



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS

09 February 2026

DIVISION MEMORANDUM

No. 080, s. 2026

**CALL FOR SUBMISSION OF APPLICATION FOR TEACHER I POSITION
SY 2026-2027**

TO: Assistant Schools Division Superintendents
Chief- Curriculum Implementation Division (CID)
Chief- School Governance and Operations Division (SGOD)
Education Program Supervisors
Section Heads
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Non-Teaching Personnel
All Others Concerned

1. In consonance with DepEd Order No. 007 s. 2023 "Guidelines on Recruitment, Selection, and Appointment" the Schools Division Office (SDO) Batangas Province announces the recruitment, selection, evaluation of qualified Teacher I applicants for School Year 2026-2027.
2. To further achieve the principles of merit and fitness, objectivity, and uniformity in evaluation, and to recognize the value of Equal Employment Opportunity Principle (EEOP) in the evaluation of applicants, all interested and qualified applicants are enjoined to apply regardless of age, gender, sexual orientation, social status, disability, civil status, religion, ethnicity, class, and political affiliations.
3. The activities and the dates for the entire process shall be as follows:

DATE	ACTIVITIES	PERSONS RESPONSIBLE
February 9-20, 2026	<ul style="list-style-type: none">• Orientation of applicants in Schools• Submission of documents to School Screening Committee• Registration of teacher applicants thru this link: https://blashtv3.sdobatangas.online/public	Teacher-Applicant/ School Screening Committee
February 20-27, 2026	<ul style="list-style-type: none">• Initial Evaluation of the Qualification of Applicants• Submission of documents at the Sub Office by the School Screening Committee https://blashtv3.sdobatangas.online/school	School Screening Committee/ Division Sub Committee (Sub Office)
March 2-20, 2026	Sub Office comparative assessment of Qualified Applicants https://blashtv3.sdobatangas.online/suboffice	Division Sub Committee (Sub Office)/Division Selection Committee
March 23-27, 2026	Division's Consolidation of Comparative Assessment Results/ Preparation of RQA	HRMPSB Secretariat
March 31, 2026	Submission of Registry of Qualified Applicants to the Appointing Authority	Division HRMPSB



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4. The following guidelines are hereby given emphasis:
- The School Screening Committee is hereby advised to conduct an orientation for teacher applicants to properly apprise them of the screening process, requirements, criteria, and other relevant guidelines.
 - Applicants shall submit the necessary documents (*Please see Enclosure 1*) to the school in the municipality where they reside. For applicants residing outside the province, they may submit their pertinent papers to the school they plan to apply.
 - All applicants regardless of whether they intend to retain their scores in COI and NCOI are required to register through this link. <https://blashtv3.sdobatangas.online/public>
 - Applicants are advised to strictly follow the timeline of the application process. Failure to comply within the prescribed timeframe shall result in the inability to apply online.
 - Teachers who are Bachelor in Elementary Education graduate can **ONLY** apply to Elementary Level, while those teachers who are Bachelor in Secondary Education graduates or its equivalent can apply to **BOTH** Junior High School and Senior High School.
 - Previous applicants are required to submit a new set of pertinent application documents. However, they may signify their intent to retain their previous scores in the following areas:
 - PPST Classroom Observable Indicators (COI), measured through Classroom Observation/Demonstration Teaching; and
 - PPST Non-Classroom Observable Indicators (NCOI), measured through the Teacher Reflection Form (TRF).
 - The Sub-Offices shall organize their respective sub-committees to assist in ensuring the proper evaluation of applicants, including class observation/demonstration teaching and teacher reflection. The sub-committee shall likewise be responsible for formally requesting from the Division Office the retained scores of teachers in the abovementioned areas, through this link <https://tinyurl.com/PREVIOUSRQA-SCOREREQUEST>
 - Applicants working in private schools shall coordinate with the PSDS of their respective sub-offices regarding the evaluation schedule to ensure that their current work will not be affected by the scheduled ranking.
 - There shall be separate RQA for Kindergarten, Elementary, Special Education Teacher, and Junior High School per subject area, and Senior High School per track.
 - The cut-off score for inclusion in the Registry of Qualified Applicant is fifty (50) points.
 - The RQA approved by the Superintendent will be the official Registry of Qualified Applicants for Teacher I for School Year 2026-2027.
5. Applicants may also visit this link <https://tinyurl.com/BLASHTV3materials> for the detailed instruction how to apply in the BLASHT.
6. For clarification regarding the criteria and point system for hiring Teacher 1 position, please refer to Enclosure 2 of DepEd Order No. 7 s. 2023 and DepEd Order No. 21 s. 2024, *Amendments to DepEd Order No. 007, s. 2023 (Guidelines on Recruitment, Selection, and Appointment in the Department of Education)*
7. Wide dissemination and strict compliance with this memorandum are desired.

MARITES A. IBANEZ, CESO V
Schools Division Superintendent

JBP/ Recruitment, Selection, Evaluation of Teacher I /
R2-149202/02/05/2026



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

CRITERIA AND POINT SYSTEM FOR HIRING TO TEACHER I POSITIONS

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

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

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

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

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

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

Rubrics for Computation of Points per Criterion

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

Table 2.a. Increments Table – Education

Level	Range	
	From	To
1	Can Read and Write	Elementary Level Education
2	Elementary Graduate	Junior High School Level Education (K to 12) High School Level (Old curriculum)
3	Completed Junior High School (K to 12)	Senior High School Level Education (K to 12)
4	Senior High School Graduate (K to 12) High School Graduate (Old curriculum)	Less than 2 years of College
5	Completed 2 years in College	Less than a Bachelor's Degree but more than 2 years in College
6	Bachelor's Degree	Less than 6 Units earned towards the completion of a Master's Degree
7	6 Units earned towards the completion of a Master's Degree	Less than 9 Units earned towards the completion of a Master's Degree
8	9 Units earned towards the completion of a Master's Degree	Less than 12 Units earned towards the completion of a Master's Degree
9	12 Units earned towards the completion of a Master's Degree	Less than 15 Units earned towards the completion of a Master's Degree
10	15 Units earned towards the completion of a Master's Degree	Less than 18 Units earned towards the completion of a Master's Degree
11	18 Units earned towards the completion of a Master's Degree	Less than 21 Units earned towards the completion of a Master's Degree
12	21 Units earned towards the completion of a Master's Degree	Less than 24 Units earned towards the completion of a Master's Degree
13	24 Units earned towards the completion of a Master's Degree	Less than 27 Units earned towards the completion of a Master's Degree
14	27 Units earned towards the completion of a Master's Degree	Less than 30 Units earned towards the completion of a Master's Degree
15	30 Units earned towards the completion of a Master's Degree	Less than 33 Units earned towards the completion of a Master's Degree
16	33 Units earned towards the completion of a Master's Degree	Less than 36 Units earned towards the completion of a Master's Degree
17	36 Units earned towards the completion of a Master's Degree	Less than 39 Units earned towards the completion of a Master's Degree
18	39 Units earned towards the completion of a Master's Degree	Less than 42 Units earned towards the completion of a Master's Degree
19	42 Units earned towards the completion of a Master's Degree	Less than Complete Academic Requirements completed towards the completion of a Master's Degree
20	Complete Academic Requirements completed towards a Master's Degree	Less than an awarded Master's Degree
21	Master's Degree	Less than 3 Units earned towards the completion of a Doctorate
22	3 Units earned towards the completion of a Doctorate	Less than 6 Units earned towards the completion of a Doctorate
23	6 Units earned towards the completion of a Doctorate	Less than 9 Units earned towards the completion of a Doctorate
24	9 Units earned towards the completion of a Doctorate	Less than 12 Units earned towards the completion of a Doctorate
25	12 Units earned towards the completion of a Doctorate	Less than 15 Units earned towards the completion of a Doctorate
26	15 Units earned towards the completion of a Doctorate	Less than 18 Units earned towards the completion of a Doctorate
27	18 Units earned towards the completion of a Doctorate	Less than 21 Units earned towards the completion of a Doctorate
28	21 Units earned towards the completion of a Doctorate	Less than 24 Units earned towards the completion of a Doctorate
29	24 Units earned towards the completion of a Doctorate	Less than Complete Academic Requirements completed towards the completion of a Doctorate
30	Complete Academic Requirements completed towards a Doctorate	Less than an awarded Doctorate
31	Doctorate	

Table 2.b. Increments Table – Training

Level	Range	
	From	To
1	0 hours	Less than 8 hours
2	8 hours	Less than 16 hours
3	16 hours	Less than 24 hours
4	24 hours	Less than 32 hours
5	32 hours	Less than 40 hours
6	40 hours	Less than 48 hours
7	48 hours	Less than 56 hours
8	56 hours	Less than 64 hours
9	64 hours	Less than 72 hours
10	72 hours	Less than 80 hours
11	80 hours	Less than 88 hours
12	88 hours	Less than 96 hours
13	96 hours	Less than 104 hours
14	104 hours	Less than 112 hours
15	112 hours	Less than 120 hours
16	120 hours	Less than 128 hours
17	128 hours	Less than 136 hours
18	136 hours	Less than 144 hours
19	144 hours	Less than 152 hours
20	152 hours	Less than 160 hours
21	160 hours	Less than 168 hours
22	168 hours	Less than 176 hours
23	176 hours	Less than 184 hours
24	184 hours	Less than 192 hours
25	192 hours	Less than 200 hours
26	200 hours	Less than 208 hours
27	208 hours	Less than 216 hours
28	216 hours	Less than 224 hours
29	224 hours	Less than 232 hours
30	232 hours	Less than 240 hours
31	240 hours	or more

Table 2.c. Increments Table – Experience

Level	Range	
	From	To
1	None	Less than 6 months
2	6 months	Less than 1 year
3	1 year	Less than 1 year 6 months
4	1 year 6 months	Less than 2 years
5	2 years	Less than 2 years 6 months
6	2 years 6 months	Less than 3 years
7	3 years	Less than 3 years 6 months
8	3 years 6 months	Less than 4 years
9	4 years	Less than 4 years 6 months
10	4 years 6 months	Less than 5 years
11	5 years	Less than 5 years 6 months
12	5 years 6 months	Less than 6 years
13	6 years	Less than 6 years 6 months
14	6 years 6 months	Less than 7 years
15	7 years	Less than 7 years 6 months
16	7 years 6 months	Less than 8 years
17	8 years	Less than 8 years 6 months
18	8 years 6 months	Less than 9 years
19	9 years	Less than 9 years 6 months
20	9 years 6 months	Less than 10 years
21	10 years	Less than 10 years 6 months
22	10 years 6 months	Less than 11 years
23	11 years	Less than 11 years 6 months
24	11 years 6 months	Less than 12 years
25	12 years	Less than 12 years 6 months
26	12 years 6 months	Less than 13 years
27	13 years	Less than 13 years 6 months
28	13 years 6 months	Less than 14 years
29	14 years	Less than 14 years 6 months
30	14 years 6 months	Less than 15 years
31	15 years	or more

Table 3. Rubrics for Computation of Points for Education, Training and Experience

Weight Allocation	Education		Training		Experience	
	Increments from minimum QS	Points	Increments from minimum QS	Points	Increments from minimum QS	Points
<i>Education: 10 points</i> <i>Training: 10 points</i> <i>Experience: 10 points</i>	10 or more increments	10	10 or more increments	10	10 or more increments	10
	8-9 increments	8	8-9 increments	8	8-9 increments	8
	6-7 increments	6	6-7 increments	6	6-7 increments	6
	4-5 increments	4	4-5 increments	4	4-5 increments	4
	2-3 increments	2	2-3 increments	2	2-3 increments	2

Illustrative example:

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

Qualification Standards per CSC-approved QS

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

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

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

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

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

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

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

Illustrative example:

Computation of increments based on actual Education qualification of Applicant A:

Education Qualification of Applicant A	Increments from minimum (or baseline) QS requirements using Increments Table 2.a (Education)
Bachelor of Secondary Education (BSEd) 18 units for a Master's degree in Education	Using Table 2.a, the corresponding level of Applicant A's Education qualification (18 units for a Master's degree in Education) is at Level 11 . The number of increments for Applicant A's Education qualifications shall be computed by subtracting the minimum QS level (Level 6) from the applicant's qualification level (Level 11), as illustrated below: $\text{Applicant's Educ level} - \text{QS level} = \text{Increment}$ $11 - 6 = 5 \text{ increments}$

Computation of Increments based on actual Training qualification of Applicant A:

Training Qualification of Applicant A	Increments from minimum (or baseline) QS requirements using Increments Table 2.b (Training)
32 hours training on curriculum contextualization or localization and lesson planning [January 26 to 29, 2021]	The cumulative hours of the relevant training/L&D, which are acquired within the last 3 years, shall be considered for the counting of Increments. In the case of Applicant A, the 24 hours training/L&D on curriculum contextualization or localization and lesson planning are considered relevant to the Teacher I position. Using Table 2.b, the corresponding level of Applicant A's Training qualification (24 hours) is at Level 4 . The number of increments for Applicant A's Training qualifications shall be computed by subtracting the minimum QS level (Level 1) from the applicant's qualification level (Level 4), as illustrated below: $\text{Applicant's Training level} - \text{QS level} = \text{Increment}$ $4 - 1 = 3 \text{ increments}$

Computation of Increments based on actual Experience qualification of Applicant A:

Experience Qualification of Applicant A	Increments from minimum (or baseline) QS requirements using Increments Table 2.c (Experience)
Marian Academy – Teacher Associate – June 1, 2018 to present	Only those experience relevant to the position to be filled shall be considered in the computation of increments. Relevant experience shall be reckoned from the date of first day of service. In the case of Applicant A, the relevant experience (June 1, 2018 to present (date of assessment: September 20, 2022)) is 4 years and 3 months. Using Table 2.c, the corresponding level of Applicant A's Experience qualification (4 years and 3 months) is at Level 9 . The number of increments for Applicant A's Experience qualifications shall be computed by subtracting the minimum QS level (Level 1) from the applicant's qualification level (Level 9), as illustrated below: $\text{Applicant's Experience level} - \text{QS level} = \text{Increment}$ $9 - 1 = 8 \text{ increments}$ <i>Note: The date of HRMPSB assessment/Open Ranking: September 20, 2022</i>

- c. After computing the number of increments from the minimum (baseline) QS requirement, the corresponding points earned by the applicant for ETE shall be determined using Table 3 (*Rubrics for Computation of Points for Education, Training, and Experience*).

Illustrative example:

Using Table 3 and based on the number of increments earned by Applicant A, the computation of points for ETE is as follows:

Qualification Standards			Qualification of the Applicant			Computation of Points based on Incremental Scales Table & ETE Rubrics			Total number of points for ETE
Education	Training	Experience	Education	Training	Experience	Education	Training	Experience	
Bachelor of Secondary Education (BSEd), or Bachelor's degree plus 18 professional units in Education with appropriate major	None required	None required	Bachelor of Secondary Education (BSEd) 18 units for a Master's degree in Education	32 hours training on curriculum contextualization/ localization and lesson planning [January 26 to 29, 2021]	Marian Academy – Teacher Associate – June 1, 2018 to present	5 increments Based on Table 3: 4-5 increments = 4 points (out of 10)	4 increments Based on Table 3: 4-5 increments = 4 points (out of 10)	8 increments Based on Table 3: 8-9 increments = 8 points (out of 10)	16 points (out of 30)

- d. Meeting the minimum (baseline) QS requirements for Education, Training, and Experience shall be given zero (0) points.
- e. The following general guidelines shall be observed in giving corresponding points to relevant Education, Training, and Experience qualifications:
 - i. Education units and/or degrees in multiple or different majors may be given corresponding points on a cumulative basis; provided, that the units and/or degrees earned are relevant to the position applied for; provided further, that the subjects completed are not duplicated.
 - ii. Relevant training hours earned from digital/virtual/online learning may be considered, subject to the conditions prescribed in CSC Memorandum Circular (MC) No. 3, s. 2021 (*General Guidelines on Digital/Online Learning in the Public Sector*).
 - iii. TESDA National Certification (NC) II and Trainers Methodology (TM) Certificate may be considered; provided that the skills acquired from the training are relevant to the work, duties, and responsibilities of Teacher I.
 - iv. Relevant experience gained from part-time work of at least four (4) hours per day may be considered; provided, that the appropriate Certificate of Employment is submitted with details on the actual number of hours rendered. For purposes of giving points, the months or years of relevant experience submitted shall be transmuted to the equivalent months or years of experience based on the CSC-required eight (8)-hour per day workday.
 - v. Relevant experience gained from abroad or outside the Philippines may be considered provided that the applicant submits a Certificate of Employment. Those documentary requirements written in languages other than English or Filipino shall be accompanied by a complete English translation.
- f. Applicable provisions under Rule VIII Part I to IV of the CSC ORAOHRA shall apply in the appreciation of relevant Education, Training, and Experience qualifications and giving of points to ETE credentials.

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

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

Illustrative example:

$x = 82.75$

$\text{WA} = 10$

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

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

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

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

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

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

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

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

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

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

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

- Furthermore, sub-committee/s shall include subject matter experts on the specialization of the position to be filled.
- ii. Two (2) to three (3) observers shall participate in the classroom observation.
 - iii. Observer/s must not be related to the applicant within the third degree of consanguinity or affinity.
 - iv. Observer/s must review the COT-RSP Rubric and the forms to be accomplished in the process of observation (i.e., Observation Notes Form, Rating Sheet, and/or Inter-Observer Agreement Form) prior to the actual conduct of the
 - v. classroom observation. Only the Observation Notes Form must be brought and accomplished by the observer/s during the actual observation.
 - vi. Classroom observations shall be done in an actual classroom setting with learners.
 - vii. It is highly recommended that the teacher applicants be observed for the entire class duration (45 minutes to one (1) hour). However, when difficult circumstances do not allow for the ideal duration for classroom observation, such as challenges in logistics, large volume of applicants, availability of learners and observers, a minimum of 15-minute observation shall be allowed.
 - viii. In the event when a face-to-face conduct of the classroom observation is not feasible, the conduct of an online observation may be allowed, as deemed necessary, provided that the protocols in Item 6.c.iv are observed.
 - ix. The Rating Sheet shall be accomplished individually by each observer after the actual observation.
 - x. An Inter-Observer Agreement Exercise shall be done whereby all observers, after accomplishing the Rating Sheet individually, meet to discuss the teacher applicant's rating in each indicator, and arrive at a **collegial final rating**. The final rating is not an average of each observer's ratings. It shall be based on objective, reasoned, and consensual judgment.

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

$$\text{Points}_{\text{COI}} = \frac{\text{COT rating}}{30} \times \text{WA}_{\text{COI}}$$

Where:

COT rating = Applicant's final rating obtained in the demonstration of COIs as reflected in the COT-RSP Rating Sheet or COT-RSP Inter-Observer Agreement Form

30 = Highest possible score in COT

WA = Weight Allocation for COI

Illustrative example:

COT rating = 20

WA = 35

$$\text{Points}_{\text{COI}} = \frac{20}{30} \times 35 = 23.333 \text{ points}$$

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

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

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

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

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

- b. *The Non-Classroom Observable Tools for RSP.* The following evaluative assessment tools are designed to measure the teacher applicant's understanding of the non-classroom observable indicators:
 - i. **Teacher Reflection Form (Annex N)** is used to demonstrate how the teacher applicant exhibits each of the non-classroom observable indicators by writing down narratives and reflection based on specific situations and experiences as guided by prompt questions. The HRMPSB, in consultation with subject matter experts, may modify the prompt questions to avoid familiarity with the questions; provided that the questions are still aligned with the objective or indicator.
 - ii. **Rubrics for Rating the TRF (Annex O)** is used to rate the teacher applicant's responses in the TRF.
 - iii. **Inter-Evaluator Agreement Form (Annex P)** is used to indicate the rating/level attained by the teacher applicant in each of the NCOIs.
- c. *Protocols in Assessing the Non-Classroom Observable Indicators.* Administrators of the TRF shall ensure that the following protocols in the administration of TRF are judiciously followed:
 - i. The selection of TRF evaluators or sub-committee/s that will be designated to evaluate the applicants' accomplished TRFs shall take into consideration their understanding and knowledge of the PPST NCOIs, the specific tools and protocols of TRF administration and evaluation, and the recruitment and selection process. Furthermore,

- sub-committee/s shall include subject matter experts on the specialization of the position to be filled.
- ii. Two (2) to three (3) TRF evaluators shall rate the accomplished TRFs.
 - iii. TRF evaluator/s must not be related to the applicant within the third degree of consanguinity or affinity.
 - iv. The TRF shall be accomplished on the spot.
 - v. Teacher applicants shall be given 45 minutes to one (1) hour to accomplish the complete set of the TRFs.
 - vi. The HRMPSB shall identify a designated location, preferably a room, for teacher applicants to answer the TRF. A proctor shall be assigned to discuss the instructions and oversee the process.
 - vii. In the event when a face-to-face administration of the TRF is not feasible, the TRF may be administered online or through other platforms, as deemed necessary. The following protocols shall apply:
 - 1. Applicants shall be scheduled for an online platform meeting (Zoom, Google Meet, etc.)
 - 2. All applicants shall be required to keep their video/camera turned on at all times to allow the proctor to monitor the answering of the TRF.
 - 3. The TRF may be distributed through email. Applicants may submit the accomplished TRF to a designated email address.
 - 4. The TRF may likewise be administered using online forms such as Google Form for easier collection and organization of answers; provided that the security and confidentiality of the applicants' answers are ensured and protected. When using Google Form, the 'Locked Mode' shall be enabled to prevent the applicants from opening tabs or other applications while answering the TRF.
 - 5. The TRF may also be administered using individual Google Word files prepared for each applicant. Links to the individual document shall be managed and sent individually to applicants. Download, print, and copy options shall be disabled to keep document confidentiality.
 - viii. Each TRF evaluator shall individually assess the teacher applicant's demonstration and/or understanding of the indicator based on the narrative and responses. They shall focus on the content and not on the quantity of narratives or experiences. Long answers do not necessarily merit an Exemplary rating.
 - ix. TRF evaluators shall use the portion 'Comments from the Evaluator' to write down statement/s that support the given rating.
 - x. An Inter-Evaluator Agreement Exercise shall be done whereby all evaluators, after rating the TRFs individually, meet to discuss the teacher applicant's rating in each indicator, and arrive at a **collegial final rating**. The final rating is not an average of each evaluators' ratings. It shall be based on objective, reasoned, and consensual judgment.

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

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

Where:

TRF rating = Applicant's total rating obtained in the demonstration of NCOIs as reflected in the complete set of TRFs

20 = Highest possible score in the TRF

WA = Weight Allocation for NCOI

Illustrative example:

TRF rating = 14

WA = 25

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

8. Other Evaluative Assessments

- a. Behavioural Events Interview (BEI) shall be conducted to gather additional information about the teacher applicants in terms of other aspects such as but not limited to their potential, character, and fitness.
- b. Skills or Work Sample Test (S/WST) may be conducted, as may be necessary, especially for assessing applicants in certain tracks/strands/specializations in the SHS.
- c. Other evaluative assessments as stipulated in Enclosure No. 1 of this Order such as but not limited to Ethics-Oriented and Personality Development Test may be required to gather sufficient information and guidance for the appointing officer/authority in selecting possible appointees.

CHECKLIST OF REQUIREMENTS

Name of Applicant: _____

Application Code: _____

Position Applied For: _____

Office of the Position Applied For: _____

Contact Number: _____

Religion: _____

Ethnicity: _____

Person with Disability: Yes () No ()

Solo Parent: Yes () No ()

Basic Documentary Requirement	Status of Submission (To be filled-out by the applicant; Check if submitted)	Verification (To be filled-out by the HRMO/HR Office/sub-committee)	
		Status of Submission (Check if complied)	Remarks
a. Letter of intent addressed to the Head of Office or highest human resource officer			
b. Duly accomplished Personal Data Sheet (PDS) (CS Form No. 212, Revised 2017) and Work Experience Sheet, if applicable			
c. Photocopy of valid and updated PRC License/ID, if applicable			
d. Photocopy of Certificate of Eligibility/Report of Rating, if applicable			
e. Photocopy of scholastic/academic record such as but not limited to Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available			
f. Photocopy of Certificate/s of Training, if applicable			
g. Photocopy of Certificate of Employment, Contract of Service, or duly signed Service Record, whichever is/are applicable			
h. Photocopy of latest appointment, if applicable			
i. Photocopy of the Performance Ratings in the last rating period(s) covering one (1) year performance prior to the deadline of submission, if applicable			
j. Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and Data Privacy Consent Form			
k. Other documents as may be required for comparative assessment, such as but not limited to:			
Means of Verification (MOVs) showing Outstanding Accomplishments, Application of Education, and Application of Learning and Development reckoned from the date of last issuance of appointment			
Photocopy of Performance Rating obtained from the relevant work experience, if performance rating in Item (i) is not relevant to the position to be filled			

Attested:

Human Resource Management Officer**OMNIBUS SWORN STATEMENT****CERTIFICATION OF AUTHENTICITY AND VERACITY**

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

DATA PRIVACY CONSENT

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

Name and Signature of Applicant

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

Person Administering Oath

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