



Republic of the Philippines
Department of Education
Region V
SCHOOLS DIVISION OF SORSOGON

September 22, 2025

DIVISION MEMORANDUM

No. 279 s. 2025

**SUBMISSION OF PERTINENT DOCUMENTS FOR RECLASSIFICATION OF
TEACHING AND SCHOOL PRINCIPAL POSITIONS PURSUANT TO
DEPED ORDER NO. 024 S. 2025**

TO: Assistant Schools Division Superintendent
SGOD/CID Chiefs
Public School District Supervisors
OIC-Public Schools District Supervisors
Concerned Elementary and Secondary School Heads
All Others Concerned

1. In reference to DepEd Order No. 24 s. 2025 titled ***“Guidelines on the Implementation of the Expanded Career Progression System for Teachers and School Heads in the Department of Education”*** and DM-OUHROD-2024-2505 ***“Commencement of Reclassification of Teaching and School Principal Positions”***, pursuant to Executive Order No. 174, s. 2024 and its subsequent issuances, this Office announces the commencement of submission of pertinent documents/applications for reclassification of Classroom Teaching (CT): ***Teacher II-VII, Master Teacher II-V, and School Administration (SA): School Principal I-IV positions.***
2. All incumbent teachers and school heads vying for promotion through reclassification shall be required to undergo assessment. Applicants must ensure that they meet the minimum qualifications prescribed under DepEd Order No. 019 s. 2025 or the Amended Qualification Standards for T I-III, Master Teacher I – IV, and School Principal I-IV Positions, and the Qualification Standards for Newly Created Teacher IV-VII and Master Teacher V Positions. Further, applicants must also meet the performance requirements for the position they are applying for as enunciated in DepEd Order No. 24 s. 2025 or the Guidelines in the Implementation of the Expanded Career Progressions System for Teachers and School Heads in the Department of Education
3. It must be noted that the priority for reclassification or natural vacancy shall be given to the following qualified incumbents (a) Retirable Teacher 1: both mandatory and optional in the next five years¹ and (b) Head Teacher and Assistant School Principals who are affected by the implementation of the Expanded Career Progression.
4. The appraisal of credentials for the reclassification of teaching and school principal positions under an open ranking system shall be based on the following guidelines and in accordance with the merit and competency-based career advancement to wit:

¹ Title V. Section 23 and 24 of the IRR of EO 174



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- Classroom Teaching (CT)
DepEd Order No. 024 s. 2025 or the Guidelines on the Implementation of the Expanded Career Progression System for Teachers and School Heads in the Department of Education
 - School Administration
DepEd Order No. 021 s. 2024 or Amendment to DepEd Order No. 007, S. 2023 (Guidelines in the Recruitment, Selection and Appointment)
DepEd Order No. 007 s. 2023, or Guidelines on the Recruitment, Selection and Appointment in the Department of Education.
5. All interested applicants are reminded that promotion to higher positions shall be non-hierarchical; provided that the following conditions are met:
- i. **Career Stage-based Advancement.** Under no circumstance shall an applicant be allowed to jump to higher stages for promotion without progression through each of the career stages.
 - ii. **Three (3) Salary Grade Limitation.** Promotion shall not exceed three (3) salary grades higher than the applicants present position.
6. This Office strictly adheres to the Equal Employment Opportunity Principle (EEOP). Selection of employees for designation shall be open to all men and women according to the principle of merit and fitness. There shall be no discrimination in the selection process on account of gender, civil status, disability, religion, ethnicity, political affiliation and or any other characteristics protected by law.
7. The pertinent documents to be submitted shall include the following:

TEACHING POSITION: BASIC REQUIREMENTS

- A. Reclassification Form for School Principal Positions (RFSPP)- (**see Annex A**)
- B. Letter of intent addressed to the SDS containing the following information:
 - Statement of Purpose/ Expression of interest
 - Position Applied for
- C. Duly accomplished PDS (CSC Form 212, Revised 2017) with Work Experience Sheet;
- D. Photocopy of Voter's ID and/or any proof of residency;
- E. Photocopy of valid and updated PRC License/ID;
- F. Certificate of Competency Level issued by Authorized body (if applicable)
- G. 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);
- H. Photocopy of duly signed Service Record;
- I. Photocopy of latest appointment;
- J. Photocopy of certificate/s of completion of National Educator's Academy of the Philippines (NEAP) accredited professional development programs/courses, or certificated 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;
- K. Photocopy of Technical Education and Skills Development Authority (TESDA) National Certificate (NC II), Trainers Methodology Certificate (TMC) (**for SHS applicants in the TVL Track Only**)



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- L. Photocopy of the Performance Rating:
• Performance rating of three (3) latest Individual Performance Commitment Review Form (IPCRF) showing the PPST indicators with at least **Very Satisfactory** in the last rating period (Note: The applicant shall submit at most three (3) performance ratings depending on the performance requirements indicated in page 31 of DO 024 s. 2025 – the IPCRF shall cover one (1) year complete performance Rating in the current position.
- 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), using the attached form

TEACHING: OTHER DOCUMENTARY REQUIREMENTS

- N. Portfolio containing the Applicants MOVs for the assessment of identified PPST Non-Classroom Observable Indicators (NCOI) for Teachers

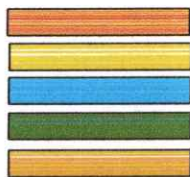
SCHOOL PRINCIPAL : BASIC REQUIREMENTS

- A. Reclassification Form for School Principal Positions (RFSPP)- (**see Annex A**)
- B. Letter of intent addressed to the SDS containing the following information:
• Statement of Purpose/ Expression of interest
• Position Applied for
- C. Duly accomplished PDS (CSC Form 212, Revised 2017) with Work Experience Sheet;
- D. Photocopy of Voter's ID and/or any proof of residency;
- E. Photocopy of valid and updated PRC License/ID;
- F. Certificate of Competency Level issued by Authorized body (if applicable)
- G. 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);
- H. Photocopy of duly signed Service Record;
- I. Photocopy of latest appointment;
- J. Photocopy of certificate/s of completion of National Educator's Academy of the Philippines (NEAP) accredited professional development programs/courses, or certificated 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;
- K. Photocopy of certificate/s of relevant training
- L. Certificate of Rating (COR) in the School Head Assessment (National Qualifying Examination for School Heads (NQESH) or Principal's Test);
- M. Photocopy of the Performance Rating:
• Performance rating of at least Very Satisfactory in the last rating period covering one complete (1) performance cycle in the current position;
- N. Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and Data Privacy Consent Form pursuant to RA No. 10173 (Data Privacy Act of 2012), using the attached form and
- O. Other documents as may be required by the Human Resource Merit and Promotion Selection Board (HRMPSB) for the Comparative Assessment, including but not limited to:
• Means of Verification (MOV) showing Outstanding Accomplishments, Application of Education, Application of Learning and Development reckoned from the date of last issuance of appointment.



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8. All interested applicants must submit their documents fastened on the left side with table of contents and documents arranged as per checklist of requirements with tabbing from **A-O**. Only applicants who submitted the complete hard copies of their documents on the set deadline will be considered included in the **pool of official applicants**. To ensure uniformity of submissions the folders shall be color-coded with NAME and POSITION APPLIED for printed on the front:



RED: Elementary Teacher Applicants
YELLOW: Junior High School Teacher Applicants
BLUE: Senior High School Teacher Applicants
GREEN: Master Teacher Applicants (All Levels)
ORANGE: Principal Positions (All Levels)

9. Applicants shall assume full responsibility and accountability for the authenticity and veracity of the documents submitted as evidenced by the Omnibus Certification of Authenticity and Veracity of documents (CAV). However, it may be noted that DepEd Order No 21 s. 2024, item no. 10 states that *"To relieve the applicants from unnecessary costs incurred during the application process, the Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of documents submitted, shall no longer be required to be notarized. Any false and fraudulent document submitted shall be grounds for disqualification."*
10. The deadline of submission of complete documents for both Classroom Teaching (CT) and School Administration (SA) positions is set on **October 06, 2025 on or before 12:00 N.N.** Elementary Applicants shall submit their documents to the District Offices thru District Sub-Committee, Secondary Applicants to respective schools thru Municipal Sub-Committee and School Principal Applicants to the Division Office Personnel Unit thru the Division HRMP SB.
11. The deadline of Submission of the Comparative Assessment Result (CAR) and pertinent documents submitted from District Offices to the Division Office shall be on **October 13, 2025 on or before 12 N.N.**
12. Widest dissemination of and compliance with this Memorandum is hereby desired.

JOSE L. DONCILLO, CESO V
Schools Division Superintendent⁶



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name: _____

Current Position: _____

Position Applied: _____

Item Number of Current Position: _____

Station/School: _____

SG/Annual Salary: _____

Level: _____

Kindergarten _____ Junior High School _____

Elementary _____ Senior High School _____

I. QUALIFICATION STANDARDS

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

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

II. PERFORMANCE REQUIREMENTS

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

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

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| | 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. | | |

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| | 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. COMPRAITIVE 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



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

Elementary

Junior High School

Senior High School

I. QUALIFICATION STANDARDS

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

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

II. PERFORMANCE REQUIREMENTS

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

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

Summary of the Achievement of PPST Indicators

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

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

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| | 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. | | |

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|---|--|--|--|
| 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

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

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

Summary of the Achievement of PPST Indicators

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

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

CHECKLIST OF REQUIREMENTS

Name of Applicant: _____ Application Code: _____

Position Applied For: _____

Office: _____

Contact Number: _____

Religion: _____

Ethnicity: _____

Person with Disability: Yes () No ()

Solo Parent: Yes () No ()

| Basic Documentary Requirement | | Status of Submission (To be filled-out by the applicant; Check if submitted) | Verification (To be filled-out by the HRMO/HR Office/sub-committee) | |
|-------------------------------|---|--|--|---------|
| | | | Status of Submission (Check if complied) | Remarks |
| a. | Letter of intent addressed to the SDS containing the following information: i. Statement of Purpose/Expression of interest ii. Position applied for | | | |
| b. | Duly accomplished FDS with Work Experience Sheet (CS Form 212, Revised 2025) | | | |
| 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) III, Trainer's Methodology Certificate (TMC) (for SHS applicants in the Technical Vocational Livelihood (TVL) track only); | | | |
| j. | 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> | | | |
| k. | Certificate of Rating (CoR) in the School Head Assessment (National Qualifying Examination for School Heads (N-QESH) or Principal's Test) (for School Principal positions only); | | | |
| l. | Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and Data Privacy Consent Form pursuant to RA No. 10173 (Data Privacy Act of 2012) | | | |
| m. | 2. the documents as may be required by the HRMFSP For Teaching: portfolio for the assessment of identified TFST non-classroom observable indicators For School Principal: Means of Verification (MoV's) showing Outstanding Accomplishments , Application of Education , Application of Learning and Development received 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 accordance with Republic Act No. 8792 or the "Electronic Commerce Act of 2000", electronic documents shall have the legal effect, validity or enforceability as any other document or legal writing and if (where 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).