



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

21 March 2025

DIVISION MEMORANDUM

No. 167, s. 2025

**COMPARATIVE ASSESSMENT OF SA 'PINAS, IKAW ANG MA'AM AT SIR (SPIMS) AND
DEPARTMENT OF SCIENCE AND TECHNOLOGY SCHOLAR BENEFICIARIES
FOR SCHOOL YEAR 2025 - 2026**

- TO:** Assistant Schools Division Superintendents
Chief- Curriculum Implementation Division (CID)
Chief- School Governance and Operations Division (SGOD)
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned
1. In consonance with DM-OUHROD-2025-0629, "Guidance on the Hiring, Assessment, and Deployment of SPIMS and DOST Scholar Beneficiaries for School Year 2025-2026 and Conduct of Online Orientation", this Office announces that all endorsed SPIMS and Special Science Teacher (SST) applicants (Enclosure 1) shall undergo the assessment to be included in the Comparative Assessment Results – Registry of Qualified Applicants (CAR-RQA).
 2. For ease of consolidation and retrieval, the following steps shall be undertaken:
 - 2.1 Applicants are advised to put index tab/ custom tab dividers for ease on evaluation for the Human Resource Merit Promotion and Selection Board (HRMPSB) Technical Working Group (TWG)
 - 2.2 All interested qualified applicants are advised to hand-in or send via courier the application documents addressed to Schools Division Superintendent, Division of Batangas, Provincial Sports Complex Bolbok Batangas City arranged as follows:
 - a. Letter of intent addressed to the Schools Division Superintendent. Please include the position and the section you are interested in applying for.
 - b. Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and Data Privacy Consent Form pursuant to RA No. 10173 (data Privacy Act of 2012), using the attached form (Annex C)
 - c. Fully accomplished Personal Data Sheet (PDS) and Work Experience Sheet with recent passport-sized picture (CS Form No 212, Revised 2017) which can be downloaded at www.csc.gov.ph
 - d. Photocopy of CSC Certification of Eligibility (for Career Service Professional)/ Photocopy of updated PRC ID License



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- 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 applicable;
- f.** Photocopy of Certificate/s of training of training taken for the last five (5) years and/or last promotion, if applicable;
- g.** Photocopy of Certificate of Employment, Contract of Service, duly signed Service Record, whichever is/ are applicable;
- h.** Photocopy of latest appointment, if applicable;
- i.** Photocopy of the Performance Rating in the last rating period(s) covering one (1) year performance in the current/ latest position prior to the deadline of submission, if applicable;
- j.** Other documents as may be required by the HRMPSB for comparative assessment, including but not limited to:
 - i.** Means of Verification (MOVs) showing outstanding accomplishment, Application of Education and Application of Learning and Development reckoned from the date of last issuance of appointment; and
 - ii.** Photocopy of the Performance Rating obtained from the relevant work experience, if the performance rating in item 3.2(i) is not relevant to the position to be filled, if applicable.

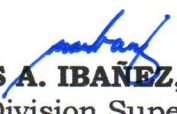
3. The following steps shall be undertaken:

- 3.1** SPIMS beneficiaries by the Department of Migrant Workers (DMW) for SY 2025-2026 shall be assessed in accordance with the procedural guidelines and criteria and point system stipulated under DepEd Order (DO) No. 007 s. 2023 or the Guidelines on Recruitment, Selection and Appointments in the Department of Education.
- 3.2** The DOST scholar-graduates will be hired in compliance with Republic Act 10612 or the Fast-Tracked S&T Scholarship Act of 2013 which supports the implementation of the K-12 law by developing a pool of scholar-graduates who can competently teach science, technology, engineering, and mathematics (STEM) in the secondary education, particularly in senior high school and ideally in their respective home regions.
- 3.3** The DepEd job placement of the scholar-graduates in Special Science Teacher I (SST I) positions SG-13, non-LET passers are under Provisional Appointment, thus the new teachers must pass the LET within the first five (5) years if they opt to continue teaching in DepEd after fulfilling their service obligation.



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5. Please be guided by the following attached enclosures to this Division memorandum:
- 5.1 Enclosure No 2 Assessment Plan
 - 5.2 Enclosure No 3 Checklist of Requirements (Annex C)
 - 5.3 Enclosure No. 2 (pages 1-12) of DepEd Order 7, s 2023 entitled Criteria and Point System for Hiring to SST Positions.
 - 5.4 DepEd Order 020 s. 2024 entitled "Guidelines on the Recruitment, Selection, and Appointment to Higher Teaching Positions for SPIMS.
6. Application documents shall be accepted until **April 07, 2025**, until 5:00 in the afternoon at the Division's Record Section. Only complete documents submitted until the set deadline shall be entertained. Late documents shall not be accepted.
7. Applicants are advised to register at this link; **bit.ly/SDOBATANGAS-HIRING** until the last day of submission of the application. This will generate the application code to be used in the hiring process before the submission of mandatory requirements at the Division's Office Records Section. However, if the application code is not received, the Personnel Section will assign the respective code upon submission of application.
8. For further clarifications you may contact the Schools Division Officer-Personnel Section through telephone number: (043)722-1437 or email at sdobatangas.hiring@deped.gov.ph
9. Wide and immediate dissemination of this memorandum is desired.


MARITES A. IBANEZ, CESO V
Schools Division Superintendent

JBP/ Call for Submission for SPIMS and SST/
R2- 141669/03/10/2025

LIST OF QUALIFIED SPIMS BENEFICIARIES TO BE ACCOMMODATED
Elementary and Junior High School
FY 2025

Note: SDO shall identify the school assignment of the beneficiary.

I. Elementary School

No.	Region	Division	Surname	First Name	Middle Name	Year Level
1	Region IV-A	Batangas	BOLOR	JOYCE ANN	ROBLES	ES
2	Region IV-A	Batangas	VILLACRUSIS	JELLY	TEVES	ES

II. Junior High School

No.	Region	Division	Surname	First Name	Middle Name	Year Level
1	Region IV-A	Batangas	LASHERAS	MADELINE	MAULLON	JHS
2	Region IV-A	Batangas	ILARDE	SARAH SERENA	BAMBAO	JHS
3	Region IV-A	Batangas	ANGELES	AIKO	BALASBAS	JHS
4	Region IV-A	Batangas	POLITICO	MA. CHRISTINE JOY	ALARAS	JHS
5	Region IV-A	Batangas	PAGKALIWANGA N	CATHLYN	KASILAG	JHS
6	Region IV-A	Batangas	DE SAGUN	JUDY ANN	SAPILAN	JHS
7	Region IV-A	Batangas	DE JESUS	JUDY-LYN	RENOLAYAN	JHS
8	Region IV-A	Batangas	OBINA	BERNEICE ABIGAIL	CASTILLO	JHS
9	Region IV-A	Batangas	MONTALBO	JOMAICA	DE LEON	JHS

**LIST OF DOST-SEI SCHOLAR-GRADUATES UNDER RA 7687 TO BE ACCOMMODATED AS
TEACHER I IN JUNIOR HIGH SCHOOL (JHS) AND SENIOR HIGH SCHOOL (SHS)
FY 2025**

Note: SDO shall identify the school assignment of the beneficiary.

I. Junior High School

No.	Region	Division	Surname	First Name	Middle Initial	Year Level
1	Region IV-A	Batangas	BACROYA	CECILE	T	JHS
2	Region IV-A	Batangas	BUMANGLAG	AARON PAUL	B	JHS
3	Region IV-A	Batangas	MACATANGAY	CARL ANGELO	B	JHS
4	Region IV-A	Batangas	OBRADOR	JULIE ANN	E	JHS

II.Senior High School

No.	Region	Division	Surname	First Name	Middle Name	Year Level
1	Region IV-A	Batangas	VILLAVICENCIO	TIM HUMPHREY	S	SHS

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.



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Enclosure No 4 Assessment Plan

Activities	Responsible	Indicative Schedule	No of Working Days
Publication/Posting Period	HRMO		N/A
Last day of Receiving of Application	Records Section	April 07, 2025	N/A
Initial assessment/ screening of application and preparation of Initial Evaluation Review	HRMO	April 07-11, 2025	5
Preparation of letter to the applicant if they are qualified or not with the information of schedule for next hiring process			
Submission of Shortlist of qualified applicants to the HRMP SB	HRMO	April 14, 2025	1
Preliminary Meeting with the HRMP SB and Technical Working Group	HRMO/ HRMP SB/TWG Secretariat	April 15, 2025	1
Open Ranking and Validation of Documents, interview and conduct of written examination	HRMO/ HRMP SB/ TWG/Secretariat	April 25, 2025	1
Check the written exam/ OTJ skill set	HRMP SB/ End-user (Chief)	April 28, 2025	1
HRMP SB deliberation and preparation of Comparative Assessment Result (CAR)	HRMP SB/ HRMO/ Secretariat	April 28, 2025	1
Signing of CAR to the HRMP SB	HRMP SB/ HRMO/ Secretariat	May 02, 2025	1
Submission of the final CAR and CAR-Registry of Qualified Applicants to the Schools Division Superintendent for other instruction- such as conduct of Background investigation	HRMO Upon the request of Appointing Authority	May 05, 2025	1
Upload the CAR-RQA to the website and posting to conspicuous places	HRMO/ Information Technology Officer	May 06, 2025	1
Prepare notification letter to the successful candidate for the submission of requirements for appointment	HRMO	May 08, 2025	1
Forward the notification letter to the ASDS and SDS/ for initial/ signature	Secretariat	May 09, 2025	1
TOTAL			15

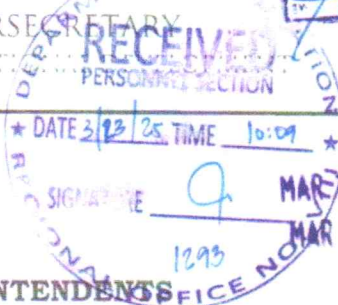
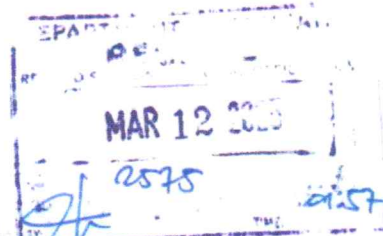


Republika ng Pilipinas

Department of Education

OFFICE OF THE UNDERSECRETARY

HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT



MEMORANDUM
DM-OUHROD-2025-0629

TO : **REGIONAL DIRECTORS**
SCHOOLS DIVISION SUPERINTENDENTS
ALL OTHERS CONCERNED

ATTENTION : **MEMBERS OF THE HUMAN RESOURCE MERIT PROMOTION**
AND SELECTION BOARD (HRMPSB)
HUMAN RESOURCE MANAGEMENT OFFICERS (HRMOs)

FROM : **WILFREDO E. CABRAL**
Undersecretary
Human Resource and Organizational Development

SUBJECT : **GUIDELINES ON THE HIRING, ASSESSMENT, AND**
DEPLOYMENT OF SPIMS AND DOST SCHOLAR BENEFICIARIES
FOR SCHOOL YEAR (SY) 2025-2026 AND CONDUCT OF ONLINE
ORIENTATION TO REGIONAL AND DIVISION HRMOs

DATE : 10 March 2025

This is in reference to the hiring and deployment arrangements of the Department of Education (DepEd) regarding the following Programs:

- 'Sa Pinas Ikaw ang Ma'am at Sir (SPIMS)' Employment Program of the Department of Migrant Workers (DMW) for the School Year (SY) 2025-2026, specifically for Elementary Schools (ES) and Junior High Schools (JHS) and the
- RA 7687 and RA 10612 Scholarship Programs of the Department of Science and Technology – Science Education Institute for School Year (SY) 2025-2026, specifically for Junior High School (JHS) and Senior High School (SHS), respectively.

While awaiting the issuance of the Notice of Organization Staff Compensation Action (NOSCA) for the new Teacher I and Special Science Teacher I positions for FY 2025, all Schools Division Office (SDO) Human Resource Management Officers (HRMOs) are tasked to facilitate the assessment of the endorsed SPIMS and DOST Scholar beneficiaries.

MAR 12 2025



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Effectivity	03.23.23	Page	1 of 6





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Please refer to **Annex A** for the hiring and deployment guidelines and **Annex B** for the complete list of beneficiaries.

In light of this, **ALL Regional and Division HRMOs are hereby enjoined and expected to attend the online orientation** dedicated for the purpose of this Memorandum. Kindly be guided accordingly by referring to the details below:

Date: March 18, 2025; Tuesday

Time: 9:00 AM – 12:00 NN

Meeting Link: <https://bit.ly/SpecialHiring-SPIMSDOST>

To signify participation, all Regional and Division HRMOs are also requested to accomplish the online registration form by visiting the link below:

Registration Link: <https://bit.ly/Reg-SpecialHiring-SPIMSDOST-March2025>

Likewise, the BHRD-SED shall strategically and periodically schedule succeeding online orientations with the aim of onboarding and familiarizing the HRMOs with the rules, processes, and guidelines governing the special hiring arrangements implemented for SPIMS and DOST Scholar beneficiaries. Another objective is to discuss the barriers to the timely filling of vacant and newly created teaching positions, as well as possible solutions that may be implemented in the field offices.

For further clarifications or concerns, you may contact the Bureau of Human Resource and Organizational Development – School Effectiveness Division (BHRD-SED) at bhrod.sed@deped.gov.ph and the Human Resource Development Division (HRDD) at bhrod.hrdd@deped.gov.ph, with a copy furnished to support.nspp@deped.gov.ph.

For your information and strict compliance.

Copy furnished:

Office of the Secretary

Office of the Undersecretary for Field Operations

[BHRD-SED/HRDD]



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Annex A

Hiring and Deployment Guidelines for SPIMS and DOST Scholars

I. Selection and Appointment

- SPIMS and DOST Scholar beneficiaries formally endorsed to DepEd for SY 2025-2026 shall be assessed in accordance with the procedural guidelines and criteria and point system stipulated under the following applicable DepEd Orders:

Beneficiaries	Allocated Position	Governing DepEd Order
SPIMS	Teacher I	DO No. 007, s. 2023 (Guidelines on the Recruitment, Selection, and Appointment in the Department of Education) and DO No. 021, s. 2024 (Amendments to DepEd Order No. 007, s. 2023)
DOST RA 7687	Teacher I	
DOST RA 10612	Special Science Teacher I	DO No. 020, s. 2024 (the Guidelines on the Recruitment, Selection, and Appointment to Higher Teaching Positions)

- BHROD shall further endorse the list of beneficiaries to the SDOs. Upon receipt of the endorsed qualified SPIMS and DOST Scholar beneficiaries, the concerned SDO shall contact and notify all beneficiaries to request the documentary requirements needed for the evaluation enumerated under **Sec. 20 Part V(B) of DO 007, s. 2023**, and all others applicable as stated in **DO 021, s. 2024 for the Teacher I positions, and Sec. 19 of DO 020, s. 2024 for the SST I positions**.
- A special screening committee shall be designated to conduct the assessment of SPIMS and DOST Scholar applicants using the criteria and point system stipulated under the governing DepEd Orders.
- After such assessments, SDOs shall prepare a separate set of Comparative Assessment Results – Registry of Qualified Applicants (CAR-RQA) for SPIMS Teacher I applicants and DOST RA 7687 Teacher I applicants, and CAR for DOST RA 10612 SST I applicants. All endorsed applicants who have undergone the assessment shall be included in the CAR-RQA/CAR **regardless of their total score**.

Furthermore, as part of the commitment of DepEd to ensure employment and reintegration of OFW returnees and to provide return of service opportunities to DOST Scholars, **no cut-off score shall be applied both for SPIMS and DOST Scholar beneficiaries**. The assessment shall be conducted for purposes of identifying professional development needs.

- In support with **Section 58 (c) of DO 007, s. 2023, Section 13 (c) of DO 021, s. 2024, Section 57 (c) of DO 020, s. 2024**, applicants included in the



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SPIMS CAR-RQA and DOST CAR-RQA/CAR shall be given priority for appointment to the vacant and/or newly-created Teacher I and SST I positions in their preferred locality/schools, such that they shall be considered first before all other regular applicants may be appointed.

6. Applicants in the SPIMS CAR-RQA and DOST RA 7687 CAR-RQA shall be given permanent Teacher I positions and applicants in the DOST RA 10612 CAR shall be given SST I positions under provisional¹ status regardless of their total scores from the assessment conducted.

However, appointees who obtained a total score below the 50-point cut-off score shall be given appropriate Professional Development Interventions, Technical Assistance, and Coaching and Mentoring, addressing the competency gaps identified in the assessment.

7. To improve the absorptive capacity and efficiency in hiring DepEd teachers, all SDOs are instructed to ensure that SPIMS and DOST Scholar beneficiaries are **appointed not later than August 2025**.

As such, **beneficiaries are given until 29 August 2025 to report to their respective SDOs for the processing of their hiring and appointment.**

Specific to SPIMS beneficiaries, if SDOs are unable to reach them through the provided contact information and/or the beneficiaries are unable to communicate with their respective SDOs within the set period, their appointment shall be considered waived. In the event of waived appointments due to *'no show', disinterest, with existing job, extended contracts, or other reasons*, which may result in non-utilization of allocated items by the end of the school year, the SDOs shall **immediately** fill up the vacant items with eligible applicants from the Regular CAR-RQA.

Pursuant to the conditions set under the SPIMS Program, priority given to beneficiaries shall likewise be waived should they waive or refuse to accept the appointment. They shall be prohibited to re-apply through the Program and must undergo regular hiring the next time they signify their intention to teach in DepEd.

On the other hand, DOST Scholar beneficiaries may waive their return of service to the DepEd and decide to pursue this at a later time. In such cases, teaching positions dedicated to them shall be open for filling up observing the following:

a. DOST RA 7687 Teacher I positions

- may be filled using the Regular CAR-RQA

b. DOST RA 10612 SST I positions

- may be assumed by incumbent DOST RA 7687 Teacher I who are eligible for promotion, provided they undergo the regular application process; or

¹ must pass the LET within 5 years after the date of first hiring

The BHROD-SED shall inform the DMW and DOST on the official endorsement of the beneficiaries to the SDO. Likewise, both DOST and DMW beneficiaries shall receive a notice containing general hiring, assessment and deployment arrangements. They are instructed to immediately communicate with the respective SDO HRMOs to facilitate the hiring process.

IV. Capacity Building and Training

All new Teacher I and SST I Appointees from the SPIMS and DOST programs shall be provided with appropriate upskilling and reskilling opportunities as part of their continuous professional development and growth.



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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
Education: 10 points Training: 10 points Experience: 10 points	10 or more increments	10	10 or more increments	10	10 or more increments	10
	8-9 increments	8	8-9 increments	8	8-9 increments	8
	6-7 increments	6	6-7 increments	6	6-7 increments	6
	4-5 increments	4	4-5 increments	4	4-5 increments	4
	2-3 increments	2	2-3 increments	2	2-3 increments	2

Illustrative example:

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

Qualification Standards per CSC-approved QS

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

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

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

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

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

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

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

Illustrative example:

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

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

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:

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

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

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

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.



Republic of the Philippines
Department of Education

DEC 20 2024

DepEd ORDER
No. 020, s. 2024

**GUIDELINES ON THE RECRUITMENT, SELECTION, AND APPOINTMENT
TO HIGHER TEACHING POSITIONS**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Guidelines on the Recruitment, Selection, and Appointment to Higher Teaching Positions** in the elementary and secondary levels, including senior high school (SHS). This Order provides for a systematic and competency-based process of recruitment, selection, and appointment that is anchored on the standards for teacher quality as defined in the Philippine Professional Standards for Teachers (PPST) and is consistent with the principles of merit, fitness, competence, equal opportunity, transparency, and accountability pursuant to the DepEd Merit Selection Plan (MSP) as stipulated in DepEd Order (DO) No. 019, s. 2022.
2. It aims to ensure that the organization and its human resources can respond to the challenges and opportunities of the 21st century with focus on the delivery of quality, accessible, relevant, responsive, and inclusive basic education.
3. This policy shall guide personnel and stakeholders towards a systematic and competency-based process of the recruitment, selection, and appointment of personnel to higher teaching positions in the elementary and secondary levels, including SHS.
4. In support of the basic principles and general policies under DepEd MSP, enclosed in this Order are the specific guidelines, procedures, criteria, and point system for the recruitment, assessment, selection, and appointment of teacher applicants to higher teaching positions.
5. All provisions of the DOs, rules and regulations, and other related issuances stated below that pertain to the recruitment, selection, and appointment of teachers to higher teaching positions, which are inconsistent with this Order and its provisions, are repealed, rescinded, or amended accordingly. The provisions of the applicable DOs that pertain to the hiring of Teacher I positions, which shall not be affected by this Order, shall remain in effect.
 - a. MEC Order No. 10, s. 1979, Implementing Rules and Regulations for the System of Career Progression for Public School Teachers
 - b. DO 66, s. 2007, Revised Guidelines on the Appointment and Promotion of Other Teaching, Related Teaching, and Non-Teaching Positions



- c. DO 31, s. 2015, Guidelines on the Publication and Filling-up of Anticipated Vacancies
- d. DO 3, s. 2016, Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017
- e. DO 32, s. 2016, Addendum to DepEd Order No. 3, s. 2016 (Hiring Guidelines for Senior High School [SHS] Teaching Positions Effective SY [SY] 2016-2017)
- f. DO 49, s. 2016, Guidelines on the Hiring of Contractual (Full-Time and Part-Time) Teachers in Senior High School
- g. DO 51, s. 2017, Amended Qualification Standards for Senior High School Teaching Positions in the Technical-Vocational-Livelihood Track and Other Clarifications on the Hiring Guidelines

6. This Order shall take effect immediately upon its approval and after publication on the DepEd website and registration with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.

7. For more information, please contact the **Bureau of Human Resource and Organizational Development-Human Resource Development Division**, 4th Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bhrod.hrdd@deped.gov.ph or telephone number (02) 8470-6630.

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


SONNY ANGARA
 Secretary

Encl.:
As stated

Reference:
DepEd Order (No. 019, s. 2022)

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

APPOINTMENT
 EMPLOYMENT
 HIRING
 POLICY
 RECRUITMENT
 SELECTION
 TEACHERS





(Enclosure to DepEd Order No. 020, s. 2024)

GUIDELINES ON THE RECRUITMENT, SELECTION, AND APPOINTMENT TO HIGHER TEACHING POSITIONS

I. Rationale

1. Section 2(2), Article IX(B) of the 1987 Constitution of the Republic of the Philippines provides that *"appointments in the Civil Service shall be made only according to merit and fitness to be determined, as far as practicable, and, except to positions which are policy determining, primarily confidential, or highly technical, by competitive examination."* Moreover, Section 21 (1), Chapter 5, Subtitle A, Title I, Book V of Executive Order (EO) No. 292, titled the *Administrative Code of 1987*, provides under *Recruitment and Selection of Employees* that *"opportunity for government employment shall be open to all qualified citizens and positive efforts shall be exerted to attract the best qualified to enter the service. Employees shall be selected on the basis of fitness to perform the duties and assume the responsibilities of the positions."* Additionally, Section 21 (4) of the same book states that *"[e]ach department or agency shall evolve its own screening process, which may include tests of fitness, in accordance with standards and guidelines set by the Commission. Promotion boards shall be formed to formulate criteria for evaluation, conduct tests or interviews, and make systematic assessment of training experience."*

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

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

4. Faithful to the merit and fitness principle of the Civil Service Doctrine of the Constitution, and the DepEd's thrust to better serve its learners and stakeholders by continuously improving itself and maintaining organizational performance and health, the Department hereby issues the *Guidelines on the Recruitment, Selection, and Appointment to Higher Teaching Positions* in the Elementary and Secondary levels, including Senior High School (SHS), governing all higher teaching position including the new position titles of Teacher IV, V, VI, VII, and Master Teacher V that are created by virtue of EO No. 174 titled *Establishing the Expanded Career Progression System for Public School Teachers*.

These guidelines are anchored on the standards for teacher quality as defined in DO No. 42, s. 2017 titled *"National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)"*. This policy shall provide for a systematic process of recruitment, selection, and appointment to higher teaching positions, upholding the principles of the DepEd MSP in the hiring and promotion of teachers while ensuring expeditious filling-up of higher teaching positions; thereby creating opportunities for career movement and promoting professional growth of teachers. This policy adheres to the Department's thrust on the *Promotion of Professionalism in the Implementation and Delivery of Basic Education Programs and Services* as stipulated in DO 047, s. 2022, as amended, which mandates that all DepEd programs and services, including its recruitment, selection, and placement processes, shall be free from any form of partisan activities. Ultimately, this policy is aimed at ensuring that the organization and its workforce are able to respond to challenges and opportunities of the 21st century with focus on the delivery of quality, accessible, relevant, responsive, and inclusive basic education.

II. Scope

5. This policy provides guidance to Human Resource Management Officers (HRMOs), Human Resource Merit Promotion and Selection Board (HRMPSB), Appointing Officers/Authorities, teacher applicants, and other stakeholders on the systematic process of recruitment, selection, and appointment to natural vacancies in the higher teaching positions in the Elementary and Secondary levels, including SHS, in the Department. It stipulates the basic principles and general policies as well as the specific guidelines, tools, procedures, and criteria that shall govern the entire process from publication to appointment to the following positions:

- a. Teacher II, III, IV, V, VI, and VII positions
- b. Master Teacher I, II, III, IV, and V positions
- c. Special Science Teacher (SST) I positions¹
- d. Special Needs Education Teacher (SNET) I, II, III, IV, and V positions²

The complete list of positions covered by these guidelines is listed in **Annex A**, including the new position titles created pursuant to EO No. 174 and its Implementing Rules and Regulations (IRR). All other higher teaching positions retitled to the positions indicated in Annex A, including those with parenthetical titles, resulting from the implementation of EO No. 174 and all other higher teaching positions that may be created after the issuance of this Order shall be governed by these guidelines, unless otherwise specified in a subsequent issuance.

6. These guidelines shall apply to all applicants who may be qualified to any position vis-à-vis the CSC-approved Qualification Standards (QS).

7. This policy shall exclude the process and criteria for recruitment, selection, and appointment to Teacher I positions. The existing hiring guidelines for Teacher I positions as stipulated in DO 007, s. 2023 titled *Guidelines on the Recruitment, Selection, and Appointment in the Department of Education* shall remain in effect, unless otherwise repealed, modified, or amended by subsequent policies.

This policy shall likewise exclude the process and criteria for reclassification of teaching and school heads positions in the Elementary and Secondary levels. The existing guidelines on the reclassification shall remain in effect, unless otherwise repealed, modified, or amended by subsequent policies.

III. Definition of Terms

8. For purposes of this Order, the following terms are defined and understood as follows:

- a. **Accountability** refers to the obligation of DepEd officials and employees to accept responsibility for the selection of employees in adhering to the basic principles stated herein, to explain, clarify, and justify human resource (HR) actions; disclose the results in a transparent manner; and be responsible for one's actions.
- b. **Background Investigation** refers to the verification of an applicant's credentials, behaviour, and previous performance, if any, by validating the information and records declared by the applicant in their Personal Data Sheet (PDS) such as contacting their identified reference person/s in their current or previous workplace or through other means/methods.

¹ Shall be retitled to Teacher III, bearing the parenthetical title of Special Science Teacher I pursuant to Section No. 21 and 25 of the IRR of EO No. 174, s. 2022

² Shall be retitled to the equivalent Teacher or Master Teacher position, bearing the parenthetical title of the corresponding Special Needs Education Teacher pursuant to Section No. 21 and 25 of the IRR of EO No. 174, s. 2022

- c. **Behavioral Events Interview (BEI)** refers to the conduct of direct inquiry with the applicants, focusing on their display of desired behaviour/s when subjected to specific situations or conditions in their previous and/or current workplace. It seeks to determine how past behaviour predicts future performance. It shall be used to validate if key behaviours linked to the required competencies have been exhibited by the applicants.
- d. **Bona Fide Resident** refers to an applicant who is a resident for at least six (6) months in the barangay, municipality, city, or province, in that order, where the vacancy exists, as evidenced by the applicant's PDS and Voter's Identification ID or any proof of residency.
- e. **Comparative Assessment** refers to the procedure or method of determination of top candidates for possible appointment. It involves the use of multiple evaluation techniques to evaluate the competencies of a qualified applicant vis-à-vis the competencies required by the position to be filled.
- f. **Comparative Assessment Result (CAR)** refers to the report prepared by the HRMPSB that shall guide the appointing officer/authority, in the exercise of sound discretion, in selecting, insofar as practicable, the candidate deemed most qualified for appointment. It shall contain the complete list of all candidates for appointment, highlighting the top five (5) ranking candidates based on the total scores obtained from the evaluative assessments.
- g. **Competence** refers to the ability to perform tasks efficiently and effectively by exhibiting behaviours that demonstrate the necessary knowledge, skills, and attitude.
- h. **Competencies** refer to knowledge, skills, attitudes, and key behaviours that are necessary for the efficient and effective performance of the duties and responsibilities of a position.
- i. **Education** refers to the formal or non-formal academic, technical, or vocational studies that enable an applicant to successfully perform the duties and responsibilities of a position.
- j. **Eligibility** refers to the result of passing a merit and fitness test which may be determined as far as practicable by competitive examination, or based on highly technical qualifications, or other tests of merit and fitness conducted by the CSC, or other examinations jointly designed and coordinated by the departments or agencies with the assistance of or in coordination with the CSC, and other examinations. For teaching positions, the applicable Eligibility shall be the Professional Regulation Commission's Licensure Examination for Professional Teachers (LEPT).
- k. **Equal Opportunity** refers to the non-discrimination principle that allows any applicant within or outside DepEd to apply for a position, irrespective of age, sex, sexual orientation and gender identity, civil status, disability, religion, ethnicity, or political beliefs.
- l. **Evaluative Assessment** refers to the multiple evaluation techniques in the determination of competencies of an applicant vis-à-vis the required competencies of the position to be filled.
- m. **Experience** refers to the previous jobs in either the government or private sector, whether full-time or part-time, which, as certified by the Human Resource Management Officer (HRMO) or authorized officials of the previous employer, are functionally related to the duties in the Position Description Form (PDF) of the position to be filled.
- n. **External Applicant** refers to non-DepEd applicants such as but not limited to teachers from private schools, SUCs/LUCs, and other teaching practitioners in the community.
- o. **Fitness** refers to the principle of ensuring that the competencies of an individual match with the competency requirements of a position.

- p. **Head of Office** refers to the highest authority within each governance level, as follows:

Governance Level	Head of Office
Central Office	Secretary
Regional Office	Regional Director
Schools Division Office, schools, and community learning centers (CLC)	Schools Division Superintendent

- q. **Higher Teaching Positions** refer to teaching positions of Teacher II (SG-12) and above in the Elementary and Secondary levels, including SHS. It shall include those positions with parenthetical title of Special Needs Education Teacher (SNET) and Special Science Teacher (SST) pursuant to Section Nos. 21 and 25 of the IRR of EO No. 174, s. 2022.
- r. **Increments Table** refers to the tool that is used in determining the incremental points in education, training, and experience obtained by the applicant that exceeds the minimum qualifications per CSC-approved Qualification Standards.
- s. **Initial Evaluation Results (IER)** refer to the report submitted by the HRMO which contains the list of qualified and disqualified applicants vis-à-vis the minimum qualifications required by the position to be filled as indicated in the CSC-approved QS.
- t. **Internal Applicant** refers to in-service DepEd teacher applicant who are vying for promotion.
- u. **Learning and Development (L&D)** refers to formal or non-formal training courses and human resource development (HRD) interventions, such as but not limited to coaching, mentoring, job rotation, seminars, or workshops, that are part of the applicant's individual/career development plan aligned with existing competency standards or their current tasks and functions.
- v. **Management** refers to the leadership, functional guidance, control, and oversight of an organizational unit's people, resource, and/or policy, and the exercise of planning, organizing, directing, and coordinating functions.
- w. **Means of Verification** refers to the documents that serve as proof of evidence to verify the attainment of specific qualifications, criteria, or component of evaluative assessment.
- x. **Merit** refers to the necessary qualifications and competencies to perform the duties and responsibilities of the position to be filled.
- y. **Open Ranking System** refers to the transparent, participative conduct of comparative assessment and evaluation, where applicants are made aware of the processes and corresponding results.
- z. **Philippine Professional Standards for Teachers (PPST)** refer to the set of professional standards for teachers that defines teacher quality in the Philippines through well-articulated domains, strands, and indicators that provide measures for professional learning, competent practice, and effective engagement. It sets out clear expectations of teachers in attaining proficiency along well-established career stages from Beginning to Distinguished practice.
- aa. **Placement** is the process of assigning a successful candidate to specific unit, location, or workplace.
- bb. **Promotion** refers to the advancement of a career employee from one position to another with an increase in duties and responsibilities as authorized by law, and usually accompanied by an increase in salary. Promotion may be from one department or agency to another or from one organizational unit to another within the same department or agency. Provided, however, that any upward movement from the non-career service to the career service and vice versa shall not be considered as a promotion but as reappointment.

- cc. **Qualification Standards (QS)** refer to the minimum requirements for positions in the government service in terms of qualifications in Education, Training, Experience, Eligibility, and Competency (if any).
 - dd. **Reappointment** refers to the issuance of an appointment as a result of reorganization, devolution, salary standardization, re-nationalization, recategorization, rationalization, or similar events. The issuance of appointment from temporary to permanent, career to non-career or vice versa, non-career to another non-career, all of which entails no gap in the service, shall be considered as reappointment. Any upward movement from the non-career service to the career service and vice versa shall not be considered as a promotion but as reappointment.
 - ee. **Recruitment** refers to the procedure of searching for, attracting, and obtaining applications for employment. The result is a pool of applicants from which possible appointees are selected.
 - ff. **Rubrics** refer to the scoring guide used to assess the qualifications of applicants based on set evaluative criteria. It usually includes the quality definitions of each criterion at particular levels of attainment and a scoring system.
 - gg. **Selection** refers to the procedure by which applicants are screened, assessed, and evaluated vis-à-vis the requirements of the position to be filled. The objective is to produce a report on CAR of candidates best suited for appointment.
 - hh. **System of Ranking Positions (SRP)** refers to the hierarchical arrangement of positions from highest to lowest, which shall be a guide in determining of which position is next-in-rank, taking into consideration the following: a) organizational structure; b) salary grade allocation; c) classification and functional relationship of positions; and d) geographic location.
 - ii. **Teaching Position** refers to a position that is directly engaged in teaching or in the delivery of instruction in the elementary and secondary levels (junior high school and senior high school), whether on full-time or part-time basis, in schools and Community Learning Centers (CLCs).
 - jj. **Transparency** refers to the availability to the public of relevant, reliable, and timely information on recruitment, selection, and placement.
9. The following acronyms shall be used throughout this Order to mean:
- a. BEI – Behavioural Events Interview
 - b. BI – Background Investigation
 - c. BHRD – Bureau of Human Resource and Organizational Development
 - d. CAR – Comparative Assessment Result
 - e. CO – Central Office
 - f. COI – Classroom Observable Indicators
 - g. COT – Classroom Observation Tool
 - h. CSC – Civil Service Commission
 - i. CSC FO – Civil Service Commission Field Office
 - j. HR – Human Resource
 - k. HRD – Human Resource Development
 - l. HRMO – Human Resource Management Officer
 - m. HRMPSB – Human Resource Merit Promotion and Selection Board
 - n. IER – Initial Evaluation Results
 - o. IES – Individual Evaluation Sheet
 - p. L&D – Learning and Development
 - q. MOV – Means of Verification
 - r. MSP – Merit Selection Plan
 - s. NCOI – Non-Classroom Observable Indicators

- t. ORAOHRA – Omnibus Rules on Appointments and Other Human Resource Actions
- u. PAF – Portfolio Annotations Form
- v. PDS – Personal Data Sheet
- w. PR – Performance Rating
- x. QS – Qualification Standards
- y. RO – Regional Office
- z. RSPI – Recruitment, Selection, Placement, and Induction
- aa. SDO – Schools Division Office
- bb. SDS – Schools Division Superintendent
- cc. SG – Salary Grade

IV. Policy Statement

10. The DepEd hereby provides for the set of guidelines that governs the recruitment, selection, and appointment to vacant higher teaching positions in the Elementary and Secondary levels, including SHS, anchored on the competency-based recruitment, selection, and appointment policies of the CSC as adopted by DepEd in its Agency MSP. It operationalizes the DepEd's commitment to hire and retain the right people for the right job at the right time by strictly adhering to the principles of *Merit, Competence, Fitness, Accountability, Transparency, and Equal Opportunity*.

V. Procedures

A. Publication and Posting of Vacancies

11. In accordance with the provisions of Republic Act (RA) No. 7041, titled “An Act Requiring Regular Publication of Existing Vacant Positions in Government Offices, Appropriating Funds Therefor, and for Other Purposes,” and its Implementing Rules and Regulations (IRR), all vacant higher teaching positions, that are authorized to be filled, together with their corresponding QS and plantilla item numbers, shall be published in the CSC website and posted in at least three (3) conspicuous places in the agency's office for a period of at least 10 calendar days. In addition, the vacancy shall also be required to be posted through other modes, such as but not limited to the DepEd website, newspaper of local and/or national circulation, job search websites, online job portals, social media, and job fairs in order to reach a wider range of applicants and to further promote transparency and equal opportunity of the process.

12. Publication of a vacant position in the CSC website shall be prepared and certified by the HRMO through the submission of Civil Service (CS) Form No. 9, Revised 2018 (*copy attached as Annex B*), along with the list of requirements enumerated in Part V(B) Item 19 of this Order, in electronic and printed copies, to the concerned CSC Field Offices (CSC FO).

13. For SHS teaching positions, the publication for each item number shall include the QS for the particular track/s with identified teacher need based on the teacher need analysis of the Schools Division.

Illustrative example:

No.	Position Title (Parenthetical Title, if applicable)	Plantilla Item No.	Salary/ Job/ Pay Grade	Monthly Salary	Qualification Standards					Place of Assignment
					Education	Training	Experience	Eligibility	Competency (if applicable)	
1	Master Teacher I (Senior High School – Academic Track)	OSEC- DECSB- MTCH1- 420089- 2017	18	49,015.00	Master's degree in relevant strand/subject	8 hours of training relevant to the subject area specialization	4 years of relevant teaching/ industry work experience	Applicants for a permanent appointment: RA 1080 (Teacher); if not RA 1080 eligible, they must pass the LET within the five (5) years after the date of first hiring Applicants for a contractual position: None required		SHS – SDO Las Pinas

No.	Position Title (Parenthetical Title, if applicable)	Plantilla Item No.	Salary/ Job/ Pay Grade	Monthly Salary	Qualification Standards					Place of Assignment
					Education	Training	Experience	Eligibility	Competency (if applicable)	
1	Master Teacher I (Senior High School – Technical Vocational Livelihood Track)	OSEC- DECSB- MTCH1- 420089- 2017	18	49,015.00	Bachelor's degree; or completion of technical- vocational course(s) in the area of specialization	At least NC* II + TMC** I *Appropriate to the specialization	1 year of teaching experience and 6 months of relevant industry work experience	Applicants for a permanent appointment: RA 1080 (Teacher); if not RA 1080 eligible, they must pass the LET within the five (5) years after the date of first hiring Applicants for a contractual position: None required		SHS – SDO Las Piñas

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

15. Announcement of vacancy shall be done through the issuance of an official memorandum duly signed by the Schools Division Superintendent (SDS). The same shall be posted in at least three (3) conspicuous physical places and through other modes such as posting it in the official website, among others. The memorandum shall contain the same information specified in CS Form No. 9, and may include additional requirements of the position, such as but not limited to the following information:

- a. Position Title (Parenthetical Title, if applicable);
- b. Salary/Job/Pay Grade;
- c. Monthly Salary;
- d. CSC-approved QS;
- e. Job Description of the position;
- f. Key stage or grade level to be handled;
- g. Learning area/subject specialization (including in early grades) such as Kindergarten or Early Childhood Education; Filipino, English, Math, Science, and other subject area specialization; SHS strand and area specialization;
- h. Specific program to be handled such as Kindergarten or Early Childhood Education, Alternative Learning System (ALS), Special Education (SpEd), Madrasah, Indigenous People's Education (IPeD);
- i. Language/s proficiency requirement;
- j. Other specialized skills and qualifications, as may be required by the position to be filled, such as but not limited to proficiency in Filipino Sign Language (FSL)³, knowledge on the use of assistive technology or special learning aids, among others.
- k. Equal Employment Opportunity Clause in adherence to the Equal Opportunity Principle (EOP), which "allows anyone within or outside DepEd to apply for a position, irrespective of age, sex, sexual orientation, gender identity and expression, civil status, disability, religion, ethnicity, and political beliefs.";
- l. List of requirements enumerated in Part V(B) Item 19 of this Order, and other documentary requirements for the comparative assessment;
- m. Deadline of submission of documentary requirements;
- n. Timeline/Schedule of Recruitment and Selection Activities, including prescribed number of days on the release of evaluation results, and Other Instructions; and
- o. Protocols and procedures on the adoption of remote modalities on recruitment and selection, as deemed practicable and applicable.

16. The reckoning date of publication or posting shall be the publication or re-publication date reflected in the CSC website. Posting of vacancies through other modes shall be done on the same day of publication or re-publication in the CSC website.

³ Pursuant to RA 11106 also known as the "Filipino Sign Language Act" and its IRR.

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

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

B. Submission and Receipt of Application Documents

19. All interested applicants to vacant positions shall submit the following documentary requirements to the respective HRMOs, through the Records Unit or designated sub-committee/s, on or before the deadline indicated in the SDO memorandum:

- a. Letter of intent addressed to the SDS containing the following information:
 - i. Statement of purpose/expression of interest; and
 - ii. Learning area/subject group they intend to teach, if applicable;
- b. Duly accomplished PDS (*CSC Form No. 212, Revised 2017*) with Work Experience Sheet;
- c. Photocopy of Voter's ID and/or any proof of residency;
- d. Photocopy of valid and updated PRC License/ID;
- e. Photocopy of Certificate of Board Rating;
- f. Photocopy of scholastic/academic record (i.e., Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available);
- g. Photocopy of duly signed Service Record or Certificate of Employment, whichever is applicable;
- h. Photocopy of latest appointment (for those applying for promotion);
- i. Photocopy of certificate/s of relevant specialized trainings or professional development programs, if any;
- j. Photocopy of valid Technical Education and Skills Development Authority (TESDA) National Certificate (NC) II,⁴ Trainers Methodology Certificate (TMC), if applicable;
- k. Photocopy of the required Performance Ratings with **at least Very Satisfactory** rating. (Note: The applicant shall submit at most three (3) performance ratings depending on the performance requirements per Item 25 of this Order. The latest performance rating shall cover one (1) year complete performance rating period in the current position);
- l. Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and Data Privacy Consent Form pursuant to RA No. 10173 (*Data Privacy Act of 2012*), using the attached form (**Annex C**), sworn before a public officer authorized to administer oaths pursuant to Section 41 of EO No. 292, as amended by RA No. 6733 and as further amended by RA No. 10755; and
- m. 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.

Online submission of electronic copies of the above enumerated application documents may be allowed provided that the requisites of Section 7(a) of RA No. 8792 or the "*Electronic Commerce Act of 2000*," whenever applicable, are complied with. Online submission is subject to submission of hard copies upon request for purposes of verification.

20. Individuals who failed to submit complete mandatory documents (Items 19.a to 19.l) on the set deadline indicated in the official memorandum shall not be included in the pool of official applicants. However, non-submission of the additional documentary requirements or those that may be required by the HRMPSB (Item 19.m) shall not warrant exclusion from the pool of official applicants.

⁴ at least one level higher than course to be taught in subject to be taught (e.g. NC-III in SMAW to teach SMAW-NC-II) or same level if there is no NC level higher. Exceptions are given to applicants for courses with no National Certificates (e.g. Handicraft courses); applicable only to TVL teacher applicants

21. The applicant assumes full responsibility and accountability for the completeness, authenticity, and veracity of the documents submitted, as evidenced by the Omnibus Sworn Statement (Item 19.I), duly signed by the applicant and sworn before a public officer authorized to administer oaths. The HRMO and/or sub-committee shall check and verify the completeness, authenticity, and veracity of the documents submitted. Any false and fraudulent document submitted shall be grounds for disqualification and shall cause the filing of administrative or criminal case/s against the person concerned.

22. All official applicants in the pool shall be assigned with application code to ensure objectivity and integrity of the process and to protect the identity of the applicants when posting the results.

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

C. Initial Evaluation of the Qualifications of Applicants

24. **Qualification Standards.** Upon receipt of the applications, the HRMO shall conduct an initial evaluation of the applicants' qualifications vis-à-vis the CSC-approved QS of the position to be filled. Specifically, the HRMO shall assess whether the applicants meet the minimum qualifications in terms of *Education, Experience, Training, Eligibility, and Competency (if applicable)*⁵ requirements.

25. **Performance Requirements.** The initial evaluation shall likewise include the determination of the applicant's performance.

- a. **Internal applicants.** A rating of at least **Very Satisfactory** in the last rating period covering one (1) year complete performance cycle in the current position shall be required. In addition, internal applicants shall be required to satisfy the set performance requirements of the position applied for, based on at most three (3) rating periods reckoned from the immediately preceding performance cycle completed.

Position Applied For	Classroom Observable Indicators	Non-Classroom Observable Indicators
Teacher II	At least 6 Proficient COIs at Very Satisfactory	At least 4 Proficient NCOIs at Very Satisfactory
Teacher III	At least 12 Proficient COIs at Very Satisfactory	At least 8 Proficient NCOIs at Very Satisfactory
Teacher IV	21 Proficient COIs at Very Satisfactory	16 Proficient NCOIs at Very Satisfactory
Teacher V	At least 6 Proficient COIs at Outstanding	At least 4 Proficient NCOIs at Outstanding
Teacher VI	At least 12 Proficient COIs at Outstanding	At least 4 Proficient NCOIs at Very Satisfactory; and 4 Proficient NCOIs at Outstanding
Teacher VII	At least 18 Proficient COIs at Outstanding	At least 6 Proficient NCOIs at Very Satisfactory; and 6 Proficient NCOIs at Outstanding
Master Teacher I	21 Proficient COIs at Outstanding	8 Proficient NCOIs at Very Satisfactory; and 8 Proficient NCOIs at Outstanding
Master Teacher II	At least 10 Highly Proficient COIs at Outstanding	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	8 Highly Proficient NCOIs at Very Satisfactory; and 8 Highly Proficient NCOIs at Outstanding
Master Teacher IV	At least 10 Distinguished COIs at Outstanding	At least 5 Distinguished NCOIs at Very Satisfactory; and 5 Distinguished NCOIs at Outstanding
Master Teacher V	21 Distinguished COIs at Outstanding	8 Distinguished NCOIs at Very Satisfactory; and 8 Distinguished NCOIs at Outstanding

⁵ Applicable only upon issuance of a CSC Resolution that includes the Competency component in the QS. Otherwise, the existing QS which are composed of Education, Experience, Training, Eligibility components shall suffice and remain in effect.

Illustrative example 1:

<i>Date of assessment:</i>	<i>August 2, 2025</i>
<i>Vacant position:</i>	<i>Master Teacher I</i>
<i>Performance requirements:</i>	<i>21 Proficient COIs at Outstanding 8 Proficient NCOIs at VS, and 8 Proficient NCOIs at Outstanding</i>
<i>Number/s of performance ratings required to meet the performance requirements:</i>	<i>Three (3) IPCRFs from SY 2024-2025, SY 2023-2024, SY 2022-2023 showing 37 PPST indicators</i>

Illustrative example 2:

<i>Date of assessment:</i>	<i>August 2, 2025</i>
<i>Vacant position:</i>	<i>Teacher III</i>
<i>Performance requirements:</i>	<i>At least 12 Proficient COIs at VS At least 8 Proficient NCOIs at VS</i>
<i>Number/s of performance ratings required to meet the performance requirements:</i>	<i>IPCRF from SY 2024-2025 showing 6 Proficient COIs at VS and 5 Proficient NCOIs at VS; and IPCRF from SY 2023-2024 showing 7 Proficient COIs at VS and 6 Proficient NCOIs at VS</i>

- b. **External applicants and other non-teacher applicants.** Comparable performance requirements shall be required for external applicants and non-teacher applicants such as school heads, teachers-in-charge, related-teaching and non-teaching personnel, and such other applicants who are not using the existing PPST-based IPCRF of teachers. A sustained performance of at least **Very Satisfactory** in the current and previous position/s shall be required; provided that the latest performance rating covering one (1) year complete performance rating period is obtained in the current or latest position. If the performance rating is semestral or quarterly, one (1) year performance is equivalent to two (2) or four (4) performance ratings, respectively.

Consistent with the Experience requirement in the QS, the performance requirements for external applicants shall be as follows:

Position	Performance Requirement
Teacher II SNET II	At least VS in the latest rating period covering one (1) year complete performance cycle
Teacher III SNET III	At least VS in the last two (2) immediately preceding rating periods, each covering one (1) year complete performance cycle
Teacher IV, V, VI, VII Master Teacher I, II, III, IV, V SNET IV, V	At least VS in the last three (3) immediately preceding rating periods, each covering one (1) year complete performance cycle
SST I and SNET I (entry level of the job group)	None

26. The HRMO shall prepare and submit a duly signed Initial Evaluation Results (IER) (*see prescribed template in Annex D-1*) to the HRMPSB for deliberation. The IER shall contain, among others, the basic information of the applicants, actual qualifications based on submitted credentials, and a remark on whether the applicants meet the minimum qualifications per CSC-approved QS and performance requirements. The IER shall be comprised of two (2) lists of applicants:

- a. **Qualified (Q)** refers to those who meet *both* the minimum qualifications and performance requirements of the position to be filled; and
- b. **Disqualified (DQ)** refers to those who do not meet the minimum qualifications and/or performance requirements of the position to be filled.

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

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

29. The HRMO shall likewise notify all applicants of the results of the initial evaluation through a written notice served through official communication channels, such as but not limited to personal service, postal mail, courier service, or electronic mail using the official e-mail account of the office, official social media accounts, and other means of communication that can be verified, recorded, and preserved. Telephone calls and short messaging services may be used only to accompany the aforementioned official communication channels.

Official communications to *Qualified* and *Disqualified* applicants shall use the prescribed templates attached in this Order as Letter to Qualified Applicants (*Annex E-1*) and Letter to Disqualified Applicants (*Annex F-1*), respectively.

30. Based on the recommendation of the HRMO, the SDS may designate sub-committee/s in the districts, or SDO, as deemed practicable, to assist the HRMO in the conduct of initial evaluation. The sub-committee/s, however, shall only serve as an assistorial body. The HRMO shall maintain full responsibility and accountability in the results of the initial evaluation, and therefore, shall be responsible in responding to queries and complaints pertaining to the initial evaluation vis-à-vis the QS.

D. Comparative Assessment of Applicants

31. Upon receipt of the report of the HRMO on the IER, the HRMPSB shall convene and screen the *Qualified* applicants through the conduct of Evaluative Assessments which, based on the principles of merit and fitness, are meant to assess the competencies of applicants vis-à-vis the required competencies of the position to be filled. Consistent with the CSC ORAOHRA, the deliberation of the HRMPSB shall not be made earlier than 10 calendar days reckoned from the date of publication or re-publication on the CSC website.

32. Consistent with the provision of Section 90 of DO 19, s. 2022, a special HRMPSB for all teaching positions with the following composition shall be created:

Governance Level	SPECIAL HRMPSB (Teaching Position)
<i>Schools Division Office; and School</i>	<i>Chairperson:</i> <i>a. Assistant Schools Division Superintendent</i> <i>Members:</i> <i>b. Chief of the Curriculum Implementation Division</i> <i>c. School Head where the vacancy exists</i> <i>d. Administrative Officer V for the Administrative Services Section</i> <i>e. Administrative Officer IV (HRMO)</i> <i>f. Representative of accredited employee's union/ association belonging to the teaching group</i> <i>Secretariat:</i> <i>Selected personnel from HR/ Administrative Services Section as designated by the HRMPSB Chair</i>

33. A majority of the HRMPSB shall constitute a quorum, provided that the Chairperson is present.

34. During the comparative assessment, HRMPSB shall observe the following:

- a. Convene the applicants in a group to witness the paper evaluation;
- b. Evaluate and compute the points for Education, Training (in hours), Experience (in years), and Performance Rating of applicants using the rubrics provided in this Order;
- c. Assess, deliberate, and rate the applicants' competencies on the Classroom Observable Strands/Indicators through the conduct of classroom observation following the rubrics and protocols provided in this Order;
- d. Assess the applicants' competencies on the Non-Classroom Observable Strands/Indicators through the assessment of portfolio annotations and BEI in accordance with the rubrics and protocols provided in this Order;
- e. Conduct other appropriate evaluative assessments, as may be necessary, such as but not limited to Written Examinations (WE) and Skills or Work Sample Tests (S/WST) to assess the potential, characteristics or traits, and fitness (i.e., Job Fit, Location Fit, and Organizational Fit);
- f. Adopt the use of online platforms and other remote modalities and alternative strategies in the conduct of paper evaluation, classroom observation/demonstration teaching, administration of the tests and examinations, BEI, meetings and deliberations, among others, as may be necessary;
- g. Inform the individual applicant of the results of the deliberation using the prescribed template of the IES, wherein the applicant affixes their signature to signify their knowledge of and conformity to the process undertaken and the points given to them;
- h. Prepare and submit a duly signed results of the comparative assessment to the appointing officer/authority within seven (7) calendar days after all the applicants have been assessed.

35. An Open Ranking System shall be adopted to ensure transparency in the process and results of the comparative assessment wherein applicants or subset of applicants are present to witness the actual evaluation for which the scores of all applicants present thereat shall be disclosed to all attendees. Each applicant shall also be given an opportunity to ask questions and seek clarifications on the results of their individual assessment and acknowledge their individual results during the open ranking. Upon receipt of the individual results, applicants shall affix their signature on their Individual Evaluation Sheet (IES) (*see prescribed template in Annex G-2*).

The duly signed IES shall serve as acknowledgement that the applicant has undergone the application and assessment process based on these guidelines and that the results of the individual assessment have been discussed with the concerned applicant. The IES shall not, in any case, preclude the applicant from filing a protest relative to their application.

36. In the event when face-to-face conduct of the comparative assessment and/or open ranking is not feasible, the HRMPSB may adopt the use of online platforms and other remote modalities and alternative strategies, as deemed practicable and applicable, in the conduct of open ranking, paper and portfolio evaluation, classroom observation/demonstration teaching, Behavioral Events Interview (BEI), and other examinations, if any, and HRMPSB meetings and deliberations. Protocols and procedures on the adoption of remote modalities shall be detailed in the SDO memorandum. Applicants may also be allowed to submit an electronic or scanned copy of their signed IES.

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

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

39. Upon establishment of the Comparative Assessment Results (CAR) (*Annex I-2*) by the HRMPSB, the HRMO shall post the CAR in at least three (3) conspicuous physical places in DepEd offices and schools concerned, concealing the applicants' personal information in accordance with the Data Privacy Act. The only information that shall be made public are the assigned application codes, corresponding scores obtained by the applicant in each criterion, total scores, and remarks.

All applicants shall likewise be notified of the comparative assessment results through official communication channels, such as but not limited to formal written communications, electronic mail using the official e-mail account of the office, official social media accounts, and other means of communication that can be verified, recorded, and preserved. Telephone calls and short messaging services may be used only to accompany the aforementioned official communication channels.

40. Based on the recommendation of the HRMPSB, the SDS may designate sub-committee/s in the districts, or offices, as deemed practicable, to assist the HRMPSB in the process of comparative assessment. The sub-committee/s, however, shall only serve as an assistorial body. The HRMPSB shall maintain full responsibility and accountability in the results of the comparative assessment, and therefore, shall be responsible in responding to queries and complaints pertaining to the comparative assessment.

Criteria and Point System for Comparative Assessment

41. The selection and assessment of teacher applicants for higher teaching positions shall be based on the following criteria:

- a. **Education** units and/or degree that exceed the minimum qualification requirements as defined in the CSC-approved QS which shall be relevant to the position to be filled shall be given corresponding points;
- b. **Learning and Development (L&D) or Training** hours that exceed the minimum qualification requirements as defined in the CSC-approved QS, acquired after the last promotion but within the last five (5) years. Only L&D or training in curriculum, pedagogy, and/or in relevant subject, learning area specialization, or strand, such as but not limited to relevant NEAP-recognized professional development programs and courses, shall be given corresponding points;

- c. **Experience** in teaching that exceeds the minimum number of months/years as defined in the CSC-approved QS shall be given corresponding points. For SHS, relevant industry and/or work experience may be considered;
- d. **Performance** in the latest rating period covering one (1) year complete performance cycle in the current position with at least VS rating;
- e. **PPST Classroom Observable Indicators (COI)** measured through Classroom Observation/Demonstration Teaching; and
- f. **PPST Non-Classroom Observable Indicators (NCOI)** measured through the Assessment of Portfolio Annotations and BEI.

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

Table 1. Point System for Comparative Assessment

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

Rubrics for Computation of Points per Criterion

43. **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

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

Table 2.b. Increments Table – Training

Qualification 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

Qualification 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	
	Range	Points	Range	Points	Range	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: **Master Teacher I (SHS – Academic Track and Core Subjects) – SG 18**

Qualification Standards per CSC-approved QS

Education : Master's degree in relevant strand/ subject
Training : 12 hours of training relevant to the subject area specialization
Experience : 4 years of relevant teaching/ industry work experience

- 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 QS for Master Teacher I (SHS – Academic Track and Core Subjects)		Corresponding Level based on Increments Table
Education	Master's degree in relevant strand/ subject	Level 21 (based on Table 2.a)
Training	12 hours of training relevant to the subject area specialization	Level 2 (based on Table 2.b)
Experience	4 years of relevant teaching/ industry work experience	Level 9 (based on Table 2.c)

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

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

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

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)	Using Table 2.a, the corresponding level of Applicant A's Education qualification (12 units for a Doctoral degree in Education) is at Level 25 .
Master of Science in Statistics	The number of increments for Applicant A's Education qualifications shall be computed by subtracting the minimum QS level (Level 21) from the applicant's qualification level (Level 25), as illustrated below:
12 units for a Doctoral degree in Statistics	Applicant's Education level – QS level = Increment 25 – 21 = 4 increments

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

Training Qualification of Applicant A	Increments from minimum (or baseline) QS requirements using Increments Table 2.b (Training)
24 hours training on curriculum contextualization or localization and lesson planning [January 27 to 29, 2021]	The cumulative hours of the relevant training/L&D, which are acquired within the last 5 years, shall be considered for the counting of Increments.
24 hours training on Financial Literacy [August 5 to 7, 2020]	In the case of Applicant A, the 24 hours training on curriculum contextualization or localization and lesson planning conducted on January 27 to 29, 2021 and the 40 hours National Training of Trainers of Grade 11 Science and Mathematics for the K-12 Enhanced Basic Education Program conducted on December 9 to 13, 2019 shall be considered. Using Table 2.b, the corresponding level of Applicant A's Training qualification (a total of 64 hours) is at Level 9 .
40 hours National Training of Trainers of Grade 11 Science and Mathematics for the K-12 Enhanced Basic Education Program [December 9 to 13, 2019]	The number of increments for Applicant A's Training qualifications shall be computed by subtracting the minimum QS level (Level 2) from the applicant's qualification level (Level 9), as illustrated below:
	Applicant's Training level – QS level = Increment 9 – 2 = 7 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)
Barangka National High School- SHS Teacher III – June 1, 2016 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, 2016 to present) is 5 years and 1 month. Using Table 2.c, the corresponding level of Applicant A's Experience qualification (5 years and 1 month) is at Level 11 .
	The number of increments for Applicant A's Experience qualifications shall be computed by subtracting the minimum QS level (Level 9) from the applicant's qualification level (Level 11), as illustrated below:
	Applicant's Experience level – QS level = Increment 11 – 9 = 2 increments
	Note: Applicant A's date of first day as SHS Teacher III: June 01, 2016 The date of HRMPSB assessment/Open Ranking System: July 01, 2021

- 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 Increments Table and ETE Rubrics			Total number of points for ETE
Education	Training	Experience	Education	Training	Experience	Education	Training	Experience	
Master's degree in relevant strand/ subject	12 hours of training relevant to the subject area specialization	4 years of relevant teaching/ industry work experience	12 units for a Doctoral degree in Education	24 hours training on curriculum contextualization or localization and lesson planning [January 27-29, 2021] 40 hours National Training of Trainers of Grade 11 Science and Mathematics for the K-12 Enhanced Basic Education Program [December 9 - 13, 2019]	Barangka National High School- SHS Teacher III – June 1, 2016 to present	4 increments Based on Table 3: 4-5 increments = 4 points (out of 10)	7 increments Based on Table 3: 6-7 increments = 6 points (out of 10)	2 increments Based on Table 3: 2-3 increments = 2 points (out of 10)	12 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 for non-TVL applicants; provided that the skills acquired from the training are relevant to the work, duties, and responsibilities of teachers.
 - iv. For TVL, relevant training hours may include those earned on top of the TESDA NC II and/or TM Certificate as may be required by the QS.
 - v. Relevant experience gained from part-time work of at least four (4) hours per day may be considered; provided, that the appropriate Certificate of Employment is submitted with details on the actual number of hours rendered. For purposes of giving points, the months or years of relevant experience submitted shall be transmuted to the equivalent months or years of experience based on the CSC-required eight (8)-hour per day workday or 40-hour per workweek.
 - vi. Relevant experience gained from abroad or outside the Philippines may be considered provided that the applicant submits a Certificate of Employment with proper authentication of foreign documents in accordance with the Memorandum of the International Cooperation Office dated 5 August 2019 with the subject "*Apostille Convention Takes Effect in the Philippines on 14 May 2019*". 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.

44. **Performance.** Performance refers to the assessment of how tasks, duties, and responsibilities are carried out or accomplished by the applicant as evidenced by duly-signed performance appraisal document.

- a. **Internal applicants.** The Results-Based Performance Management System (RPMS) Individual Performance Commitment and Review Form (IPCRF) rating of at least Very Satisfactory in the latest rating period covering one (1) year complete performance cycle shall be required. The points for performance shall be computed as follows:

$$\text{Points}_{\text{(Performance)}} = \frac{x}{5} \times \text{WA}_{\text{(Performance)}}$$

Where:

x = Performance Rating reflected in the IPCR Form

5 = Highest possible performance rating in DepEd RPMS

WA = Weight Allocation for Performance (30 points)

Illustrative example:

$x = 4.356$

WA = 30

$$\text{Points}_{\text{(Performance)}} = \frac{4.356}{5} \times 30 = 26.136 \text{ points}$$

- b. **External applicants and other non-teacher applicants.** A performance rating of at least Very Satisfactory shall be required. If the performance rating is semestral or quarterly, one (1) year performance is equivalent to (2) or four (4) performance ratings, respectively. For external applicants whose performance are measured using adjectival ratings (e.g. [1] *Below Expectation*; [2] *Needs Improvement*; [3] *Good*; [4] *Strong*; [5] *Role Model*) which are aligned with the five (5)-point rating scale of the RPMS, the midpoint value of the RPMS rating (Table 4) equivalent to the adjectival rating shall be used as the applicant's performance rating (x). The Certificate of Rating must be supported with the Performance Evaluation Tool.

Table 4. Midpoint Value of the RPMS Rating

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

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

Non-submission of performance rating/s for any reason that are not within the prerogative of the Department (e.g. issues with previous employer and/or personal reasons) shall warrant zero (0) points for Performance criterion. No alternate measure shall be considered in the absence of the applicable performance rating.

45. **Classroom Observable Indicators (COI).** The teachers' demonstration of COIs shall be assessed through the conduct of the classroom observation using the Classroom Observation Tool (COT), focusing on the following COT Rubric Levels to capture good performance in the corresponding PPST career stage:

- COT Rubric Levels 2 to 6 (Beginning towards Proficient) shall be used in assessing applicants to the following positions:
 - Teacher II and III
 - SST I
 - COT Rubric Levels 3 to 7 (Proficient) shall be used in assessing applicants to the following positions:
 - Teacher IV, V, VI, and VII
 - SNET I, II, III, and IV
 - COT Rubric Levels 4 to 8 (Highly Proficient) shall be used in assessing applicants to the following positions:
 - Master Teacher I and II
 - SNET V
 - COT Rubric Levels 5 to 9 (Distinguished) shall be used in assessing applicants to the following positions:
 - Master Teacher III, IV, and V
- a. *The Classroom Observable Indicators (COI).* The selected COIs indicated in this Order shall constitute the classroom observable indicators for the selection and appointment of teachers, unless otherwise modified by subsequent issuances.

Table 5. PPST Classroom Observable Indicators

Career Stage 1-2 (Beginning towards Proficient)		Career Stage 2 (Proficient)				Career Stage 3 (Highly Proficient)		Career Stage 4 (Distinguished)		
T II	T III	T IV	T V	T VI	T VII	MT I	MT II	MT III	MT IV	MT V
1.1.2	1.1.2	1.1.2	1.1.2	1.1.2	1.1.2	1.1.3	1.1.3	1.1.4	1.1.4	1.1.4
1.5.2	1.5.2	1.5.2	1.6.2	1.3.2	2.5.2	2.5.3	1.4.3	2.1.4	1.4.4	1.5.4
2.4.2	1.7.2	2.6.2	2.3.2	2.2.2	3.1.2*	3.1.3*	2.3.3	3.1.4*	2.4.4	2.4.4
3.1.2*	3.2.2*	3.1.2*	3.2.2*	3.1.2*	4.5.2	4.1.3	3.2.3*	4.5.4	3.2.4*	3.1.4*
5.3.2	4.1.2	4.1.2	5.3.2	4.5.2	5.3.2	5.1.3	5.1.3	5.3.4	5.1.4	4.1.4

*May be replaced with COI from Strands 3.2, 3.3, 3.4, 3.5 that is appropriate to the Career Stage, whichever is applicable based on the classroom context of the teacher-applicant (Madrasah, SpED, IPED, etc.).

- b. *The Classroom Observation Tools and Forms.* The following assessment tools and forms are designed to facilitate the assessment of applicant's demonstration of the classroom observable indicators. These forms can be accessed through this link: <https://bit.ly/AnnexesRSAHigherTeaching>.
- i. **COT Rubric (Annex J)** refers to the rubric by which the applicant's teaching performance is measured against the identified classroom observable indicators for each teaching position.
 - ii. **Observation Notes Form (Annex K)** is used by the observer to record specific observations and comments on the teaching performance of the applicant.
 - iii. **Rating Sheet (Annex L)** is used by each observer to indicate the rating/level attained by the applicant in each of the COIs.
 - iv. **Inter-Observer Agreement Form (Annex M)** is used to indicate the final rating for each COI during the Inter-Observer Agreement Exercise.
- c. *Classroom Observation Protocols.* Members of the HRMPSB and/or sub-committee designated as observers shall ensure that all the steps in classroom observation protocols detailed below are judiciously followed.

General Guidelines:

- i. The designation of sub-committee/s for the conduct of classroom observations shall take into consideration their understanding and knowledge of the PPST COIs, the recruitment and selection process, and the specific protocols on the conduct of classroom observations. They shall be comprised of trained COT assessors/observers with expertise on the learning areas/subject specialization being observed (e.g., Master Teachers in higher ranks than the position to be filled, Head Teachers, School Heads, Public School District Supervisors, Education Program Specialists/ Supervisors).
- ii. There shall be two (2) to three (3) observers who will conduct the classroom observation. Observers must not be related to the applicant within the third degree of consanguinity or affinity.
- iii. Classroom observations shall be done in an actual classroom setting with learners.
- iv. In the event when an in-person/face-to-face conduct of the classroom observation is not feasible, the conduct of an online observation may be allowed, provided that the classroom observation protocols are observed.

Pre-observation:

- i. The applicant shall submit a copy of their lesson plan and instructional materials based on the identified indicators for the position applied for, for review and reference of the observers.
- ii. The sub-committee/observers shall discuss and agree on the appropriate indicator under Domain 3 should be used for assessment of each applicant based on their specific classroom context.
- iii. The observers shall review the COT Rubric and the forms to be accomplished (i.e., Observation Notes Form, Rating Sheet, and Inter-Observer Agreement Form) prior to the actual conduct of the classroom observation.
- iv. The observers shall review and familiarize themselves with the lesson plan prepared by the applicant.

Actual observation:

- i. The applicants shall be observed for the entire class period in reference to the submitted lesson plan.
- ii. Only the Observation Notes Form shall be brought and accomplished by the observers during the actual observation. The observers shall record in the Observation Notes Form their comments and observations on the applicant's performance.

Post observation:

- i. The Rating Sheet shall be accomplished individually by each observer after the actual observation. *(Note: Only the teaching demonstration shall be rated. The lesson plan and instructional materials submitted to the observers shall only serve as reference.)*
- ii. Observers shall put on record under "Other Comments" of the Rating Sheet and Inter-Observer Agreement Form when the applicant's demonstration of any COI falls below the desired rating of 5 for Teacher II and III; 6 for Teacher IV to TVII; 7 for Master Teacher I and II; 8 for Master Teacher III to V.
- iii. Only the subject specialist/s shall rate Indicator 1.
- iv. An Inter-Observer Agreement Exercise shall be done, whereby all observers discuss their reasons for the rating in each indicator. In case of different ratings, the observers shall come up with a final rating, which is **NOT** an average of their individual ratings, but a rating based on their **reasoned and consensual judgment**.

- d. *Computation of Points for the COI criterion.* The points for the PPST COIs shall be computed as follows:

$$\text{Points}_{\text{COI}} = \frac{\text{COT rating}}{\text{Highest Possible COI Score}} \times \text{WA}_{\text{COI}}$$

Where:

COT rating = Applicant's final rating obtained as reflected in the COT Inter-Observer Agreement Form

Highest possible score = 30 for Beginning towards Proficient (Teacher II-III, SST I)
 35 for Proficient (Teacher IV-VII, SNET I-IV);
 40 for Highly Proficient (MT I-II, SNET V);
 45 for Distinguished (MT III-V)

WA = Weight Allocation for COI

Illustrative example: Vacant position: MT I (Highly Proficient)
 COT rating = 36
 Highest Possible Score = 40
 WA = 25

$$\text{Points}_{\text{COI}} = \frac{36}{40} \times 25 = 22.5 \text{ points}$$

46. **Non-classroom Observable Indicators (NCOI).** The demonstration of NCOIs shall be assessed through the applicant's annotations on how the submitted means of verification (MOVs) from their RPMS portfolio and their responses to the interview validating the actual achievement of the identified NCOIs. It shall be done through the accomplishment of the Portfolio Annotations Form (PAF) and Behavioral Events Interview (BEI).

- a. *The Non-Classroom Observable Indicators.* The selected NCOIs indicated in this Order shall constitute the non-classroom observable indicators for the selection and appointment of teachers to higher teaching positions, unless otherwise modified by subsequent issuances.

Table 6(a). PPST Non-Classroom Observable Indicators

Career Stage 1-2		Career Stage 2				Career Stage 3		Career Stage 4		
T II	T III	T IV	T V	T VI	T VII	MT I	MT II	MT III	MT IV	MT V
4.3.2	1.2.2	1.2.2	1.2.2	1.2.2	1.2.2	1.2.2* 1.2.3**	1.2.3	1.2.3* 1.2.4**	1.2.4	4.3.4
5.5.2	4.2.2	4.2.2	5.5.2	4.4.2	4.4.2	4.4.2* 4.4.3**	4.4.3	4.4.3* 4.4.4**	4.4.4	5.5.4
6.2.2	4.3.2	4.3.2	6.1.2	5.4.2	5.2.2	5.2.2* 5.2.3**	6.1.3	6.3.3* 6.3.4**	6.2.4	6.2.4
6.4.2	5.2.2	5.2.2	7.3.2	5.5.2	6.1.2	6.1.2* 6.1.3**	6.3.3	7.2.3* 7.2.4**	7.3.4	6.4.4
7.3.2	5.5.2	7.4.2	7.4.2	7.4.2	7.4.2	7.4.2* 7.4.3**	7.4.3	7.5.3* 7.5.4**	7.5.4	7.5.4

*Indicator to be assessed in the Portfolio Annotation

**Indicator to be assessed in the Interview

- b. *The Non-Classroom Observable Indicators Assessment Tools and Forms for RSP.* The following assessment tools are designed to facilitate the assessment of applicant's demonstration of the NCOIs. These forms can be accessed through this link: <https://bit.ly/AnnexesRSAHigherTeaching>.

- i. **Portfolio Annotations Form (Annex N)** is used to demonstrate how the teacher applicant exhibits each of the NCOIs by writing down annotations to

- the presented/submitted artifacts/MOVs from their RPMS portfolio. The applicant shall narrate how the MOVs facilitated the achievement of the NCOI.
- ii. **Rubrics for the Demonstration of NCOI through Portfolio Annotation and BEI (Annex O)** are tools used as scoring guide in assessing applicant's annotations to the submitted documentations/MOVs and applicant's responses to the interview questions.
 - iii. **Rating Sheets for Portfolio Annotation and BEI (Annex P)** are used by each assessor to indicate the rating/level attained by the applicant in each of the NCOIs.
 - iv. **Inter-Assessor Agreement Forms for Portfolio Annotation and BEI (Annex Q)** are used to indicate the collegial final rating attained by the teacher applicant in each of the NCOIs, as agreed upon by the assessors.
- c. *Protocols in Administering and Assessing the Demonstration of the Non-Classroom Observable Indicators.* Administrators and assessors of the PAF shall ensure that the following protocols are judiciously followed:

General Guidelines:

- i. The designation of sub-committee/s for the assessment of NCOIs shall take into consideration their understanding and knowledge of the PPST NCOIs, the specific tools and protocols for PAF assessment and interview, 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. There shall be two (2) to three (3) assessors who will assess the applicant's demonstration of NCOIs through PAF and BEI. The assessors must not be related to the applicant within the third degree of consanguinity or affinity.
- iii. Applicants shall accomplish the PAF and undergo the BEI on the scheduled day of assessment.
- iv. Assessors shall individually rate the applicant's responses to the PAF and BEI using the Rubrics for the Demonstration of NCOIs.
- v. An Inter-Assessor Agreement shall be done whereby all assessors discuss their reasons for the rating. In case of different ratings, the observers shall come up with a final rating, which is **NOT** an average of their individual ratings but a rating based on their **reasoned and consensual judgment**.

Portfolio Assessment:

- i. The HRMPSB shall identify a designated location, preferably a room, for applicants to accomplish the PAF. A proctor shall be assigned to discuss the instructions and oversee the process.
- ii. The PAF shall be accomplished on the spot. The submitted portfolio containing the applicant's MOVs shall be the basis of their annotations. The corresponding NCOIs in the applicant's present career stage shall be used.
- iii. The applicant shall be given at most two (2) hours to accomplish the complete set of the PAF.
- iv. In the event when an in-person/face-to-face conduct of the assessment of the demonstration of NCOI is not feasible, the applicant may accomplish the PAF online, provided that the following protocols are applied.
 - Applicants shall be scheduled for an online platform meeting (Zoom, Google Meet, etc.)
 - All applicants shall be required to keep their video/camera turned on at all times to allow the proctor to monitor the accomplishment of the PAF.
 - The PAF may be distributed through email. Applicants may submit the accomplished PAF to a designated email address.
 - The PAF 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 accomplishing the PAF.

- The PAF may also be administered using individual word processing applications 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.
- v. Using the Rating Sheet for Portfolio Annotation, assessors shall indicate the rating attained by the applicant for each of the NCOIs in the 'Rating' column, and shall use the portion 'Other Remarks' to write down statement/s that support the given rating.

Interview:

- i. The conduct of the interview shall follow the procedures and protocols indicated in the RSPI Handbook Vol. 1, with the interviewers crafting their set of interview questions.
 - ii. The interview shall be used to validate the applicants' responses in the PAF to further assess the demonstration of the NCOIs. It may also be used to collect complete and detailed information about the applicant and verify their credentials. The applicants' potential, characteristics or traits, and fitness shall be assessed through the interview.
 - iii. The interviewers shall use the STAR (Situation-Task-Action-Results) approach to validate whether the key behaviours that are linked to the required competencies have been exhibited by the applicant. The STAR approach draws focus on actual **S**ituations in which the applicant acted; the **T**asks that the applicant faced; the **A**ctions that the applicant took; and the **R**esults of those actions.
 - iv. Using the Rating Sheet for the BEI, assessors shall indicate the rating attained by the applicant for each of the criteria in the 'Rating' column. They shall use the portion 'Other Remarks' to write down statement/s that support the given rating.
- d. *Computation of Points for the NCOI Criterion.* The points for the PPST NCOIs shall be computed as follows:

$$\text{Points}_{\text{NCOI}} = \text{PA Score} + \text{BEI Score}$$

Where:

$$\text{PA Score} = \frac{\text{Total Rating}}{\text{Highest Possible Total Rating}} \times 10$$

Total Rating = Sum of final rating obtained by the applicant as reflected in the Inter-Assessor Agreement Form for Portfolio Annotation

*Highest Possible Total Rating = 30 for Beginning towards Proficient (Teacher II-III, SST I)
35 for Proficient (Teacher IV-VII, SNET I-IV);
40 for Highly Proficient (MT I-II, SNETV);
45 for Distinguished (MT III-V)*

Illustrative example: Vacant position: MT I (Highly Proficient)

Total Rating = 33

Highest Possible Total Rating = 40

WA = 10

$$\text{PA Score} = \frac{33}{40} \times 10 = \mathbf{8.250 \text{ points}}$$

$$\text{BEI Score} = \frac{\text{Total Rating}}{\text{Highest Possible Total Rating}} \times 5$$

Total Rating = Sum of final rating obtained by the applicant as reflected in the Inter-Assessor Agreement Form for BEI

Highest Possible Total Rating = 12

Illustrative example:

$$\text{BEI Score} = \frac{11}{12} \times 5 = \mathbf{4.583 \text{ points}}$$

Illustrative example: Vacant position: MT I (Highly Proficient)

PA Score = 8.250

BEI Score = 4.583

$$\text{Points}_{\text{NCOI}} = 8.250 + 4.58 = \mathbf{12.83}$$

47. The HRMPSB may also conduct other evaluative assessments as deemed necessary to gather additional information about the applicant in terms of other aspects such as but not limited to their potential, character, and fitness. They shall be used to provide additional information and guidance to the appointing officer/authority in selecting possible appointees. The required competencies or related to the duties and responsibilities of the position to be filled shall be the basis for the development of evaluative assessment tool and rubrics. The HRMPSB may employ the expertise of subject matter experts for this purpose. Other evaluative assessments, however, do not have corresponding scores in the CAR.

- a. *Written Examination.* A written examination that is standard to all applicants of the same position may be developed and administered to measure the applicant's knowledge, language proficiency, ability to present ideas, judgment, and leadership ability.
- b. *Skills or Work Sample Test.* This type of test may be administered to evaluate the application of skills relevant to the requirement of the position to be filled (e.g. Technical-Vocational-Livelihood, SpEd, FSL). The test and evaluation rubrics shall be designed by subject matter experts as requested by the HRMPSB depending on the type of skills test required by the position to be filled. *Subject matter experts* refer to individuals internal or external to the school/SDO where the vacancy

exists, or to the Department, who have a working knowledge of the specific knowledge, skills, attitudes, and key behaviours required by the position to be filled.

- c. *Ethics-Oriented and Personality Development Test and/or CSC Promotional Test.* Modelled with CSC MC No. 6, s. 2017, results of this test may be used by the appointing officer/authority in selecting the most qualified candidate for appointment.

Comparative Assessment Results

48. After a judicious and objective assessment of the qualified candidates, the HRMPSB shall prepare and submit to the appointing officer/authority a duly signed Comparative Assessment Result (CAR) (*Annex I*) within seven (7) calendar days after all the applicants have been assessed. The CAR shall contain only the candidates for appointment who meet the **cut-off score of 50 points** based on the total scores obtained from the evaluative assessments, highlighting the top five (5) ranking candidates.

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

$$\text{Total number of top-ranking candidates} = \text{number of vacant items} \times 5$$

50. Separate CAR shall be prepared and submitted by the HRMPSB for the following:

- a. Kindergarten and Elementary (K-6);
- b. JHS;
- c. SHS Track;
 - i. Academic Track and Core Subjects;
 - ii. Technical Vocational Livelihood Track;
 - iii. Arts and Design; and
 - iv. Sports;
- d. DOST Scholar Graduates (SST I);
- e. Special Needs Education (SNET I-V).

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

The required competencies to effectively deliver the relevant content in the appropriate key stages and relevant subject or learning area specialization shall be the primary consideration in the appointment. Thus, the 'Remarks' column of the CAR shall contain the teacher applicant's information and qualifications on the following:

- a. Learning area specialization (e.g. Kindergarten or Early Childhood Education; Filipino, English, Math, Science, and other subject area specialization; SHS strand and area specialization);
- b. Knowledge and qualifications in handling learners in Alternative Learning System (ALS), Special Education (SpEd), Madrasah, Indigenous People's Education (IPed);
- c. Language/s proficiency;
- d. Other specialized skills and qualifications such as but not limited to proficiency in Filipino Sign Language (FSL),⁶ knowledge on the use of assistive technology or special learning aids, among others;

⁶ Pursuant to RA 11106 also known as the "Filipino Sign Language Act" and its IRR

- e. Place of residence (RA No. 8190, Localization Law);
- f. Beneficiary of national laws, programs, and partnerships such as the *"Fast-Track S&T Scholarship Act of 2013"* pursuant to RA No. 10612.

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

52. The CAR for a particular published position shall be valid until filled, but not to extend beyond the validity of the publication or re-publication of said vacant position in the CSC website. Should no appointment be issued within the 9-month publication period, the SDS, through the HRMO, shall cause the re-publication and re-posting of the vacant position.

53. For elementary, in the event when all the candidates in the CAR are already appointed and there are still vacant positions, the SDS shall order the conduct of another round of recruitment and selection process to establish a new CAR.

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

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

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

E. Appointment

56. The appointing officer/authority shall be guided by the report of the HRMPSB's CAR, and in the exercise of sound discretion, select, insofar as practicable, the candidate deemed most qualified for appointment.

57. The appointing officer/authority may select from the candidates in the CAR who are ranked below the top five (5) or top-ranking candidates, as may be determined per Item 49, when the appointment falls within the purview of the exemptions enumerated below:

- a. Merit and fitness as provided for in the 1987 Philippine Constitution and EO No. 292, titled *"Administrative Code of 1987"*.
 - i. *Learning Area Specialization*. Appointment may be valid when the candidates belonging to the top five (5) or top-ranking candidates do not possess the necessary learning area specialization required by the position to be filled, or the candidates belonging to the top five (5) or top-ranking candidates who possess the necessary learning area specialization required by the position to be filled have already been appointed and there are still vacant positions to be filled.
 - ii. *PBET/LET/LEPT*. Priority shall be given to applicants who are LEPT eligible. Pursuant to Section 8 of RA No. 10533 and in accordance with the CSC ORAOHRA, the hiring of teachers in the elementary of secondary on provisional status may be allowed only in the absence of applicants who

possess the appropriate Eligibility who is available and willing to accept the appointment, as certified by the SDS.

- iii. *Teaching experience in SHS.* Teacher applicants currently teaching in any SHS shall be given priority in the appointment in SHS positions before all other applicants can be appointed.

b. Localization Law

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

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

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

58. Only when deemed necessary, the appointing officer/authority may request for Background Investigation (BI) of selected candidates to be conducted by the HRMO or other personnel selected by the HRMO. It may be conducted to verify the applicant's credentials, behaviours, and previous performance, if any, by contacting the applicant's identified reference persons in their school/s attended, and previous or current workplace.

59. Applicants in the CAR who may not be selected for appointment and those who scored below the cut-off score of 50 points may participate in the succeeding recruitment and selection process and may opt to carry over or update their scores in all or any criterion.

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

61. The approval of the appointment of the successful candidate/s shall be decided and effected only by the appointing officer/authority, ensuring compliance with the relevant provisions, effectivity, and procedures as provided for in the ORAOHRA.

62. The status of appointment shall be based on the eligibility and total score obtained by the successful candidate.

- a. A permanent appointment shall be issued to an appointee in the CAR who meets all the QS of the position to be filled in terms of *Education, Training, Experience,*

and *PBET/LET/LEPT Eligibility* and obtains a score of at least 50 points in the comparative assessment.

- b. A provisional appointment may be issued to an appointee in the CAR who meets all the requirements of the position to be filled except the *Eligibility* and obtains a score of at least 50 points in the comparative assessment; but only in the absence of a qualified eligible applicant in the CAR with the appropriate specialization, who is actually available and willing to accept the appointment, as certified by the SDS. A provisional appointment shall not be effective beyond the school year during which it was issued, subject to applicable guidelines on school calendar.

A provisional appointee may continuously be reappointed/renewed every year within five (5) years reckoned from the date of first hiring⁷; provided, that the SDO shall cause the publication and posting of the teaching position occupied by the provisional appointee every six (6) months after the first issuance of the provisional appointment to invite qualified LEPT eligible applicants to undergo the selection process. A performance rating of at least Satisfactory shall be required for reappointment/renewal.

Scholar graduates of RA No. 10612 (Fast-Track S&T Scholarship Act of 2013) and the Merit Scholarship Program of the Department of Science and Technology – Science Education Institute (DOST-SEI) with the appropriate specialization shall be allowed to teach in specialized subjects on provisional status, subject the above-cited conditions. They shall be required to pass the LEPT within five (5) years reckoned from the date of first hiring should they opt to continue teaching in DepEd beyond the required period of their service obligation.

63. The nature of appointment of the successful candidate, which may be original, promotion, or reappointment, shall be in accordance with the provisions under Section 11 of the ORAOHRA.

64. No employee shall be required to assume the duties and responsibilities of the position without being furnished with a copy of their appointment by the HRMO after it is signed by the appointing officer/authority. The appointee shall acknowledge receipt of the appointment by signing on the acknowledgement portion at the back of the appointment form.

65. The services rendered by any person who was required to assume the duties and responsibilities of any position without an appointment having been issued by the appointing officer/authority shall not be credited nor recognized by the CSC and the payment of salaries and other benefits shall be the personal liability of the person who made them assume office.

66. Upon the issuance of the appointment, the duly approved appointments shall be announced through the posting of a Notice of Appointments Issued (NAI) in the bulletin boards and through other modes for at least 15 calendar days. Pursuant to CSC Resolution No. 1800582 dated June 13, 2018, an anticipated vacancy in teaching positions due to promotion may be filled up, provided that, an annotation on the promotional appointment to indicate that the appointee shall be reverted to their former position in case the promotional appointment of the previous position holder is disapproved or invalidated.

67. An appointment may be cancelled if the appointee does not assume office or report within 30 calendar days from receipt of the written notice of the appointment. The position is deemed vacant upon cancellation of appointment.⁸

68. The appointing officer/authority shall be accountable for the appointments. They shall respond to queries and complaints pertaining to the results of the selection.

⁷ Section 8 of RA No. 10533 (The Enhanced Basic Education Act of 2013) approved on May 15, 2013.

⁸ Section 20, CSC Resolution No. 1800692

69. Any protest on the appointment shall be the accountability of the appointing officer/authority in the concerned governance level. The protest shall be filed through a formal written communication addressed to the SDS, within 15 calendar days from the date of issuance of appointment. The Rules on Protest under the 2017 RACCS shall apply.

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

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

Consistent with Rule XVIII Section 92 of 2017 RACCS, the pendency of an appeal pertaining to the appointment issued shall not render the appointment ineffective nor bar the approval thereof.

70. All other provisions on appointment stipulated in Part V(E) Appointment, as provided in the DepEd Merit Selection Plan, as well as the applicable rules and regulations provided for in the ORAOHRA shall strictly be adhered to.

VI. Monitoring and Evaluation

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

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

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

74. The result of the policy evaluation and consolidated recommendations shall be consulted by the BHROD-HRDD with the CSC and other government agencies concerned.

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

VII. References

76. This Order is formulated based on provisions stipulated in the following issuances:

- a. Executive Order No. 292, *"Instituting the Administrative Code of 1987"*
- b. CSC Memorandum Circular No. 3, s. 2012, *"Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM)"*
- c. DepEd Order No. 42, s. 2017, *"National Adoption and Implementation of the Philippine Professional Standards for Teachers"*
- d. CSC Resolution No. 1701077 promulgated 03 July 2017, *"2017 Rules on Administrative Cases in the Civil Service (2017 RACCS)"*
- e. CSC Memorandum Circular No. 14, s. 2018, *"2017 Omnibus Rules on Appointments and Other Human Resource Actions, Revised July 2018"*
- f. DepEd Order No. 019, s. 2022, *"The Department of Education Merit Selection Plan"*
- g. DepEd Memorandum No. 041, s. 2022, *"Transitory Measures on the Implementation of DepEd Order No. 019, s. 2022 (The Department of Education Merit Selection Plan)"*
- h. DepEd Memorandum No. 084, s. 2022, *"Effectivity of DepEd Order No. 019, s. 2022 (The Department of Education Merit Selection Plan)"*
- i. EO No. 174, s. 2022, *Establishing the Expanded Career Progression System for Public School Teachers and its IRR*

VIII. Repealing Clause

77. All provisions of the following DepEd Orders, rules and regulations, and other related issuances that pertain to the recruitment, selection, and appointment of teachers to higher teaching positions, which are inconsistent with this Order and its provisions, are hereby repealed, rescinded, or amended accordingly.

- a. MEC No. 10, s. 1979, *Implementing Rules and Regulations for the System of Career Progression for Public School Teachers*
- b. DO No. 66, s. 2007, *Revised Guidelines on the Appointment and Promotion of Other Teaching, Related Teaching, and Non-Teaching Positions*
- c. DO No. 31, s. 2015, *Guidelines on the Publication and Filling-up of Anticipated Vacancies*
- d. DO No. 3, s. 2016, *Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017*
- e. DO No. 32, s. 2016, *Addendum to DepEd Order No. 3, s. 2016 (Hiring Guidelines for Senior High School [SHS] Teaching Positions Effective SY [SY] 2016-2017)*
- f. DO No. 49, s. 2016, *Guidelines on the Hiring of Contractual (Full-Time and Part-Time) Teachers in Senior High School*
- g. DO No. 51, s. 2017, *Amended Qualification Standards for Senior High School Teaching Positions in the Technical-Vocational-Livelihood Track and Other Clarifications on the Hiring Guidelines*

78. The provisions of the DepEd Orders that pertain to the recruitment, selection, and appointment to Teacher I positions, which shall not be affected by this Order, shall remain in effect.

79. The existing guidelines on the reclassification of teaching and school head positions shall remain in effect, unless otherwise modified or amended by subsequent issuances.

IX. Separability Clause

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

X. Transitory Provisions

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

- a. Guided by Part V(G) Institutional Arrangements, Items 81, 82, and 83 of the DepEd MSP, all appointing officers/authorities in the SDOs shall establish their respective HRMP SB that shall handle the comparative assessment of teacher applicants.

This shall be done through the issuance of an Office Order specifying the membership of the HRMP SB and their roles and responsibilities. Further, upon the recommendation of HRMOs and HRMP SBs, the appointing authorities shall designate sub-committees, insofar as practicable, to assist in the receipt of applications, initial evaluation, and comparative assessment of applicants. The designation shall bear the specific duties and responsibilities to be performed by the sub-committee/s.

Existing HRMP SBs and sub-committees in the Department shall be reorganized and re-established pursuant to the aforementioned MSP provisions.

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

XI. Effectivity

82. This DepEd Order shall take effect immediately upon its approval and after publication on the DepEd website and registration with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City).

83. This policy shall apply to all higher teaching positions in the Elementary, JHS, and SHS levels that will be published and posted a day after the issuance of this DepEd Order.

All vacant positions that are published and posted prior to the issuance of this DepEd Order and all ongoing assessments shall continue to be governed by the existing policies and guidelines, as applicable.

84. These guidelines shall apply to vacant Teacher IV, V, VI, VII, and Master Teacher V positions, upon the creation and inclusion of these new items to the Index of Occupational Services, Occupational Groups, Classes, and Salary Grades of the Department of Budget and Management (DBM).

85. The existing hiring guidelines for Teacher I positions shall remain in effect, unless otherwise repealed, modified, or amended by subsequent policies.

86. The existing reclassification guidelines for teaching and school heads positions in the Elementary and JHS levels shall remain in effect, unless otherwise modified or amended by subsequent policies.

LIST OF DEPED AUTHORIZED POSITIONS**Teaching Positions**

Note: ¹ Based from the DepEd GMIS and BHROD Classification as of August 2, 2024

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

³ Adopted parenthetical titles of Special Science Teacher and Special Needs Education Teachers pursuant to the IRR of EO 174 and RA 11650

Position Title	Salary Grade
Teacher II	12
Teacher III	13
Teacher III (Special Science Teacher I)	13
Teacher IV	14
Teacher IV (Special Education Teacher I)	14
Teacher V	15
Teacher V (Special Education Teacher II)	15
Teacher VI	16
Teacher VI (Special Education Teacher III)	16
Teacher VII	17
Teacher VII (Special Education Teacher IV)	17
Master Teacher I	18
Master Teacher I (Special Education Teacher V)	18
Master Teacher II	19
Master Teacher III	20
Master Teacher IV	21
Master Teacher V	22

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

To: CIVIL SERVICE COMMISSION (CSC)

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

HRMO

Date: _____

No.	Position Title (Parenthetical Title, if applicable)	Plantilla Item No.	Salary/ Job/ Pay Grade	Monthly Salary	Qualification Standards					Place of Assignment
					Education	Training	Experience	Eligibility	Competency (if applicable)	
1										
2										

Interested and qualified applicants should signify their interest in writing. Attach the following documents, along with the documentary requirements listed in the applicable guidelines, to the application letter and send to the address below not later than (**deadline of submission**) .

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

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

HRMO

(Position Title)

(Office Address)

mail@agency.gov.ph

APPLICATIONS WITH INCOMPLETE DOCUMENTS SHALL NOT BE ENTERTAINED.

CHECKLIST OF REQUIREMENTS

Name of Applicant: _____

Application Code: _____

Position Applied For: _____

Office: _____

Contact Number: _____

Religion: _____

Ethnicity: _____

Person with Disability: Yes () No ()

Solo Parent: Yes () No ()

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

Attested:

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

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

DATA PRIVACY CONSENT

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

Name and Signature of Applicant

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

Person Administering Oath

In consonance with Republic Act No. 8792 or the "Electronic Commerce Act of 2000", (electronic documents shall have the legal effect, validity or enforceability as any other document or legal writing and a) [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.

INITIAL EVALUATION RESULT (IER)

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

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

Prepared and certified correct by:

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

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



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

[Insert Date Here]

[INSERT NAME OF APPLICANT]
[Insert Address of the Applicant]

Dear **[Applicant]**,

Congratulations!

We are pleased to inform you that based on the initial evaluation, we have found your qualifications to be substantial vis-à-vis the Civil Service Commission (CSC) approved Qualification Standards (QS) of **[insert position applied for]** position under **[insert specific office]**. Below are the results of the initial evaluation conducted by the undersigned dated **[insert Initial Evaluation Date]**:

Position Applied for	CSC-approved QS of the Position	Your Qualifications	Remarks
Master Teacher I – SHS Academic and Core Subjects [Insert specific plantilla item number]	Education: Master's degree in relevant strand/subject	Bachelor of Secondary Education (BSEd) Master of Science in Statistics 12 units for a Doctoral degree in Statistics	Qualified
	Experience: 4 years of relevant teaching/industry work experience	5 years and 1 month as SHS Teacher III in Barangka National High School – June 1, 2016 to present	Qualified
	Training: 12 hours of training relevant to the subject area specialization	24 hours training on curriculum contextualization or localization and lesson planning [January 27 to 29, 2021] 24 hours training on Financial Literacy [August 5 to 7, 2020] 40 hours National Training of Trainers of Grade 11 Science and Mathematics for the K-12 Enhanced Basic Education Program [December 9 to 13, 2019]	Qualified
	Eligibility: Applicants for a permanent appointment: RA 1080 (Teacher); if not RA 1080 eligible, they must pass the LET within the five (5) years after the date of first hiring Applicants for a contractual position: None required	RA 1080 (Secondary)	Qualified
	Performance Requirement of the Position	Your Qualifications	Remarks
	Performance: At least Very Satisfactory in the last three (3) immediately preceding rating periods, each covering one (1) year performance	SY 2020-2021: 3.756 (VS) SY 2021-2022: 4.055 (VS) SY 2022-2023: 4.345 (VS)	Met

Please be advised of your assigned application code **[insert application code]** which shall be used as you proceed with the next stage of the selection process. You may refer to the official issuances of **[insert SDO]** for the additional announcements in this regard.

For inquiries, you may contact **[insert office number and email address]**.

Thank you.

Very truly yours,

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

(Insert Office Address)

(Insert Telephone Nos.): (02) 0000-0000 Insert Email Address: personnel000@deped.gov.ph



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

[Insert Date Here]

[INSERT NAME OF APPLICANT]
[Insert Address of the Applicant]

Dear **[Applicant]**,

Please be informed of the results of the initial evaluation of your qualifications vis-à-vis the Civil Service Commission (CSC)-approved Qualification Standards (QS) of **[insert position applied for]** position under **[insert specific office]**, as follows:

Position Applied for	CSC-approved QS of the Position	Your Qualifications	Remarks
Master Teacher I – SHS Academic and Core Subjects [Insert specific plantilla item number]	Education: Master's degree in relevant strand/subject	BS of Elementary Education (BEEd) Master of Science in Early Childhood Care and Development	Disqualified
	Experience: 4 years of relevant teaching/industry work experience	8 years as Elementary Teacher III in Barangka Elementary School – June 1, 2013 to present	Disqualified
	Training: 12 hours of training relevant to the subject area specialization	24 hours training on curriculum contextualization or localization and lesson planning [January 27 to 29, 2021] 24 hours training on Financial Literacy [August 5 to 7, 2020]	Qualified
	Eligibility: Applicants for a permanent appointment: RA 1080 (Teacher); if not RA 1080 eligible, they must pass the LET within the five (5) years after the date of first hiring Applicants for a contractual position: None required	RA 1080 (Elementary)	Disqualified
	Performance Requirement of the Position Performance: At least Very Satisfactory in the last three (3) immediately preceding rating periods, each covering one (1) year performance	Your Qualifications SY 2020-2021: 3.456 (S) SY 2021-2022: 3.650 (VS) SY 2022-2023: 4.075 (VS)	Not Met

While your qualifications made a favorable impression, we regret to inform you that you did not meet the minimum QS set for **[insert position applied for]** position. You may, however, continue to submit job applications in response to other vacancy announcements.

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

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

Very truly yours,

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

(Insert Office Address)

(Insert Telephone Nos.): (02) 0000-0000 Insert Email Address: personnel000@depd.gov.ph

INDIVIDUAL EVALUATION SHEET (IES)

Name of Applicant: _____

Application code: _____

Position Applied For: _____

Schools Division Office: _____

Contact Number: _____

Job Group/SG-Level: _____

Applicant's Actual Qualifications				
Criteria	Weight Allocation	Details of Applicant's Qualifications <i>(Relevant documents submitted, additional requirements, notes of HRMPSB Members)</i>	Computation	Actual Score
Education	10			
Training	10			
Experience	10			
Performance	30			
PPST Classroom Observable Indicators <i>(Classroom Observation)</i>	25			
PPST Non-Classroom Observable Indicators <i>(Portfolio Annotation and BEI)</i>	15			
TOTAL	100			

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

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

Name and Signature of Applicant
Date:

Attested:

HRMPSB Chair



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

Human Resource Merit Promotion and Selection Board
FINAL DELIBERATION

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

Applicant	Issues	Recommendations	Decision

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

Prepared by:

[Signature]
 [Name and Position of HRMPSB Secretariat]

Attested:

[Name and signature of the HRMPSB Chair]

COMPARATIVE ASSESSMENT RESULT (CAR)

Position: _____

Date of Final Deliberation: _____

Schools Division Office: _____

Name of Applicant	Application Code	COMPARATIVE ASSESSMENT RESULTS							Remarks	For Background Investigation (Y/N)		For Appointment (To filled-out by the Appointing Officer/ Authority; Please sign opposite the name of the applicant)	Status of Appointment (Based on availability of PBET/LET/LEPT)
		Education (10 pts)	Training (10 pts)	Experience (10 pts)	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)

Appointment conferred by:

Name and Position
HRMPSB Member_____
Name and Position
HRMPSB Member_____
Name and Position
HRMPSB Chairperson_____
Name and Position
HRMPSB Member_____
Name and Position
HRMPSB Member_____
Name and Position
Appointing Authority