience in teaching in the relevant field(s) under Sports Track and 4 years experience in instructional supervision and technical assistance to teachers	24 hours of training in Curriculum and Instruction of relevant field(s) under Sports Track and 16 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		Master's degree in relevant field(s) under the Sports Track			None required for provisional ¹ and contractual appointments <i>must pass the LET within 5 years after the date of first hiring</i>

Teaching Group:
TEACHER: SENIOR HIGH SCHOOL (SHS)
Track: Technical Vocational (TVL) Track

POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
Teacher I (Senior High School Teacher I - Technical Vocational Track (TVL))	11	Bachelor's degree relevant to the area of specialization plus 18 professional units in Education; or any Bachelor's degree and completion of	None required	National Certificate (NC) II in relevant technical-vocational course(s) in	RA 1080 , as amended (Teacher-Secondary) for permanent appointments

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
		technical-vocational course(s) in the area of specialization plus 18 professional units in Education		the area of specialization	
		Bachelor's degree relevant to the area of specialization; or any Bachelor's degree plus completion of technical-vocational course(s) in the area of specialization			None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
Teacher II (Senior High School Teacher II - Technical Vocational Track (TVL))	12	Bachelor's degree relevant to the area of specialization plus 18 professional units in Education; or any Bachelor's degree and completion of technical-vocational course(s) in the area of specialization plus 18 professional units in Education	1 year experience in teaching or industry experience in relevant strand/area of specialization	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		Bachelor's degree relevant to the area of specialization; or any Bachelor's degree plus completion of technical-vocational course(s) in the area of specialization			None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
Teacher III (Senior High School Teacher III - Technical Vocational Track (TVL))	13	Bachelor's degree relevant to the area of specialization plus 18 professional units in Education; or any Bachelor's degree and completion of technical-vocational	2 years experience in teaching or industry experience in relevant strand/area of specialization	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-	RA 1080 , as amended (Teacher-Secondary) for permanent appointments

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Supervising Human Resource Specialist
Commission, Secretariat and Liaison Office

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
		course(s) in the area of specialization plus 18 professional units in Education		vocational course(s) in the area of specialization	
		Bachelor's degree relevant to the area of specialization; or any Bachelor's degree plus completion of technical-vocational course(s) in the area of specialization			None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
Teacher IV (Senior High School Teacher IV - Technical Vocational Track (TVL))	14	Bachelor's degree relevant to the area of specialization plus 18 professional units in Education; or any Bachelor's degree and completion of technical-vocational course(s) in the area of specialization plus 18 professional units in Education	3 years experience in teaching or industry experience in relevant strand/area of specialization	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization;	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		Bachelor's degree relevant to the area of specialization; or any Bachelor's degree plus completion of technical-vocational course(s) in the area of specialization		or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
Teacher V (Senior High School Teacher V - Technical Vocational Track (TVL))	15	Bachelor's degree relevant to the area of specialization plus 18 professional units in Education; or any Bachelor's degree and completion of	3 years and 6 months experience in teaching or industry experience in relevant	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant	RA 1080 , as amended (Teacher-Secondary) for permanent appointments

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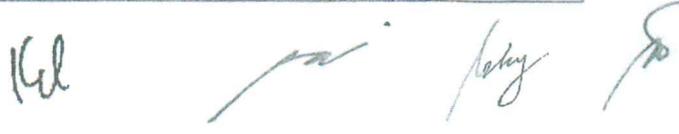





POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
		<p>technical-vocational course(s) in the area of specialization plus 18 professional units in Education</p> <p>Bachelor's degree relevant to the area of specialization; or any Bachelor's degree plus completion of technical-vocational course(s) in the area of specialization</p>	strand/area of specialization	<p>technical-vocational course(s) in the area of specialization;</p> <p>or</p> <p>Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)</p>	<p>None required for provisional¹ and contractual appointments ¹must pass the LET within 5 years after the date of first hiring</p>
Teacher VI (Senior High School Teacher VI - Technical Vocational Track (TVL))	16	<p>Bachelor's degree relevant to the area of specialization plus 18 professional units in Education; or any Bachelor's degree and completion of technical-vocational course(s) in the area of specialization plus 18 professional units in Education</p> <p>Bachelor's degree relevant to the area of specialization; or any Bachelor's degree plus completion of technical-vocational course(s) in the area of specialization</p>	4 years experience in teaching or industry experience in relevant strand/area of specialization	<p>National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization;</p> <p>or</p> <p>Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)</p>	<p>RA 1080 , as amended (Teacher-Secondary) for permanent appointments</p> <p>None required for provisional¹ and contractual appointments ¹must pass the LET within 5 years after the date of first hiring</p>
Teacher VII (Senior High School Teacher VII - Technical	17	Bachelor's degree relevant to the area of specialization plus 18 professional units in Education; or	4 years and 6 months experience in teaching or industry	National Certificate (NC) II and Trainer's Methodology	RA 1080 , as amended (Teacher-Secondary) for

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
Vocational Track (TVL))		any Bachelor's degree and completion of technical-vocational course(s) in the area of specialization plus 18 professional units in Education	experience in relevant strand/area of specialization	Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	permanent appointments
		Bachelor's degree relevant to the area of specialization; or any Bachelor's degree plus completion of technical-vocational course(s) in the area of specialization			None required for provisional ¹ and contractual appointments <i>¹must pass the LET within 5 years after the date of first hiring</i>
Master Teacher I (Senior High School Master Teacher I - Technical Vocational Track (TVL))	18	Master's degree in relevant field(s) under the strand/area of specialization plus 18 professional units in Education	5 years experience in teaching or industry experience in relevant strand/area of specialization	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization; or Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		Master's degree in relevant field(s) under the strand/area of specialization			None required for provisional ¹ and contractual appointments <i>¹must pass the LET within 5 years after the date of first hiring</i>

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
Master Teacher II (Senior High School Master Teacher II - Technical Vocational Track (TVL))	19	Master's degree in relevant field(s) under the strand/area of specialization plus 18 professional units in Education	5 years experience in teaching or industry experience in relevant strand/area of specialization;	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization;	RA 1080, as amended (Teacher-Secondary) for permanent appointments
		Master's degree in relevant field(s) under the strand/area of specialization	and 1 year experience in instructional supervision and technical assistance to teachers	or Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)	None required for provisional ¹ and contractual appointments <i>¹must pass the LET within 5 years after the date of first hiring</i>
Master Teacher III (Senior High School Master Teacher III - Technical Vocational Track (TVL))	20	Master's degree in relevant field(s) under the strand/area of specialization plus 18 professional units in Education	5 years experience in teaching or industry experience in relevant strand/area of specialization	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization;	RA 1080, as amended (Teacher-Secondary) for permanent appointments
		Master's degree in relevant field(s) under the strand/area of specialization	and 2 years experience in instructional supervision and technical assistance to teachers	or Completion of NEAP-requisite professional development	None required for provisional ¹ and contractual appointments <i>¹must pass the LET within 5 years after the date of first hiring</i>

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Supervising Human Resource Specialist
Commission Secretariat and Liaison Office

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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
				program for Career Stage IV (Distinguished Teacher)	
Master Teacher IV (Senior High School Master Teacher IV - Technical Vocational Track (TVL))	21	Master's degree in relevant field(s) under the strand/area of specialization plus 18 professional units in Education	5 years experience in teaching or industry experience in relevant strand/area of specialization	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization;	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		Master's degree in relevant field(s) under the strand/area of specialization	and 3 years experience in instructional supervision and technical assistance to teachers	or Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)	None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the date of first hiring
Master Teacher V (Senior High School Master Teacher V - Technical Vocational Track (TVL))	22	Master's degree in relevant field(s) under the strand/area of specialization plus 18 professional units in Education	5 years experience in teaching or industry experience in relevant strand/area of specialization	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization;	RA 1080 , as amended (Teacher-Secondary) for permanent appointments
		Master's degree in relevant field(s) under the strand/area of specialization	and 4 years relevant experience in instructional supervision, and technical	or	None required for provisional ¹ and contractual appointments ¹ must pass the LET within 5 years after the

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 Supervising Human Resource Specialist
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POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
			assistance to teachers	Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)	<i>date of first hiring</i>



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

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

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

I. QUALIFICATION STANDARDS

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

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

II. PERFORMANCE REQUIREMENTS

- Copy of duly approved IPCRF for the school year immediately preceding the application.
- The applicant must meet the following performance requirements depending on the position applied for.

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

Summary of the Achievement of PPST Indicators

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

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

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

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

III. COMPARATIVE ASSESSMENT RESULT

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

Conforme:

Attested by:

 Teacher Applicant

 HRMPSB Chair
IV. DEPED SCHOOLS DIVISION OFFICE ACTION

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

Evaluated by:

 Administrative Officer IV (HRMO)

Certified Correct

 Administrative Officer V (Admin Services)

Recommending Approval:

 Schools Division Superintendent

V. DEPED REGIONAL OFFICE ACTION

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

Evaluated by:

Teachers Credential Evaluator

Certified Correct:

Chief, Administrative Division

Approved:

Regional Director

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

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

III. COMPARATIVE ASSESSMENT RESULTS

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

Conforme:

Attested by:

Teacher Applicant

HRMPSB Chair

IV. DEPED SCHOOLS DIVISION OFFICE ACTION

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

Evaluated by:

Administrative Officer IV (HRMO)

Certified Correct

Administrative Officer V (Admin Services)

Recommending Approval:

Schools Division Superintendent

V. DEPED REGIONAL OFFICE ACTION

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

Evaluated by:

Teachers Credential Evaluator

Certified Correct:

Chief, Administrative Division

Approved:

Regional Director



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name: _____ Current Position: _____
 Position Applied: _____ Item Number of Current Position: _____
 Station/School _____ SG/Annual Salary: _____
 Level: _____ Kindergarten _____ Junior High School
 _____ Elementary _____ Senior High School

I. QUALIFICATION STANDARDS

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

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

II. PERFORMANCE REQUIREMENTS

- Copy of duly approved IPCRF for the school year immediately preceding the application.
- The applicant must meet the following performance requirements depending on the position applied for.

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

Summary of the Achievement of PPST Indicators

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

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

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

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

III. COMPARATIVE ASSESSMENT RESULTS

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

Conforme:

Attested by:

Teacher Applicant

HRMPSB Chair

IV. DEPED SCHOOLS DIVISION OFFICE ACTION

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

Evaluated by:

 Administrative Officer IV (HRMO)

Certified Correct

 Administrative Officer V (Admin Services)

Recommending Approval:

 Schools Division Superintendent
V. DEPED REGIONAL OFFICE ACTION

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

Evaluated by:

 Teachers Credential Evaluator

Certified Correct:

 Chief, Administrative Division

Approved:

 Regional Director

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



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR SCHOOL PRINCIPAL POSITIONS (RFSP)

Name: _____ Current Position: _____
 Position Applied: _____ Item Number of _____
 Station/School: _____ Current Position: _____
 Level: _____ Kindergarten _____ Junior High School
 _____ Elementary _____ Senior High School

I. QUALIFICATION STANDARDS

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

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

II. SCHOOL HEADS ASSESSMENT (or its equivalent)

Eligible Score _____
 Not Eligible

III. PERFORMANCE RATING: _____

Must be at least **Very Satisfactory**

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

IV. COMPARATIVE ASSESSMENT RESULT

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

Conforme: _____

Attested by: _____

Applicant

HRMPSB Chair

V. DEPED SCHOOLS DIVISION OFFICE ACTION

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

Evaluated by: _____

Administrative Officer IV (HRMO)

Certified Correct

Administrative Officer V (Admin Services)

Recommending Approval:

VI. DEPED REGIONAL OFFICE ACTION

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

Evaluated by:

Teachers Credential Evaluator

Certified Correct:

Chief, Administrative Division

Approved:

Regional Director

INITIAL EVALUATION RESULT (IER)

Position: _____
 Salary Grade and Monthly Salary: _____

Qualification Standards:

Education _____
 Training _____
 Experience _____
 Eligibility _____

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

Prepared and certified correct by:

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

Notes and instructions for the HRMO:
 a) For the purpose of posting the IER, columns D to M shall be concealed in accordance with RA No. 10163 (Data Privacy Act). The only information that shall be made public are the application codes, qualifications of the applicants in terms of Education, Training, Experience, Eligibility, and Competency (if applicable), performance, and remark on whether Qualified or Disqualified
 b) If the information does not apply to the applicant, please put N/A.

INITIAL EVALUATION RESULT (IER)

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

No.	Application Code	Names of Applicant	Personal Information									Education	Training		Experience		Eligibility	School Head Assessment (Passed or Failed)	Remarks (Qualified or Disqualified)
			Address	Age	Sex	Civil Status	Religion	Disability	Ethnic Group	Email Address	Contact No.		Title	Hours	Details	Years			
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			

Prepared and certified correct by:

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

Notes and instructions for the HRMO:

a) For the purpose of posting the IER, columns D to M shall be concealed in accordance with RA No. 10163 (Data Privacy Act). The only information that shall be made public are the application codes, qualifications of the applicants in terms of Education, Training, Experience, Eligibility, School Head Assessment, and Competency (if applicable), performance, and remark on whether Qualified or Disqualified
 b) If the information does not apply to the applicant, please put N/A.

COMPARATIVE ASSESSMENT RESULT FOR EXPANDED RECLASSIFICATION (CAREER)

Position: _____
 Schools Division Office: _____

Date of Final Deliberation: _____

Name of Applicant	Application Code	COMPARATIVE ASSESSMENT RESULTS							Remarks	For Background Investigation (Y/N)		For Recommendation (To be filled-out by the Schools Division Superintendent; Please sign opposite the name of the applicant)
		Education (10 pts)	Training (10 pts)	Experience (10 pts)	Performance (30 pts)	PPST COIs (Classroom Observation/ Demo Teaching) (25 pts)	PPST NCOIs (Portfolio Annotation and BEI) (15 pts)	Total (100 pts)		Yes	No	
1 Juan C. Dela Cruz												
2												
3												
4												
5												

Prepared by the HRMPSB
 (All members should affix signature)

Approved by:

 Name and Position
 HRMPSB Member

 Name and Position
 HRMPSB Member

 Name and Position
 HRMPSB Chairperson

 Name and Position
 HRMPSB Member

 Name and Position
 HRMPSB Member

 Schools Division
 Superintendent

COMPARATIVE ASSESSMENT RESULT FOR EXPANDED RECLASSIFICATION (CAReER)

Position: _____
 Schools Division Office: _____

Date of Final Deliberation: _____

Name of Applicant	Application Code	COMPARATIVE ASSESSMENT RESULTS									Remarks	For Background Investigation (Y/N)		For Recommendation/ <i>To be filled-out by the Schools Division Superintendent; Please sign opposite the name of the applicant</i>
		Education (10 pts)	Training (10 pts)	Experience (10 pts)	Performance (25 pts)	Outstanding Accomplishments (10 pts)	Application of Education (10 pts)	Application of Learning and Development (10 pts)	Potential (Written Exam/NQESH, BEI) (15 pts)	Total (100 pts)		Yes	No	
1 Juan C. Dela Cruz														
2														
3														
4														
5														

Prepared by the HRMPSB
(All members should affix signature)

Approved by:

 Name and Position
 HRMPSB Member

 Name and Position
 HRMPSB Member

 Name and Position
 HRMPSB Chairperson

 Name and Position
 HRMPSB Member

 Name and Position
 HRMPSB Member

 Schools Division
 Superintendent

Appendix 2

Job Descriptions for the Teaching and School Administration Positions

Position	Teacher
Job Summary	
<p>The Teacher is responsible for the delivery of quality basic education curriculum.</p> <p>The position requires professional independence in the application of skills that are vital to the teaching and learning process. The position is expected to demonstrate skills in planning, implementing, and managing teaching and learning programs that meet curriculum and assessment requirements.</p>	
Duties and Responsibilities	
Key Result Areas	Duties and Responsibilities
Content Knowledge and Pedagogy	<ul style="list-style-type: none"> • Applies developmentally appropriate and meaningful pedagogy in facilitating learning grounded on knowledge of content within and across curriculum areas and current research; • Displays proficiency in the use of Mother Tongue, Filipino, and English in the teaching and learning process; • Uses appropriate and innovative teaching strategies and technologies to promote high quality learning outcomes;
Learning Environment	<ul style="list-style-type: none"> • Establishes and maintains learning-focused environments that are safe, secure, fair, and supportive in order to promote learner responsibility and achievement; • Creates physical and/or virtual spaces where learner behavior is efficiently managed while providing intellectually challenging and stimulating activities in order to encourage constructive classroom interactions geared towards the attainment of high standards of learning;
Diversity of Learners	<ul style="list-style-type: none"> • Plans and designs adaptive learning opportunities that are responsive to learner diversity;
Curriculum and Planning	<ul style="list-style-type: none"> • Applies professional knowledge to translate curriculum content into planning and designing well-structured and sequenced lessons wherein learning activities are contextually relevant and responsive to learners' needs;
Assessment and Reporting	<ul style="list-style-type: none"> • Uses assessment data and strategies in a variety of ways for information and enhancement of the teaching and learning process and programs;
Community	<ul style="list-style-type: none"> • Engages with stakeholders to establish school-

Linkages and Professional Engagement	community partnerships and facilitate their involvement in the educative process;
Personal Growth and Professional Development	<ul style="list-style-type: none">• Undertakes activities towards personal growth and professional development; and
Secondary Duties	<ul style="list-style-type: none">• Does related work essential to the teaching and learning process.

Position	Master Teacher
Job Summary	
<p>The Master Teacher is responsible for the effective delivery of quality basic education curriculum through a consistent display of a high level of performance in teaching practice showing a sophisticated understanding of the teaching and learning process and teaching that is grounded in global best practices.</p> <p>The position requires technical expertise in the area of specialization, collaboration and mentoring skills, and an exceptional capacity to improve their own teaching practice and that of others. The position is expected to contribute to the profession, seek professional advancement in pursuit of teaching quality and excellence, and exhibit commitment to inspire the education community and stakeholders for the improvement of education provision in the Philippines.</p>	
Duties and Responsibilities	
Key Result Areas	Duties and Responsibilities
Content Knowledge and Pedagogy	<ul style="list-style-type: none"> ● Models exemplary practice in the effective applications of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning; ● Models and supports colleagues in the exceptional advocacy and skills of the use of Mother Tongue, Filipino, and English in the teaching and learning process; ● Displays a wide range of effective verbal and non-verbal communication strategies, teaching strategies, and technologies to support learner understanding, participation, engagement, and achievement in different learning contexts;
Learning Environment	<ul style="list-style-type: none"> ● Utilizes and models effective strategies in creating and providing learning-focused environments that are safe, secure, fair, and supportive in order to promote learner responsibility and achievement;
Diversity of Learners	<ul style="list-style-type: none"> ● Models exemplary teaching practices that are adaptive and responsive to learner diversity;
Curriculum and Planning	<ul style="list-style-type: none"> ● Models and applies professional knowledge to plan, design, and manage individually or collaboratively well-structured and developmentally sequenced lessons that meet curriculum requirements and varied teaching contexts;
Assessment and Reporting	<ul style="list-style-type: none"> ● Exhibits exemplary skills and leads initiatives to support colleagues in the utilization of assessment data and strategies in a variety of ways to inform and enhance the teaching and learning process and programs;

Community Linkages and Professional Engagement	<ul style="list-style-type: none">• Models exemplary practice and empowers colleagues in establishing and maintaining community partnerships aimed at enriching effective learning environments, as well as the community's engagement in the educative process;
Personal Growth and Professional Development	<ul style="list-style-type: none">• Demonstrates proper and high personal regard for the profession by maintaining qualities that uphold the dignity of teaching as a profession and by leading reforms in enhancing professional development programs based on in-depth knowledge and understanding of the Philippine Professional Standards for Teachers; and
Secondary Duties	<ul style="list-style-type: none">• Does related work essential to the teaching and learning process.