



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

January 26, 2026

REGIONAL MEMORANDUM

No. **113** s. 2026

**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. This is to inform all concerned that the Regional Office is continuously accepting applications for reclassification under the Expanded Career Progression (ECP) System. Processed applications shall be forwarded to the Department of Budget and Management from May to November 2026, for further action.
2. The following positions with the parameters are considered for reclassification:

Position	Level	Parameters
Teacher II-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

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:

For Teacher II-VII		
No.	Document	No. of Copies
a.	Indorsement duly signed by the SDS	Two (2)
b.	Duly accomplished Reclassification Form for Teaching Positions (RFTP)	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 applicants 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 SDS using the attached template	One (1)

For Master Teacher I-V		
No.	Document	No. of Copies
a.	Indorsement duly signed by the SDS	Two (2)
b.	Duly accomplished Reclassification Form for Teaching Positions (RFTP)	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 applicants 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 SDS using the attached template	One (1)
g.	CS Form 212 Personal Data Sheet with Work Experience Sheet	One (1)
h.	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)
i.	Photocopy of duly signed Service Records	One (1)
j.	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)
k.	Report on the Number of Teachers and Master Teachers	Two (2)

For School Principal I-IV		
No.	Document	No. of Copies
a.	Indorsement duly signed by the SDS	Two (2)
b.	Duly accomplished Reclassification Form for School Principal Positions (RFSPP)	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 applicants 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 SDS using the attached template	One (1)
g.	CS Form 212 Personal Data Sheet with Work Experience Sheet	One (1)
h.	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)
i.	Photocopy of duly signed Service Records	One (1)
j.	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	One (1)

	Photocopy of certificate/s of relevant specialized trainings or professional development programs, if any	
k.	Certificate of Rating (COR) in the National Qualifying Examination for School Heads (NQESH), Principal's Test, National Assessment for School Heads (NASH), or applicable School Heads Assessment	One (1)
l.	Report on the Number of School Principal Position within the Division for School Principal position	Two (2)
m.	Special Transfer Order duly signed by the Schools Division Superintendent (In-case of Transfer of Position is deemed necessary)	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 & 34, s. 2025 are strictly followed.

5. Only applications within the budget allocation and complies with the new qualification standards, performance indicators, cut-off score, career stage requirement, and salary grade limitation shall be processed.

6. Be guided with the CY 2026 ECP Budgetary Allocation per division as follows:

Division	Number of Teaching and School Heads Positions	Allocation
Baybay City	1,353	9,036,002.39
Biliran	2,451	16,368,988.80
Borongan City	961	6,418,032.74
Calbayog City	1,525	10,184,703.36
Catbalogan City	1,306	8,722,113.17
Eastern Samar	5,815	38,835,442.64
Leyte	18,190	121,481,805.94
Maasin City	979	6,538,245.63
Northern Samar	9,176	61,281,860.99
Ormoc City	2,305	15,393,928.68
Samar	8,194	54,723,579.87
Southern Leyte	4,391	29,325,267.17
Tacloban City	2,398	16,015,028.62
Total	59,044	394,325,000.00

7. Templates for Certification on the Availability of Fund, 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. Editable templates are also accessible through the link: <https://tinyurl.com/R8ECPTemplates>.

8. Immediate dissemination of and strict compliance with this Memorandum are desired.

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

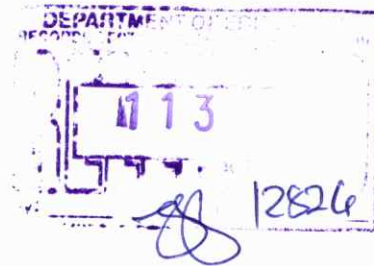
Enclosures: As stated

References: DO 024 & 34, 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



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

CERTIFICATION ON THE AVAILABILITY OF FUNDS

TO WHOM IT MAY CONCERN:

This is to certify that Schools Division of _____ has the following recommendations for reclassification under the Expanded Career Progression (ECP) System for Calendar Year 2026 with the corresponding budget allocation:

Position Applied For	No. of Applications	Available Funds at the SDO
Teacher II-VII		
Master Teacher I-V		
School Principal I-IV		

This further certifies that the SDO of _____ shall be responsible for the payment of salary differential of the approved reclassifications for the current year.

Issued this _____ day of _____ to support the approval of the application for reclassification.

Budget Officer

Schools Division Superintendent



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

Doc. Ref. Code	RO-AD-F017	Rev	00
Effectivity	06.20.23	Page	1 of 1



COMPARATIVE ASSESSMENT RESULT FOR EXPANDED RECLASSIFICATION (CARer)

Date of Final Deliberation: _____

Position: _____
Schools Division Office: _____

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

Prepared by the HRMPSB
(All members should affix signature)

Approved by:

Name and Position
HRMPSB Member

Name and Position
HRMPSB Member

Name and Position
HRMPSB Chairperson

Name and Position
HRMPSB Member

Name and Position
HRMPSB Member

Schools Division
Superintendent

COMPARATIVE ASSESSMENT RESULT FOR EXPANDED RECLASSIFICATION (CAREER)

Position: _____ Date of Final Deliberation: _____
 Schools Division Office: _____

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

Prepared by the HRMPSB
 (All members should affix signature)

Approved by:

 Name and Position
 HRMPSB Member

 Name and Position
 HRMPSB Member

 Name and Position
 HRMPSB Chairperson

 Name and Position
 HRMPSB Member

 Name and Position
 HRMPSB Member

 Schools Division
 Superintendent

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 Position 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

Item No. (per latest PSICOP) (1)	Organizational Code per PSICOP to which the item will be transferred (2) Leave blank if not applicable	Name of Incumbent (5) (Surname, Name, Middle Name)	Position Title		Date of Approval (8)	Salary Grade with Step Increment/Monthly Rate				Monthly Differential			Total Monthly Requirements (17) = (14) + (15)	Current Year Requirements (17) = (16) no. of months	MYB and/or YEB Differential (16)	Total Funding Requirements (19) = (17) + (16)	Remarks (19)
			DepEd Approved Position (7)	Present (6)		DepEd Approved Position (11)	Present (10)	Sal Differential (13) = (12) - (10)	PHC (14)	R/LP (15) = (13) - 0.12							
NOTHING FOLLOWS-																	
Sub-total for this page																	
Total previous page																	
Total this page/Grand Total																	

We hereby assume full responsibility for the veracity and accuracy of the basis for subject reclassification of positions after thorough review and scrutiny of documents submitted and in accordance with existing legal bases and DepEd guidelines on the reclassification of Master Teacher positions. In addition, we certify to the correctness of all the above-stated entries and that employees whose names appear on the list are the incumbents of said positions. We further certify that the PS requirement covering the request for reclassification shall be funded under the Lump-sum appropriation for reclassification lodged in the DepEd RO.

Prepared by:

Recommending Approval:

Approved by:

Division HRMO

Schools Division Superintendent

Regional Director

Date:

Date:

Date:

Documentary Requirements:

To be submitted to DBM RO:

- Letter Request of the Regional Director of DepEd
- Plantilla Allocation List for Reclassification of Master Teacher Positions
- Report on the Number of Teachers and Master Teachers
- Latest status report on the lumpsum fund
- Special Transfer Order duly signed by the Schools Division Superintendent (in-case of Transfer of Positions is deemed necessary)

Additional Documents for DepEd RO level only:

- Enrollment of the Schools Division Superintendent
- Certified Photocopy of Approved Reclassification Form For Teaching Positions (RFTP) for Master Teacher I, II, III, IV, and V Positions (DBM-DepEd Joint Circular No. 01, s. 2025, Form No. 2-A)
- Certified Copy of the Comparative Assessment Results for Expanded Reclassification (CAREER) reflecting the names of the teachers for reclassification
- Certified Copy of ar-SICOP printout reflecting the names of the teachers for reclassification (only those pages containing such names)
- Certification of Availability of Funds duly signed by the Budget Officer/Accountant/Bookkeeper
- Certified copy of Sub-ARTO
- Certified copy of the Report on the Number of Teacher and Master Teacher Positions

Instructions:

- Each page should show a sub-total of the current page to be forwarded on the next page.
- Successing page should show the a) sub-total of the current page b) sub-total forwarded from the previous page, and 3) sub-total of (a) and (b) to be forwarded to the next page.
- The last page should also show (a) and (b) and the total of (a) and (b), which should be labeled as Grand Total.
- Sort the list by Organizational Codes in descending order.
- Group the position titles according to their respective organizational codes, also in descending order.

Legal Bases:

- Executive Order 174, s. 2022
- Implementing Rules and Regulations (IRR) of EO 174
- DBM-DepEd Joint Circular No. 01, s. 2025

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:

Recommending Approval:

Administrative Officer V

Schools Division Superintendent

Verified by:

ROSEMARIE M. GUINO EdD
Chief, Administrative Division

Approved:

RONELO AL K. FIRMO, CESO IV
OIC-Regional Director

RONELO AL K. FIRMO, CESO IV
OIC-Regional Director



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name: _____ Current Position: _____
 Position Applied: Teacher II 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 (to be filled-out by the HRMO)	QS of the Applicant (to be filled-out by the HRMO)	Remarks
Education	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education		
Training	8 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years		
Experience	1 year teaching experience		
Eligibility	Elementary: RA 1080, as amended (Teacher-Elementary/Secondary); Secondary: RA 1080, as amended (Teacher-Secondary)		

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
Master Teacher I	21 Proficient COIs at Outstanding; and 8 Proficient NCOIs at Very Satisfactory and 8 Proficient NCOIs at Outstanding

Summary of the Achievement of PPST Indicators

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

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

Certified Correct:

ROSEMARIE M. GUINO EdD
Chief, Administrative Division

Approved:

RONELO AL K. FIRMO, CESO IV
OIC-Regional Director



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name: _____ Current Position: _____
 Position Applied: Teacher III 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 (to be filled-out by the HRMO)	QS of the Applicant (to be filled-out by the HRMO)	Remarks
Education	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with atleast 18 professional units in Education		
Training	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years		
Experience	2 years teaching experience		
Eligibility	Elementary: RA 1080, as amended (Teacher-Elementary/Secondary); Secondary: RA 1080, as amended (Teacher-Secondary)		

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
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Teacher IV	21 Proficient COIs at Very Satisfactory; and 16 Proficient NCOIs at Very Satisfactory
Teacher V	At least 6 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Outstanding
Teacher VI	At least 12 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Very Satisfactory and 4 Proficient NCOIs at Outstanding
Teacher VII	At least 18 Proficient COIs at Outstanding; and At least 6 Proficient NCOIs at Very Satisfactory and 6 Proficient NCOIs at Outstanding
Master Teacher I	21 Proficient COIs at Outstanding; and 8 Proficient NCOIs at Very Satisfactory and 8 Proficient NCOIs at Outstanding

Summary of the Achievement of PPST Indicators

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

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

Evaluated by:

Certified Correct:

ROSEMARIE M. GUINO EdD
Chief, Administrative Division

Approved:

RONELO AL K. FIRMO, CESO IV
OIC-Regional Director



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name: _____ Current Position: _____
 Position Applied: Teacher IV 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 (to be filled-out by the HRMO)	QS of the Applicant (to be filled-out by the HRMO)	Remarks
Education	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with atleast 18 professional units in Education		
Training	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)		
Experience	3 years teaching experience		
Eligibility	Elementary: RA 1080, as amended (Teacher-Elementary/Secondary); Secondary: RA 1080, as amended (Teacher-Secondary)		

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
Master Teacher I	21 Proficient COIs at Outstanding; and 8 Proficient NCOIs at Very Satisfactory and 8 Proficient NCOIs at Outstanding

Summary of the Achievement of PPST Indicators

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

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

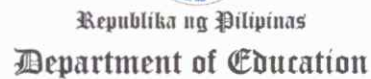
Evaluated by:

Certified Correct:

ROSEMARIE M. GUINO EdD
Chief, Administrative Division

Approved:

RONELO AL K. FIRMO, CESO IV
OIC-Regional Director



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

Elements	QS of the Position (to be filled-out by the HRMO)	QS of the Applicant (to be filled-out by the HRMO)	Remarks
Education	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with atleast 18 professional units in Education		
Training	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)		
Experience	3 years teaching experience		
Eligibility	Elementary: RA 1080, as amended (Teacher-Elementary/Secondary); Secondary: RA 1080, as amended (Teacher-Secondary)		

II. PERFORMANCE REQUIREMENTS

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

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

Summary of the Achievement of PPST Indicators

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

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

Certified Correct:

ROSEMARIE M. GUINO EdD
Chief, Administrative Division

Approved:

RONALO AL K. FIRMO, CESO IV
OIC-Regional Director



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name: _____ Current Position: _____
 Position Applied: Teacher VI 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 (to be filled-out by the HRMO)	QS of the Applicant (to be filled-out by the HRMO)	Remarks
Education	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with atleast 18 professional units in Education		
Training	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization, Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)		
Experience	4 years teaching experience		
Eligibility	Elementary: RA 1080, as amended (Teacher-Elementary/Secondary); Secondary: RA 1080, as amended (Teacher-Secondary)		

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
Master Teacher I	21 Proficient COIs at Outstanding; and 8 Proficient NCOIs at Very Satisfactory and 8 Proficient NCOIs at Outstanding

Summary of the Achievement of PPST Indicators

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

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

Certified Correct:

ROSEMARIE M. GUINO EdD
Chief, Administrative Division

Approved:

RONELO AL K. FIRMO, CESO IV
OIC-Regional Director



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name: _____ Current Position: _____
 Position Applied: Teacher VII 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 (to be filled-out by the HRMO)	QS of the Applicant (to be filled-out by the HRMO)	Remarks
Education	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with atleast 18 professional units in Education		
Training	32 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization, Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)		
Experience	4 years teaching experience		
Eligibility	Elementary: RA 1080, as amended (Teacher-Elementary/Secondary); Secondary: RA 1080, as amended (Teacher-Secondary)		

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
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Teacher IV	21 Proficient COIs at Very Satisfactory; and 16 Proficient NCOIs at Very Satisfactory
Teacher V	At least 6 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Outstanding
Teacher VI	At least 12 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Very Satisfactory and 4 Proficient NCOIs at Outstanding
Teacher VII	At least 18 Proficient COIs at Outstanding; and At least 6 Proficient NCOIs at Very Satisfactory and 6 Proficient NCOIs at Outstanding
Master Teacher I	21 Proficient COIs at Outstanding; and 8 Proficient NCOIs at Very Satisfactory and 8 Proficient NCOIs at Outstanding

Summary of the Achievement of PPST Indicators

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

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

Certified Correct:

ROSEMARIE M. GUINO EdD
Chief, Administrative Division

Approved:

RONELO AL K. FIRMO, CESO IV
OIC-Regional Director



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name:	_____	Current Position:	_____
Position Applied:	Master Teacher I	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 (to be filled-out by the HRMO)	QS of the Applicant (to be filled-out by the HRMO)	Remarks
Education	Master's degree in Education; or Educational Leadership, or Educational Management, or relevant subject or learning area		
Training	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 8 hours of training Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)		
Experience	5 years teaching experience		
Eligibility	Elementary: RA 1080, as amended (Teacher-Elementary/Secondary); Secondary: RA 1080, as amended (Teacher-Secondary)		

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

II. PERFORMANCE REQUIREMENTS

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

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

Summary of the Achievement of PPST Indicators

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

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

RO Incharge

Certified Correct:

ROSEMARIE M. GUINO EdD
Chief, Administrative Division

Approved:

RONELO AL K. FIRMO, CESO IV
OIC-Regional Director



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name: _____ Current Position: _____

Position Applied: Master Teacher II 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 (to be filled-out by the HRMO)	QS of the Applicant (to be filled-out by the HRMO)	Remarks
Education	Master's degree in Education; or Educational Leadership, or Educational Management, or relevant subject or learning area		
Training	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 8 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)		
Experience	5 years teaching experience and 1 year relevant experience in instructional supervision and technical assistance to teachers		
Eligibility	Elementary: RA 1080, as amended (Teacher-Elementary/Secondary); Secondary: RA 1080, as amended (Teacher-Secondary)		
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 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:

Certified Correct:

ROSEMARIE M. GUINO EdD
Chief, Administrative Division

Approved:

RONELO AL K. FIRMO, CESO IV
OIC-Regional Director



RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

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

Elements	QS of the Position (to be filled-out by the HRMO)	QS of the Applicant (to be filled-out by the HRMO)	Remarks
Education	Master's degree in Education; or Educational Leadership, or Educational Management, or relevant subject or learning area		
Training	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 8 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)		
Experience	5 years teaching experience and 2 years relevant experience in instructional supervision and technical assistance to teachers		
Eligibility	Elementary: RA 1080, as amended (Teacher-Elementary/Secondary); Secondary: RA 1080, as amended (Teacher-Secondary)		
Competency			

II. PERFORMANCE REQUIREMENTS

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

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

Summary of the Achievement of PPST Indicators

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

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

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:

Certified Correct:

ROSEMARIE M. GUINO EdD
Chief, Administrative Division

Approved:

RONELO AL K. FIRMO, CESO IV
OIC-Regional Director



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name: _____ Current Position: _____

Position Applied: Master Teacher IV Item Number of Current Position:

Station/School _____ SG/Annual Salary: _____

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

I. QUALIFICATION STANDARDS

I. QUALIFICATION STANDARDS			
Elements	QS of the Position (to be filled-out by the HRMO)	QS of the Applicant (to be filled-out by the HRMO)	Remarks
Education	Master's degree in Education; or Educational Leadership, or Educational Management, or relevant subject or learning area		
Training	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 16 hours of training in Instructional Supervision acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)		
Experience	5 years teaching experience and 3 years relevant experience in instructional supervision and technical assistance to teachers		
Eligibility	Elementary: RA 1080, as amended (Teacher-Elementary/Secondary); Secondary: RA 1080, as amended (Teacher-Secondary)		
Competency			

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

II. PERFORMANCE REQUIREMENTS

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

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

Summary of the Achievement of PPST Indicators

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

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

Certified Correct:

ROSEMARIE M. GUINO EdD
Chief, Administrative Division

Approved:

RONALO AL K. FIRMO, CESO IV
OIC-Regional Director

II. PERFORMANCE REQUIREMENTS

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

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

Summary of the Achievement of PPST Indicators

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

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

Certified Correct:

ROSEMARIE M. GUINO EdD
Chief, Administrative Division

Approved:

RONELO AL K. FIRMO, CESO IV
OIC-Regional Director

**RECLASSIFICATION FORM FOR SCHOOL PRINCIPAL POSITIONS (RFSPP)**

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

I. QUALIFICATION STANDARDS

Elements	QS of the Position (to be filled-out by the HRMO)	QS of the Applicant (to be filled-out by the HRMO)	Remarks
Education	Master's degree in Education, or Educational Management, or Educational Leadership; or Master's degree in relevant learning area with at least 9 units in Management		
Training	32 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, School Management and Operations, Instructional Leadership acquired within the last 5 years		
Experience	5 years teaching experience and 1 year relevant experience in any of the following: learning area coordination, subject area supervision, school management and operations, instructional supervision		
Eligibility	RA 1080, as amended (Teacher)		

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 Accomplishme	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:

Schools Division Superintendent

VI. DEPED REGIONAL OFFICE ACTION

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

Evaluated by:

Certified Correct:

ROSEMARIE M. GUINO EdD
Chief, Administrative Division

Approved:

RONALO AL K. FIRMO, CESO IV
OIC-Regional Director



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR SCHOOL PRINCIPAL POSITIONS (RFSPP)

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

I. QUALIFICATION STANDARDS

Elements	QS of the Position (to be filled-out by the HRMO)	QS of the Applicant (to be filled-out by the HRMO)	Remarks
Education	Master's degree in Education, or Educational Management, or Educational Leadership; or Master's degree in relevant learning area with at least 12 units in Management		
Training	32 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, School Management and Operations, Instructional Leadership acquired within the last 5 years		
Experience	5 years teaching experience and 2 years experience in school management and operations		
Eligibility	RA 1080, as amended (Teacher)		

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:

Schools Division Superintendent

VI. DEPED REGIONAL OFFICE ACTION

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

Evaluated by:

Certified Correct:

ROSEMARIE M. GUINO EdD
Chief, Administrative Division

Approved:

RONALO AL K. FIRMO, CESO IV
OIC-Regional Director



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR SCHOOL PRINCIPAL POSITIONS (RFSPP)

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

I. QUALIFICATION STANDARDS

Elements	QS of the Position <i>(to be filled-out by the HRMO)</i>	QS of the Applicant <i>(to be filled-out by the HRMO)</i>	Remarks
Education	Master's degree in Education, or Educational Management, or Educational Leadership; or Master's degree in relevant learning area with at least 15 units in Management		
Training	40 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, School Management and Operations, Instructional Leadership acquired within the last 5 years		
Experience	5 years teaching experience and 3 years experience in school management and operations		
Eligibility	RA 1080, as amended (Teacher)		

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:

Schools Division Superintendent

VI. DEPED REGIONAL OFFICE ACTION

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

Evaluated by:

Certified Correct:

ROSEMARIE M. GUINO EdD

Chief, Administrative Division

Approved:

RONELO AL K. FIRMO, CESO IV
OIC-Regional Director



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR SCHOOL PRINCIPAL POSITIONS (RFSPP)

Name: _____ Current Position: _____
 Position Applied: School Principal IV 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 (to be filled-out by the HRMO)	QS of the Applicant (to be filled-out by the HRMO)	Remarks
Education	Master's degree in Education, or Educational Management, or Educational Leadership; or Master's degree in relevant learning area with at least 18 units in Management		
Training	40 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, School Management and Operations, Instructional Leadership acquired within the last 5 years		
Experience	5 years teaching experience and 4 years experience in school management and operations		
Eligibility	RA 1080, as amended (Teacher)		

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:

Schools Division Superintendent

VI. DEPED REGIONAL OFFICE ACTION

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

Evaluated by:

Certified Correct:

ROSEMARIE M. GUINO EdD

Chief, Administrative Division

Approved:

RONELO AL K. FIRMO, CESO IV

OIC-Regional Director