



Republic of the Philippines
Department of Education
REGION VIII - EASTERN VISAYAS

September 16, 2025

REGIONAL MEMORANDUM

No. **1171**, s. 2025

**COMMENCEMENT OF RECLASSIFICATION OF TEACHING
AND SCHOOL PRINCIPAL POSITIONS PURSUANT TO
DEPED ORDER NO. 024, S. 2025**

To: Schools Division Superintendents
Human Resource Merit Promotion and Selection Board
Human Resource Management Officers
All Others Concerned

1. Attached is Memorandum DM-OUHROD-2025-2505 with the subject: Commencement of Reclassification of Teaching and School Principal Positions pursuant to DepEd Order NO. 024, s. 2025.
2. Relative thereto, the Schools Division Superintendents through the Human Resource Merit Promotion and Selection Board (HRMPSB) are expected to have commenced the reclassification process for teaching and school principal positions in strict compliance with the mechanisms, procedures, and standards prescribed under DepEd Order No. 024, s. 2025.
3. Upon completion of the assessment process, all the required documents indicated in Regional Memorandum 1080, s. 2025 shall be submitted to the Regional Office for evaluation and approval, and subsequent submission to the Department of Budget and Management-Regional Office on or before **November 30, 2025**.
4. It is reiterated that this Office shall continue accepting applications for processing and evaluation and shall be submitted upon receipt of Advisory from the DBM on the resumption of submission.
5. Immediate dissemination of and compliance with this Memorandum are desired.



RONEL AL K. FIRMO CESO IV

Assistant Regional Director

Office-in-Charge

Office of the Regional Director

Enclosure: As stated

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

EVALUATION

RECLASSIFICATION

SUBMISSION

AD-PS-EDR



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Department of Education
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HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

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MEMORANDUM
DM-OUHROD-2025- 2505



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

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

SUBJECT : **COMMENCEMENT OF RECLASSIFICATION OF TEACHING**
AND SCHOOL PRINCIPAL POSITIONS PURSUANT TO
DEPED ORDER NO. 024, s. 2025

DATE : September 8, 2025

I. Background

Under the Fiscal Year (FY) 2025 General Appropriations Act (GAA), a total budget of **6,148,433,000.00** is appropriated to cover the Reclassification of Teaching and School Head Positions in the Department of Education (DepEd), which is expected to be utilized within the year.

In view of the above and the recent issuance of **DepEd Order No. 024, s. 2025** or the *Guidelines on the Implementation of the Expanded Career Progression System for Teachers and School Heads in the Department of Education*, pursuant to **Executive Order (EO) No. 174, s. 2022** and its subsequent issuances,¹ this Office hereby directs all concerned Schools Division Offices (SDOs) to **commence the reclassification of teaching and school principal positions**, in strict compliance with the mechanisms, procedures, and standards prescribed under DepEd Order No. 024, s. 2025.

¹ **Implementing Rules and Regulations (IRR)** of Executive Order No. 174, s. 2022

DBM-DepEd Joint Circular No. 01, s. 2025 on the 'Modified Classification and Compensation Scheme and System of Career Progression of Teachers and School Heads in the Public Basic Education System'

DepEd Order No. 019, s. 2025 - Amended Qualification Standards for Teacher I-III, Master Teacher I-IV, and School Principal I-IV Positions, and the Qualification Standards for Newly Created Teacher IV-VII and Master Teacher V Positions

II. Prioritization

Consistent with one of the President's notable commitments and reform agenda during the 2024 State of the Nation Address (SONA)—that **“no teacher should retire at Teacher I,”** and pursuant to **Title V. Sections 23 and 24** of the Implementing Rules and Regulations (IRR) of Executive Order (EO) No. 174 and **Section 8.5.2** of DBM-DepEd Joint Circular No. 01, s. 2025, priority in the promotion whether through reclassification or natural vacancy shall be given to the following qualified incumbents, subject to necessary assessments, applicable staffing standards, and availability of funds:

- i. **Retirable Teacher I** incumbents—both mandatory and optional in the next five (5) years²; and
- ii. **Head Teachers (HT) and Assistant School Principals (ASP)** who are affected by the implementation of the Expanded Career Progression.

Notwithstanding the prioritization of abovementioned incumbents, **other qualified teaching and school principal incumbents** shall not be precluded from applying for reclassification of positions, subject to necessary assessments, applicable staffing standards, and availability of funds.

III. Reclassification of Position

Pursuant to **Section 21 and 22 of Enclosure No. 1 to DO 024, s. 2025**, and consistent with the merit-and competency-based career advancement, all incumbent teachers and school heads vying for promotion through reclassification of position, including those with priority (i.e., Retirable Teacher I, HTs, and ASPs), shall be required to undergo assessment, in accordance with the applicable guidelines:

- Enclosure No. 2 to DO 024, s. 2025: *‘Guidelines on the Reclassification to Teaching Positions’*
- Enclosure No. 3 to DO 024, s. 2025: *‘Guidelines on the Reclassification to School Principal Positions’*.

Pursuant to **Item G of Enclosures 2 and 3 to DO 024, s. 2025**, the SDO, upon the completion of the required assessment, shall endorse all the required documents to the Regional Office **on or before October 30, 2025** for evaluation and approval, if found in order, and for onward submission to the Department of Budget and Management (DBM) - Regional Office on or before **November 30, 2025**, for further evaluation and issuance of Notices of Organization, Staffing and Classification Action (NOSCA).

To ensure timely compliance with the foregoing timelines, ROs and/or SDOs may set earlier deadlines for the submission of applications, insofar as practicable, taking into account the anticipated volume of applications and current workforce capacity to evaluate and process the applications.

² Section 13-13 (A) of Republic Act No. 8291 - The Government Service Insurance System Act of 1997

Mandatory Retirement: retirement shall be compulsory for an employee at **sixty-five (65) years of age** with at least fifteen (15) years of service

Optional Retirement: at least **sixty (60) years of age** and has rendered at least fifteen (15) years of service

Immediately upon Issuance of the NOSCA, the concerned SDO shall prepare and process the corresponding appointment papers salary adjustments, in accordance with applicable provisions of the CSC ORAOHRA³; and issue the same to all teachers and school heads concerned not later than **March 30 of the succeeding year**, or as may be determined by both DBM and DepEd in cases of emergency and unprecedented situations.

Pursuant to **Item F, Section 48 of DO 024, s. 2025**, 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 CAREER; 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 of a query and/or clarification including any pending resolution pertaining to such, the process of appointment shall proceed without delay.

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

IV. Career Progression Tool Kit

In line with the Department's goal to strengthen the advocacy and communication mechanisms and to further guide all the HRMPSB Members, HRMOs, and other key stakeholders in the entire process of the reclassification of position, the Department, through the BHROD, hereby provides the Career Progression Tool Kit, accessible through this link: <https://tinyurl.com/CareerProgToolKit>

This tool kit includes List of Frequently Asked Questions (FAQs) with answers, Legal Bases, Orientation and capacity building Materials.

V. Monitoring

For monitoring purposes, all ROs and SDOs are requested to update the reclassification tool of reclassified teaching and school principal positions using this template: <https://tinyurl.com/ReclassificationStatus>.



For more information and further clarifications, you may contact the **BHROD-HRDD** through **Mr. Raymond C. Oplado** at telephone no. (02) 8470-6630 or email address at bhrod.hrdd@deped.gov.ph.

For your immediate dissemination and compliance.

Copy Furnished:
Office of the Secretary

³ **CSC Resolution 2500358:** 2025 Omnibus Rules on Appointments and Other Human Resource Actions (ORAOHRA)



Republic of the Philippines
Department of Education
REGION VIII - EASTERN VISAYAS

September 1, 2025

REGIONAL MEMORANDUM

No. **1080** s. 2025

**ACCEPTANCE OF APPLICATION FOR RECLASSIFICATION OF
TEACHING AND SCHOOL PRINCIPAL POSITIONS IN ALL
LEVELS UNDER EXPANDED CAREER
PROGRESSION (ECP) SYSTEM**

To: Schools Division Superintendents
Human Resource Merit Promotion and Section Board
Human Resource Management Officers
All Others Concerned

1. With the issuance of DepEd Order No. 024, s. 2025 "Guidelines on the Implementation of the Expanded Career Progression System for Teachers and School Heads in the Department of Education," this Office shall start accepting and processing requests for reclassification of Teaching and School Principal positions under the Expanded Career Progression (ECP) System from **September 15, 2025 onwards**.

2. The following positions with the parameters are considered for reclassification:

Position	Level	Parameters
Teacher I-VII	Elementary and Secondary Level	None
School Principal I-IV	Elementary and Secondary Level	One (1) plantilla item per school regardless of position title
Master Teacher I-V	Kindergarten and Elementary Level	One (1) plantilla item for every five (5) Teachers within the school, regardless of position title
Master Teacher I-V	Secondary Level (Junior High Schools)	One (1) plantilla item for every five (5) Teachers per subject/learning area within the school, regardless of position title



Address: Government Center, Candahug, Palo, Leyte
Telephone No.: (053) 832-5738
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Website: region8.deped.gov.ph



Master Teacher I-V	Secondary Level (Senior High Schools)	One (1) Plantilla item for every five (5) Teachers per track within the school, regardless of position title
Master Teacher I-V	Secondary Level (Regional Science High School)	One (1) Plantilla item for every three (3) Teachers per subject/learning area within the school, regardless of position title
Master Teacher I-V	Special Needs Education	One (1) Plantilla item for every five (5) SNEd Teachers within the Schools Division, regardless of position title
Master Teacher I-V	Alternative Learning System	One (1) Plantilla item for every five (5) ALS Teachers within the Schools Division, regardless of position title
Master Teacher I-V	Multigrade Schools and Hardship Posts	One (1) Plantilla item for every three (3) Teachers within the school, regardless of position title

3. The required documents for submission to the Regional Office are as follows:

No.	Document	No. of Copies
a.	Transmittal Letter duly signed by the SDS	Two (2)
b.	Duly accomplished Reclassification Form for Teaching Positions (RFTP)/Reclassification Form for School Principal Positions (RFSPP) of qualified applicants	Two (2)
c.	Duly signed Comparative Assessment Results under Expanded Career Progression (CAREER);	Two (2)
d.	Duly signed Plantilla Allocation List (PAL)	Four (4)
e.	Certified copy of ePSIPOP printout reflecting the names of the school heads for reclassification (<i>only those pages containing such names</i>)	One (1)
f.	Certification of Availability of Funds duly signed by the Budget Officer and Latest status report on the lumpsum fund	One (1)
g.	Certified copy of Sub-ARO	One (1)
h.	CS Form 212 Personal Data Sheet with Work Experience Sheet	One (1)
i.	Photocopy of scholastic/academic record (i.e. Special Orders, Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available	One (1)

j.	Photocopy of duly signed Service Records	One (1)
k.	Photocopy of certificate/s of completion of National Educators Academy of the Philippines (NEAP)-accredited professional development programs/courses, or certificates of training issued by NEAP-accredited public and private institutions or Photocopy of certificate/s of relevant specialized trainings or professional development programs, if any	One (1)
l.	Certificate of Rating (COR) in the NQESH, Principal's Test, or applicable School Heads Assessment	One (1)
m.	Report on the Number of School Principal Position within the Division for School Principal position	Two (2)
n.	Report on the Number of Teachers and Master Teachers	Two (2)
o.	Special Transfer Order duly signed by the Schools Division Superintendent (In-case of Transfer of Positions is deemed necessary);	One (1)
p.	Quantum Leap justification (if applicable).	One (1)

4. The Schools Division Superintendents through the Division Selection Committee shall ensure that the qualification standards indicated in DepEd Order No. 19, s. 2025, criteria and guidelines under DepEd Order 7, s. 2023, DepEd Order Nos. 20 & 21, s. 2024, DepED Order No. 024, s. 2025 shall be strictly followed.

5. Only applications which complies the new qualification standards, performance indicators, cut-off score with complete documentary requirements shall be processed. Incomplete requirements and/or with discrepancies in the submitted documents shall be returned to SDO without favorable action.

6. Initial submission of reclassification documents to the Regional Office shall be based on the budgetary allocation per division as follows:

Division Office	Number of Teaching and School Heads Positions	Allocation
Baybay City	1,351	2,913,449.74
Biliran	2,473	5,333,057.90
Borongan City	958	2,065,939.94
Calbayog City	2,537	5,471,074.76
Catbalogan City	1,312	2,829,345.72
Eastern Samar	5,800	12,507,778.32
Leyte	18,088	39,007,016.26
Maasin City	1,008	2,173,765.61
Northern Samar	9,167	19,768,759.29
Ormoc City	2,325	5,013,893.90
Samar	8,042	17,342,681.60
Southern Leyte	4,322	9,320,451.36
Tacloban City	2,410	5,197,197.54
Total	59,793	128,944,411.94

7. For SDOs with applications beyond the allocated budget may still be submitted to the Regional Office provided a certification from the budget officer on the availability of funds shall be attached.
8. Templates for CAREER, PAL, RFTP, RFSPP, Report on the Number of Teachers and Master Teachers, and Report on the Number of School Principal Position are hereto attached for reference. These are also accessible through the link: **<https://shorturl.at/UmJNc>**.
9. Immediate dissemination of and strict compliance with this Memorandum are desired.



RONELDO AL K. FIRMO, CESO IV
Assistant Regional Director
Officer-in-Charge
Office of the Regional Director

Enclosures: As stated

References: DO 024, s. 2025, DO 20 & 21, s. 2024, DO 07, s. 2023,
DM 19, s. 2022

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

APPLICATION
EXPANDED CAREER PROGRESSION

RECLASSIFICATION
SUBMISSION

AD-PS-EDR

COMPARATIVE ASSESSMENT RESULT FOR EXPANDED RECLASSIFICATION (CAREER)

Position: _____
 Schools Division Office: _____

Date of Final Deliberation: _____

Name of Applicant	Application Code	COMPARATIVE ASSESSMENT RESULTS						For Background Investigation (Y/N)		For Recommendation/It to be filled out by the Schools Division Superintendent. Please sign opposite the name of the applicant.
		Education (10 pts)	Training (10 pts)	Experience (10 pts)	Performance (30 pts)	PPST COIs (Classroom Observation/ Demo Teaching) (25 pts)	PPST NCOIs (Portfolio Annotation and BEI) (15 pts)	Total (100 pts)	Remarks	
1. Juan C. Dela Cruz										
2.										
3.										
4.										
5.										

Prepared by the HRMPSB
 (All members should affix signature)

Approved by:

Name and Position
 HRMPSB Member

Name and Position
 HRMPSB Member

Name and Position
 HRMPSB Chairperson

Name and Position
 HRMPSB Member

Name and Position
 HRMPSB Member

Schools Division
 Superintendent

COMPARATIVE ASSESSMENT RESULT FOR EXPANDED RECLASSIFICATION (CAREER)

Date of Final Deliberation:

Position:
Schools Division Office:

Name of Applicant	Application Code	COMPARATIVE ASSESSMENT RESULTS										Remarks	For Background Investigation (Y/N)		For Recommendation: <i>To be filled out by the Schools Division Superintendent. Choose only <u>one</u> of the two boxes in the last column.</i>
		Education (10 pts)	Training (10 pts)	Experience (10 pts)	Performance (25 pts)	Outstanding Accomplishments (10 pts)	Application of Education (10 pts)	Application of Learning and Development (10 pts)	Potential (Written Exam/NQESH, BEI) (15 pts)	Total (100 pts)	Yes		No		
1. Juan C. Dela Cruz															
2.															
3.															
4.															
5.															

Prepared by the HRMPSA
(All members should affix signature)

Approved by

Name and Position
HRMPSA Member

Name and Position
HRMPSA Member

Name and Position
HRMPSA Chairperson

Name and Position
HRMPSA Member

Name and Position
HRMPSA Member

Schools Division
Superintendent

(pursuant to Executive Order 174 issued: Establishing the Expanded System of Career Progression for Teachers and School Heads in the Modified Pension Classification and Compensation Scheme and System of Career Progression of Teachers and School Heads in the Public Basic Education System)

Agency: _____
 Region: _____
 Division: _____
 Education: Elementary/Junior High _____

(see DPM Dept's Joint Circular No. 01, s. 2019 re Modified Graduation and Compensation Scheme and System of Career Progression of Teachers and School Heads in the Public Basic Education System)

Prepared by

Recommending Approval

Approved by

School Division Superintendent
Name _____

Regional Director:

PLANTILLA ALLOCATION LIST

Reclassification of Master Teacher Positions
(Pursuant to Executive Order 174 titled "Establishing the Expanded System of Career Progression for Public School Teachers" and its Implementing Rules and Regulations (IRR) and DBM-DepEd Joint Circular No. 01, s. 2025 on the Modified Pension Classification and Compensation Scheme and System of Career Progression of Teachers and School Heads in the Public Basic Education System)

Agency _____
Region _____
Division _____
Education: Elementary/Junior High School/Senior High School

Serial No. (use lead 15-000)	Organizational Code per HRDO/HRDO	Name of incumbent (last, first and middle initials)	Name of incumbent (last, first and middle initials)	Position Title	Date of Appointment	Salary Grade with Step Increment/Authority Rate	Step Increment	Step Increment	Total Monthly Requirements (G + S + P + A + B + C + D + E + F + G + H + I + J + K + L + M + N + O + P + Q + R + S + T + U + V + W + X + Y + Z + AA + AB + AC + AD + AE + AF + AG + AH + AI + AJ + AK + AL + AM + AN + AO + AP + AQ + AR + AS + AT + AU + AV + AW + AX + AY + AZ + BA + BB + BC + BD + BE + BF + BG + BH + BI + BJ + BK + BL + BM + BN + BO + BP + BQ + BR + BS + BT + BU + BV + BW + BX + BY + BZ + CA + CB + CC + CD + CE + CF + CG + CH + CI + CJ + CK + CL + CM + CN + CO + CP + CQ + CR + CS + CT + CU + CV + CW + CX + CY + CZ + DA + DB + DC + DD + DE + DF + DG + DH + DI + DJ + DK + DL + DM + DN + DO + DP + DQ + DR + DS + DT + DU + DV + DW + DX + DY + DZ + EA + EB + EC + ED + EE + EF + EG + EH + EI + EJ + EK + EL + EM + EN + EO + EP + EQ + ER + ES + ET + EU + EV + EW + EX + EY + EZ + FA + FB + FC + FD + FE + FF + FG + FH + FI + FJ + FK + FL + FM + FN + FO + FP + FQ + FR + FS + FT + FU + FV + FW + FX + FY + FZ + GA + GB + GC + GD + GE + GF + GG + GH + GI + GJ + GK + GL + GM + GN + GO + GP + GQ + GR + GS + GT + GU + GV + GW + GX + GY + GZ + HA + HB + HC + HD + HE + HF + HG + HH + HI + HJ + HK + HL + HM + HN + HO + HP + HQ + HR + HS + HT + HU + HV + HW + HX + HY + HZ + IA + IB + IC + ID + IE + IF + IG + IH + II + IJ + IK + IL + IM + IN + IO + IP + IQ + IR + IS + IT + IU + IV + IW + IX + IY + IZ + JA + JB + JC + JD + JE + JF + JG + JH + JI + JJ + JK + JL + JM + JN + JO + JP + JQ + JR + JS + JT + JU + JV + JW + JX + JY + JZ + KA + KB + KC + KD + KE + KF + KG + KH + KI + KJ + KK + KL + KM + KN + KO + KP + KQ + KR + KS + KT + KU + KV + KW + KX + KY + KZ + LA + LB + LC + LD + LE + LF + LG + LH + LI + LJ + LK + LL + LM + LN + LO + LP + LQ + LR + LS + LT + LU + LV + LW + LX + LY + LZ + MA + MB + MC + MD + ME + MF + MG + MH + MI + MJ + MK + ML + MM + MN + MO + MP + MQ + MR + MS + MT + MU + MV + MW + MX + MY + MZ + NA + NB + NC + ND + NE + NF + NG + NH + NI + NJ + NK + NL + NM + NO + NP + NQ + NR + NS + NT + NU + NV + NW + NX + NY + NZ + OA + OB + OC + OD + OE + OF + OG + OH + OI + OJ + OK + OL + OM + ON + OO + OP + OQ + OR + OS + OT + OU + OV + OW + OX + OY + OZ + PA + PB + PC + PD + PE + PF + PG + PH + PI + PJ + PK + PL + PM + PN + PO + PP + PQ + PR + PS + PT + PU + PV + PW + PX + PY + PZ + QA + QB + QC + QD + QE + QF + QG + QH + QI + QJ + QK + QL + QM + QN + QO + QP + QQ + QR + QS + QT + QU + QV + QW + QX + QY + QZ + RA + RB + RC + RD + RE + RF + RG + RH + RI + RJ + RK + RL + RM + RN + RO + RP + RQ + RR + RS + RT + RU + RV + RW + RX + RY + RZ + SA + SB + SC + SD + SE + SF + SG + SH + SI + SJ + SK + SL + SM + SN + SO + SP + SQ + SR + SS + ST + SU + SV + SW + SX + SY + SZ + TA + TB + TC + TD + TE + TF + TG + TH + TI + TJ + TK + TL + TM + TN + TO + TP + TQ + TR + TS + TT + TU + TV + TW + TX + TY + TZ + UA + UB + UC + UD + UE + UF + UG + UH + UI + UJ + UK + UL + UM + UN + UO + UP + UQ + UR + US + UT + UY + UV + UW + UX + UY + UZ + VA + VB + VC + VD + VE + VF + VG + VH + VI + VJ + VK + VL + VM + VN + VO + VP + VQ + VR + VS + VT + VU + VV + VW + VX + VY + VZ + WA + WB + WC + WD + WE + WF + WG + WH + WI + WJ + WK + WL + WM + WN + WO + WP + WQ + WR + WS + WT + WU + WV + WW + WX + WY + WZ + XA + XB + XC + XD + XE + XF + XG + XH + XI + XJ + XK + XL + XM + XN + XO + XP + XQ + XR + XS + XT + XU + XV + XW + XX + XY + XZ + YA + YB + YC + YD + YE + YF + YG + YH + YI + YJ + YK + YL + YM + YN + YO + YP + YQ + YR + YS + YT + YU + YV + YW + YX + YY + YZ + ZA + ZB + ZC + ZD + ZE + ZF + ZG + ZH + ZI + ZJ + ZK + ZL + ZM + ZN + ZO + ZP + ZQ + ZR + ZS + ZT + ZU + ZV + ZW + ZX + ZY + ZZ
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We hereby assume full responsibility for the veracity and accuracy of the data in the subject reclassification of positions after thorough review and scrutiny of documents submitted and in accordance with existing legal bases and DepEd guidelines on the inclusion/exclusion of Master Teacher positions. In addition, we certify to the correctness of all the documented entries and that employees whose names appear on the list are the incumbents of said positions. We further certify that the request for reclassification complies with the Department Order on the Lateral Appointment for Incumbents of Master Teacher Positions.

Prepared by _____

Recommending Approval _____

Approved by _____

Division HRMO _____

Schools Division Superintendent _____

Regional Director _____

Date _____

Date _____

Date _____

Additional Documents for DepEd RO level only:

1. Certificate of Appointment (COA) of the incumbent of the position.
2. Certificate of Appointment (COA) of the incumbent of the position.
3. Certificate of Appointment (COA) of the incumbent of the position.
4. Certificate of Appointment (COA) of the incumbent of the position.
5. Certificate of Appointment (COA) of the incumbent of the position.
6. Certificate of Appointment (COA) of the incumbent of the position.
7. Certificate of Appointment (COA) of the incumbent of the position.
8. Certificate of Appointment (COA) of the incumbent of the position.
9. Certificate of Appointment (COA) of the incumbent of the position.
10. Certificate of Appointment (COA) of the incumbent of the position.

Instructions:

1. Each page should show a sub-total of the current page to be forwarded to the next page.
2. Subsequent pages should show the sub-total of the current page to be forwarded to the next page.
3. The last page should show the sub-total of the current page to be forwarded to the next page.
4. Subsequent pages should show the sub-total of the current page to be forwarded to the next page.
5. Subsequent pages should show the sub-total of the current page to be forwarded to the next page.

Legal Notes:

1. Executive Order No. 174, s. 2025
2. Implementing Rules and Regulations (IRR) of Executive Order No. 174, s. 2025
3. DBM-DepEd Joint Circular No. 01, s. 2025

PLANTILLA ALLOCATION LIST

Reclassification of School Principal Positions
(Pursuant to Executive Order 174 titled "Establishing the Expanded System of Career Progression for Public School Teachers and its Implementing Rules and Regulations (RIE) and DDM-DepEd Joint Circular No. 01, s. 2025 on the Modified Position Classification and Compensation Scheme and System of Career Progression of Teachers and School Heads in the Public Basic Education System")

Agency: _____
Region: _____
Division: _____

inquiries are sent to the correspondents of the above-named journal and the

Prepared by

Recommending Approval

Approved by

Division HRMO
Date _____

Schools Division Superintendent
Date _____

Regional Director
Date:

Documentary Requirements

To be submitted to CRM HQ

- [illegible]

Additional Documents for Depth RD level only.

1. *Legislation of the 1970s* (1970-1979) Budget changes.
2. *1980s* (1980-1989) Budget changes.
3. *1990s* (1990-1999) Budget changes.
4. *2000s* (2000-2009) Budget changes.
5. *2010s* (2010-2019) Budget changes.
6. *2020s* (2020-2029) Budget changes.

Investment

1. The average annual income is a statistic of the *average* data set represented in the survey.
2. According to the survey, the average income is \$30,000. The average data set is calculated by adding all the values and dividing by the number of values.
3. The average annual income is a statistic of the *average* data set represented in the survey.
4. The average annual income is a statistic of the *average* data set represented in the survey.

Legend: Classes

- 1 Executive Order 174, 6/2022
- 2 Implementing Rules and Regulations (IRR) of E.O. 174
- 3 DGA DepEd Joint Circular No. 01, 4/2023



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

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

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

I. QUALIFICATION STANDARDS

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

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

II. PERFORMANCE REQUIREMENTS

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

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

Summary of the Achievement of PPST Indicators

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

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

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

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

III. COMPARATIVE ASSESSMENT RESULT

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

Conforme:

Attested by:

Teacher Applicant

HRMPSB Chair

IV. DEPED SCHOOLS DIVISION OFFICE ACTION

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

Evaluated by:

Administrative Officer IV (HRMO)

Certified Correct

Administrative Officer V (Admin Services)

Recommending Approval:

Schools Division Superintendent

V. DEPED REGIONAL OFFICE ACTION

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

Evaluated by:

Teachers Credential Evaluator

Certified Correct:

Chief, Administrative Division

Approved:

Regional Director



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name: _____ Current Position: _____

Position Applied: _____ Item Number of Current Position: _____

Station/School: _____ SG/Annual Salary: _____

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

I. QUALIFICATION STANDARDS

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

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

II. PERFORMANCE REQUIREMENTS

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

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

Summary of the Achievement of PPST Indicators

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

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

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

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

III. COMPARATIVE ASSESSMENT RESULTS

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

Conforme:

Attested by:

Teacher Applicant

HRMPSB Chair

IV. DEPED SCHOOLS DIVISION OFFICE ACTION

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

Evaluated by:

Administrative Officer IV (HRMO)

Certified Correct

Administrative Officer V (Admin Services)

Recommending Approval:

Schools Division Superintendent**V. DEPED REGIONAL OFFICE ACTION**

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

Evaluated by:

Teachers Credential Evaluator

Certified Correct:

Chief, Administrative Division

Approved:

Regional Director



RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name: _____ Current Position: _____

Position Applied: _____ Item Number of Current Position: _____

Station/School _____ SG/Annual Salary: _____

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

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

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

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

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

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

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

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

III. COMPARATIVE ASSESSMENT RESULTS

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

Conforme:

Attested by:

Teacher Applicant

HRMPSB Chair

IV. DEPED SCHOOLS DIVISION OFFICE ACTION

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

Evaluated by:

Administrative Officer IV (HRMO)

Certified Correct

Administrative Officer V (Admin Services)

Recommending Approval:

Schools Division Superintendent**V. DEPED REGIONAL OFFICE ACTION**

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

Evaluated by:

Teachers Credential Evaluator

Certified Correct:

Chief, Administrative Division

Approved:

Regional Director



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR SCHOOL PRINCIPAL POSITIONS (RFSPP)

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

I. QUALIFICATION STANDARDS

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

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

II. SCHOOL HEADS ASSESSMENT (or its equivalent)

☐ Eligible Score _____
☐ Not Eligible

III. PERFORMANCE RATING: _____

Must be at least **Very Satisfactory**

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

IV. COMPARATIVE ASSESSMENT RESULT

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

Conforme: _____

Attested by: _____

Applicant

HRMPSB Chair

V. DEPED SCHOOLS DIVISION OFFICE ACTION

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

Evaluated by: _____

Administrative Officer IV (HRMO)

Certified Correct

Administrative Officer V (Admin Services)

Recommending Approval: _____

VI. DEPED REGIONAL OFFICE ACTION

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

Evaluated by:

Teachers Credential Evaluator

Certified Correct:

Chief, Administrative Division

Approved:

Regional Director

Republic of the Philippines
DEPARTMENT OF EDUCATION

[Insert Region]
[Insert Schools Division]
[Insert School]

REPORT ON THE NUMBER OF TEACHERS AND MASTER TEACHERS

I. Summary of Teaching Positions *(Within the School)*

Level *(Elementary/Junior High School/Senior High School):* _____

Learning Area/Subject Area/Specialization *(if applicable):* _____

Position	Number of Teachers
Teacher Positions:	
Teacher I	
Teacher II	
Teacher III	
Teacher IV	
Teacher V	
Teacher VI	
Teacher VII	
Total Number of Teacher Positions:	
Master Teacher Positions:	
Master Teacher I	
Master Teacher II	
Master Teacher III	
Master Teacher IV	
Master Teacher V	
Total Number of Master Teacher Positions:	

II. Master Teacher Ratio

Ratio of Master Teacher to Teachers (Part I)		
Allowable Number of Master Teachers per Learning Area/Subject Area/Track/Specialization ¹		
Number of Requests for Master Teacher Positions per Teacher Competency Reclassification List for FY _____	Master Teacher I	
	Master Teacher II	
	Master Teacher III	
	Master Teacher IV	
	Master Teacher V	
	TOTAL	
Remaining Balance/Available Master Teacher Slots After this Request		

¹ Refer to Section 27 Part V (B) of this Order

Republic of the Philippines
DEPARTMENT OF EDUCATION

III. Detailed Report on the Number of Teachers and Master Teachers per Learning Area/Subject Area/Track/Specialization

Position	Item Number <i>(Please follow the order in the latest PSIPOP)</i>	Last Name	First Name	Middle Name

Note: There should be no double counting of teachers with other learning area/subject area/track/specialization.

Prepared by:

School Head

Reviewed by:

Administrative Officer V

Recommending Approval:

Schools Division Superintendent

Verified by:

Chief Administrative Officer
Administrative Division

Approved:

Regional Director

