



Republic of the Philippines
Department of Education
REGION IX – ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF ZAMBOANGA SIBUGAY

DepEd, Division of Zamboanga Sibugay	
RECORD SECTION	
NO.:	TIME: 5:24 PM
BY:	DATE: Nov 11 2025
RELEASED	

11 November 2025

DIVISION MEMORANDUM

NO. 605, Series 2025

**CALL FOR SUBMISSION OF DOCUMENTS FOR ASSESSMENT FOR
RECLASSIFICATION OF HIGHER TEACHING POSITIONS
(TEACHER II – TEACHER VII and MASTER TEACHER I – V) IN THE
IMPLEMENTATION OF DEPED ORDER NO. 034 s. 2025 – BATCH 2
(Amendments and Clarification to DepEd Order No. 24 s. 2025)**

To : **Asst. Schools Division Superintendent**
Chief Education Supervisors
Division HRMPSB
Division Sub - Committees
Public Schools District Supervisors/District in-Charge
All School Heads
All Administrative Officers
Interested Applicants
All Others Concerned
This Division

1. Pursuant to DepEd Order No. 34 s. 2025 re: Amendments and Clarification to DepEd Order No. 24 s. 2025 and DepEd Order No. 24 s. 2025 re: Guidelines on the Implementation of the Expanded Career Progression System for Teachers and School Heads in the Department of Education, this Office announces the re-opening of applications for Higher Teaching Positions (Teacher II – VII and Master Teacher I-V) positions (Batch 2).
2. This Office strictly adheres to the Equal Employment Opportunity Principle, all qualified and interested applicants regardless of age, gender, civil status, disability, religion, ethnicity, or political affiliation are invited to submit documentary requirements of the positions.
3. Enclosed are the Qualification Standards and Performance Requirements of the Positions.
 - a. Enclosure No. 1 – Elementary and Junior High School
 - b. Enclosure No. 2 – Senior High School (Academic and Core Subjects)
 - c. Enclosure No. 3 – Senior High School (Technical Vocational Track)
 - d. Enclosure No. 4 – Senior High School (Arts and Design Track)
 - e. Enclosure No. 5 – Senior High School (Sports Track)
 - f. Enclosure No. 6 – Reclassification Form for Teaching Personnel (RFTP)
 - g. Enclosure No. 7 – Teacher’s Commitment Form on PPST Indicators for Development
 - h. Enclosure No. 8 – Checklist of Requirements for Reclassification
4. All applicants shall register at the Division online system which is <https://bit.ly/depedzspersonnel> where they must encode their personal details and select the School and District they want to be applied. Once submitted, a **Unique**



Pangi, Ipil, Zamboanga Sibugay, 7001
0968-520-9123
zamboanga.sibugay@deped.gov.ph
depedzamboangasibugay.ph
DepEd Tayo Zamboanga Sibugay Division



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Applicant Number will be issued. In the submission of application requirements, this Number must be indicated.

5. To streamline the hiring process, all interested applicants are advised to submit the following documentary requirements with **TABBING** to the **Designated Administrative Officer in the School/District** and arranged as follows:
- a. Checklist of Requirements for Reclassification (Teaching Positions) – 1 copy
 - b. Endorsement Letter duly signed by the School Head – 1 copy
 - c. Duly Accomplished Reclassification Form for Teaching Positions (RFTP) of Qualified Applicants – 5 copies
 - d. Generated Summary of eIPCRF – Performance Requirements – duly signed by the PSDS/DIC (District Office) – 1 copy
 - e. Teacher’s Commitment Form – 2 copies
 - f. Duly Accomplished – CSC Form 212 – Personal Data Sheet – 1 copy
 - g. Photocopy of Transcript of Records – 1 copy
 - h. Photocopy of Duly Signed Service Record – 1 copy
 - i. Photocopy of Unexpired PRC License – 1 copy
 - j. Photocopy of certificate/s of Completion of National Educators Academy of the Philippines (NEAP) accredited professional development programs/courses or certificates of training issues by NEAP – accredited public and private institutions or Photocopy of certificate/s of relevant specialized training or professional development programs, if any – 1 copy each
 - k. Report on the Number of Teachers and Master Teacher Positions (for Master Teacher Applicants Only) – (Annex – S-1) – 2 copies
6. Deadline of submission to the District Office shall be on or before **November 21, 2025 @ 5:00 in the afternoon. No application/additional documents shall no longer be accepted after the set deadline.** Applicants who failed to submit complete mandatory requirements (Items 4a to 4j) on the set deadline indicated in this Memorandum shall not be included in the pool of official applicants.
7. Designated Administrative Officers shall make **initial evaluation** of the documents based on the qualification standards and **Initial Evaluation Results (IER)** shall forwarded to the Office of the Personnel Section through the Records Section on **November 28, 2025 (Friday) @ 5:00 in the afternoon.**
8. Qualified applicants shall be assessed based on the criteria set forth in **DepEd Order No. 24 s. 2025** shall be the basis in the evaluation of documents and computation



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of points for the presented positions. The point system for evaluative assessment are as follows:

Higher Teaching Positions	Criteria	Points (SG 11-15)
Teacher II – VII and Master Teacher I - V	Education	10
	Training	10
	Experience	10
	Performance	30
	PPST COIs (Classroom Observation)	25
	PPST NCOIs (Portfolio Annotations and BEI)	15
	TOTAL	100

9. Under the transitory measures of Section 28 of DepEd Order No. 34 s. 2025 - teachers who do not fully meet the performance requirements for the position applied for promotion may still be considered, a **MAXIMUM OF THREE PPST OBJECTIVES** shall be authorized for inclusion and to be reflected in the Teacher’s Commitment Form to be treated on the IPCRF for the current school year. This means that consideration may only be granted to teachers whose performance ratings are one level below the required PPST indicator performance level. While the Department allows flexibility for those who fall short of the minimum requirement, teacher with ratings lower than this threshold shall not be considered for reclassification. This means that:

- i. If the required PPST Indicator rating is **Outstanding**, a **Very Satisfactory (VS)** may still be accepted.
- ii. If the required PPST Indicator rating is **Very Satisfactory (VS)**, a rating of **Satisfactory** may still be accepted.

10. Below are the members of the Human Resource Merit Promotion and Selection Board (HRMPSB).

Chairman: **MA. COLLEEN L. EMORICHA**, *Edd, CESO VI, ASDS*
DR. OLIVER B. TALAOC, *Chief, SGOD*
Alternate: ROSMINDO L. ANCHETA Jr.,, EPS -SGOD
RODOLF JOHN T. RODRIGUEZ, *Chief, CID*
Alternate: ROSEMARIE E. DIOCARES, EPS - LRMDs
ALMA FRAULEIN M. GARCIA, *SEPS – HRD, President of Division NEU*
Alternate: ELLEN MAE F. VILLASIS, EPS-HRD
GRACE R. JUGNO, *Administrative Officer V (Admin)*
Alternate: MARIA LIVIE A. LAQUE, AO IV (Records)
RENZ ROY A. RAMOS, *Administrative Officer IV (HRMO)*
Alternate: ROMMEL L. GUSTILO, AO II – Personnel

Secretariat: PERSONNEL SECTION



📍 Pangi, Ipil, Zamboanga Sibugay, 7001
 ☎️ 0968-520-9123
 ✉️ zamboanga.sibugay@deped.gov.ph
 🌐 depedzamboangasibugay.ph
 🗣️ DepEd Tayo Zamboanga Sibugay Division



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Division Sub-Committees

Chairman: Public Schools District Supervisor/ District in-Charge
Member: School Principal/ School Heads
Master Teacher (Subject Area)
Head Teachers

Secretariat: Administrative Officer and/ or Non – Teaching Personnel

11. All interested applicants shall submit their pertinent documents in a **color – coded folder** with proper tabbing according to the sequence of the mandatory requirements enumerated above.

- Teacher II – WHITE FOLDER
- Teacher III – BROWN FOLDER
- Teacher IV – RED FOLDER
- Teacher V – GREEN FOLDER
- Teacher VI – BLUE FOLDER
- Teacher VII – YELLOW FOLDER
- Master Teacher I – PINK FOLDER
- Master Teacher II – ORANGE FOLDER
- Master Teacher III – VIOLET FOLDER
- Master Teacher IV – VIOLET FOLDER
- Master Teacher V – VIOLET FOLDER

12. Applicants should follow the format of the folder to better facilitate the process in evaluating and assessing of documents as follows:

The diagram illustrates the required format for a folder. On the left, an 'INSTRUCTION' box provides the following details:

- NAME & POSITION:** Font: Eras Bold ITC, Font Size: 40
- NATURE & UAN:** Font: Century Gothic, Font Size: 30
- NAME TAB & UAN:** Font: Eras Bold ITC, Font Size: 24

Below the instructions is a 'FOLDER COLOR' legend:

- Teacher II (White)
- Teacher III (Brown)
- Teacher IV (Red)
- Teacher V (Green)
- Teacher VI (Blue)
- Teacher VII (Yellow)
- Master Teacher I (Pink)
- Master Teacher II (Orange)
- Master Teacher III (Violet)
- Master Teacher IV (Violet)
- Master Teacher V (Violet)

On the right, a sample folder label is shown with the following text:

DEPARTMENT OF EDUCATION
 REGION IX – ZAMBOANGA PENINSULA
 SCHOOLS DIVISION OF ZAMBOANGA SIBUGAY

JUAN P. DELA CRUZ
 for
TEACHER IV

RECLASSIFICATION
ZS-TCH4-EE001-2025

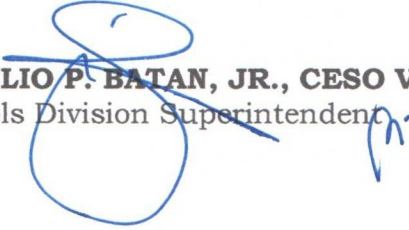
BATCH 2

DELA CRUZ, JUAN P.
 ZS-TCH4-EE001-2025



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Department of Education
REGION IX – ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF ZAMBOANGA SIBUGAY

13. Applicants who meet the minimum Qualification Standards (QS) of the position shall be included in the pool of applicants and shall receive a notification via email or SMS/text message for schedules of the written or on-the-job exam/skills test, assessment, classroom observation and open ranking with the Human Resource Merit Promotion and Selection Board (HRMPSB).
14. Immediate and widest dissemination of this memorandum is highly enjoined.


VIRGILIO P. BATAN, JR., CESO V
Schools Division Superintendent

Encl: As stated

References: DepEd Order No. 34 s. 2025
DepEd Order No. 24 s. 2025

To be indicated in the Perpetual Index under the following subjects:
SUBMISSION RECLASSIFICATION
HIGHER TEACHING POSITIONS BATCH 2

ZS-DM-OSDS-PER-2025-11-088-0
RRAR-20251111

**Basis and Pre-requisites for Classification of Teaching Positions
(Elementary and Junior High School)**

PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage I: Beginning	Teacher I	SG-11	Teacher II	SG-12	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education	8 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	1 year teaching experience	Elementary: RA 1080 (Teacher-Elementary/Secondary) Secondary: RA 1080 (Teacher-Secondary)	At least 6 Proficient COIs at Very Satisfactory; and At least 4 Proficient NCOIs at Very Satisfactory
	Teacher I Teacher II	SG-11 SG-12	Teacher III	SG-13	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	2 years teaching experience	Elementary: RA 1080 (Teacher-Elementary/Secondary) Secondary: RA 1080 (Teacher-Secondary)	At least 12 Proficient COIs at Very Satisfactory; and At least 8 Proficient NCOIs at Very Satisfactory
Career Stage II: Proficient	Teacher I Teacher II Teacher III	SG-11 SG-12 SG-13	Teacher IV	SG-14	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education	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)	3 years teaching experience	Elementary: RA 1080 (Teacher-Elementary/Secondary) Secondary: RA 1080 (Teacher-Secondary)	21 Proficient COIs at Very Satisfactory; and 16 Proficient NCOIs at Very Satisfactory

**Basis and Pre-requisites for Classification of Teaching Positions
(Elementary and Junior High School)**

PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage II: Proficient	Teacher II Teacher III Teacher IV	SG-12 SG-13 SG-14	Teacher V	SG-15	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education	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)	3 years teaching experience	Elementary: RA 1080 (Teacher-Elementary/Secondary) Secondary: RA 1080 (Teacher-Secondary)	At least 6 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Outstanding
	Teacher III Teacher IV Teacher V	SG-13 SG-14 SG-15	Teacher VI	SG-16	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education	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)	4 years teaching experience	Elementary: RA 1080 (Teacher-Elementary/Secondary) Secondary: RA 1080 (Teacher-Secondary)	At least 12 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Very Satisfactory and 4 Proficient NCOIs at Outstanding

**Basis and Pre-requisites for Classification of Teaching Positions
(Elementary and Junior High School)**

	Teacher IV Teacher V Teacher VI	SG-14 SG-15 SG-16	Teacher VII	SG-17	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education	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)	4 years teaching experience	Elementary: RA 1080 (Teacher-Elementary/Secondary) Secondary: RA 1080 (Teacher-Secondary)	At least 18 Proficient COIs at Outstanding; and At least 6 Proficient NCOIs at Very Satisfactory and 6 Proficient NCOIs at Outstanding
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**Basis and Pre-requisites for Classification of Teaching Positions
(Elementary and Junior High School)**

PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage III: Highly Proficient	Teacher V Teacher VI Teacher VII	SG-15 SG-16 SG-17	Master Teacher I	SG-18	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	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)	5 years teaching experience	Elementary: RA 1080 (Teacher-Elementary/Secondary) Secondary: RA 1080 (Teacher-Secondary)	21 Proficient COIs at Outstanding; and 8 Proficient NCOIs at Very Satisfactory and 8 Proficient NCOIs at Outstanding
	Master Teacher I	SG-18	Master Teacher II	SG-19	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	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)	5 years teaching experience and 1 year relevant experience in instructional supervision and technical assistance to teachers	Elementary: RA 1080 (Teacher-Elementary/Secondary) Secondary: RA 1080 (Teacher-Secondary)	At least 10 Highly Proficient COIs at Outstanding; and 5 Highly Proficient NCOIs at Very Satisfactory and 5 Highly Proficient NCOIs at Outstanding

**Basis and Pre-requisites for Classification of Teaching Positions
(Elementary and Junior High School)**

PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage IV: Distinguished	Master Teacher I	SG-18	Master Teacher III	SG-20	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	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;	5 years teaching experience and 2 years relevant experience in instructional supervision and technical assistance to teachers	Elementary: RA 1080 (Teacher-Elementary/Secondary)	21 Highly Proficient COIs at Outstanding; and 8 Highly Proficient NCOIs at Very Satisfactory and 8 Highly Proficient NCOIs at Outstanding
	Master Teacher II	SG-19				or Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)			
	Master Teacher III	SG-20	Master Teacher IV	SG-21	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	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;	5 years teaching experience and 3 years relevant experience in instructional supervision and technical assistance to teachers	Elementary: RA 1080 (Teacher-Elementary/Secondary)	At least 10 Distinguished COIs at Outstanding; and 5 Distinguished NCOIs at Very Satisfactory and 5 Distinguished NCOIs at Outstanding
						or Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)		Secondary: RA 1080 (Teacher-Secondary)	

**Basis and Pre-requisites for Classification of Teaching Positions
(Elementary and Junior High School)**

PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage IV: Distinguished	Master Teacher III	SG-20	Master Teacher V	SG-22	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	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)	5 years teaching experience and 4 years relevant experience in instructional supervision and technical assistance to teachers	Elementary: RA 1080 (Teacher-Elementary/Secondary) Secondary: RA 1080 (Teacher-Secondary)	21 Distinguished COIs at Outstanding; and 8 Distinguished NCOIs at Very Satisfactory and 8 Distinguished NCOIs at Outstanding

**Basis and Pre-requisites for Classification of Teaching Positions
(Senior High School – Academic Track and Core Subjects)**

PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage I: Beginning	Teacher I	SG-11	Teacher II	SG-12	Bachelor's degree with a major in the relevant strand/subject plus 18 professional units in Education; or any Bachelor's degree with at least 6 units towards Master's degree in the relevant strand/subject plus 18 units of professional units in Education	8 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	1 year experience in teaching or industry work in relevant strand/subject	RA 1080 (Teacher-Secondary)	At least 6 Proficient COIs at Very Satisfactory; and At least 4 Proficient NCOIs at Very Satisfactory
	Teacher I Teacher II	SG-11 SG-12	Teacher III	SG-13	Bachelor's degree with a major in the relevant strands/subject plus 18 professional units in Education; or any Bachelor's degree with at least 12 units towards Master's degree in relevant strand/subject plus 18 units of professional units in Education	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	2 years experience in teaching or industry work in relevant strand/subject	RA 1080 (Teacher-Secondary)	At least 12 Proficient COIs at Very Satisfactory; and At least 8 Proficient NCOIs at Very Satisfactory
Career Stage II: Proficient	Teacher I Teacher II Teacher III	SG-11 SG-12 SG-13	Teacher IV	SG-14	Bachelor's degree with a major in the relevant strands/subject plus 18 professional units in Education; or any Bachelor's degree with at least 18 units towards Master's degree in relevant strand/subject plus 18 units of professional units in Education	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)	3 years experience in teaching or industry work in relevant strand/subject	RA 1080 (Teacher-Secondary)	21 Proficient COIs at Very Satisfactory; and 16 Proficient NCOIs at Very Satisfactory

PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage II: Proficient	Teacher II Teacher III Teacher IV	SG-12 SG-13 SG-14	Teacher V	SG-15	Bachelor's degree with a major in the relevant strands/subject plus 18 professional units in Education; or any Bachelor's degree with at least 24 units towards Master's degree in relevant strand/subject plus 18 units of professional units in Education	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)	3 years experience in teaching or industry work in relevant strand/subject	RA 1080 (Teacher-Secondary)	At least 6 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Outstanding
	Teacher III Teacher IV Teacher V	SG-13 SG-14 SG-15	Teacher VI	SG-16	Bachelor's degree with a major in the relevant strands/subject plus 18 professional units in Education; or any Bachelor's degree with at least 30 units towards Master's degree in relevant strand/subject plus 18 units of professional units in Education	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)	4 years experience in teaching or industry work in relevant strand/subject	RA 1080 (Teacher-Secondary)	At least 12 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Very Satisfactory and 4 Proficient NCOIs at Outstanding
	Teacher IV Teacher V Teacher VI	SG-14 SG-15 SG-16	Teacher VII	SG-17	Bachelor's degree with a major in the relevant strands/subject plus 18 professional units in Education; or any Bachelor's degree with at least 36 units towards Master's degree in relevant strand/subject plus 18 units of professional units in Education	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)	4 years experience in teaching or industry work in relevant strand/subject	RA 1080 (Teacher-Secondary)	At least 18 Proficient COIs at Outstanding; and At least 6 Proficient NCOIs at Very Satisfactory and 6 Proficient NCOIs at Outstanding

PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage III: Highly Proficient	Teacher V Teacher VI Teacher VII	SG-15 SG-16 SG-17	Master Teacher I	SG-18	Master's degree in relevant strand/subject plus 18 professional units in Education	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)	5 years experience in teaching or industry work in relevant strand/subject	RA 1080 (Teacher-Secondary)	21 Proficient COIs at Outstanding; and 8 Proficient NCOIs at Very Satisfactory and 8 Proficient NCOIs at Outstanding
	Master Teacher I	SG-18	Master Teacher II	SG-19	Master's degree in relevant strand/subject plus 18 professional units in Education	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)	5 years experience in teaching in relevant strand/subject and 1 year experience in instructional supervision and technical assistance to teachers	RA 1080 (Teacher-Secondary)	At least 10 Highly Proficient COIs at Outstanding; and 5 Highly Proficient NCOIs at Very Satisfactory and 5 Highly Proficient NCOIs at Outstanding

PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage IV: Distinguished	Master Teacher I	SG-18	Master Teacher III	SG-20	Master's degree in relevant strand/subject plus 18 professional units in Education	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;	5 years experience in teaching in relevant strand/subject and 2 years experience in instructional supervision and technical assistance to teachers	RA 1080 (Teacher-Secondary)	21 Highly Proficient COIs at Outstanding; and 8 Highly Proficient NCOIs at Very Satisfactory and 8 Highly Proficient NCOIs at Outstanding
	Master Teacher II	SG-19				or Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)			
	Master Teacher III	SG-20	Master Teacher IV	SG-21	Master's degree in relevant strand/subject plus 18 professional units in Education	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;	5 years experience in teaching in relevant strand/subject and 3 years experience in instructional supervision and technical assistance to teachers	RA 1080 (Teacher-Secondary)	At least 10 Distinguished COIs at Outstanding; and 5 Distinguished NCOIs at Very Satisfactory and 5 Distinguished NCOIs at Outstanding
				or Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)					

PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage IV: Distinguished	Master Teacher III	SG-20	Master Teacher V	SG-22	Master's Degree in relevant strand/subject plus 18 professional units in Education	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)	5 years experience in teaching in relevant strand/subject and 4 years experience in instructional supervision and technical assistance to teachers	RA 1080 (Teacher-Secondary)	21 Distinguished COIs at Outstanding; and 8 Distinguished NCOIs at Very Satisfactory and 8 Distinguished NCOIs at Outstanding

**Basis and Pre-requisites for Classification of Teaching Positions
(Senior High School – Technical Vocational (TVL) Track)**

PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage I: Beginning	Teacher I	SG-11	Teacher II	SG-12	Bachelor's degree relevant to the area of specialization plus 18 professional units in Education; or any Bachelor's degree and completion of technical-vocational course(s) in the area of specialization plus 18 professional units in Education	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization	1 year experience in teaching or industry experience in relevant strand/area of specialization	RA 1080 (Teacher-Secondary)	At least 6 Proficient COIs at Very Satisfactory; and At least 4 Proficient NCOIs at Very Satisfactory
	Teacher I Teacher II	SG-11 SG-12	Teacher III	SG-13	Bachelor's degree relevant to the area of specialization plus 18 professional units in Education; or any Bachelor's degree and completion of technical-vocational course(s) in the area of specialization plus 18 professional units in Education	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization	2 years experience in teaching or industry experience in relevant strand/area of specialization	RA 1080 (Teacher-Secondary)	At least 12 Proficient COIs at Very Satisfactory; and At least 8 Proficient NCOIs at Very Satisfactory
Career Stage II: Proficient	Teacher I Teacher II Teacher III	SG-11 SG-12 SG-13	Teacher IV	SG-14	Bachelor's degree relevant to the area of specialization plus 18 professional units in Education; or any Bachelor's degree and completion of technical-vocational course(s) in the area of specialization plus 18 professional units in Education	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	3 years experience in teaching or industry experience in relevant strand/area of specialization	RA 1080 (Teacher-Secondary)	21 Proficient COIs at Very Satisfactory; and 16 Proficient NCOIs at Very Satisfactory

PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage II: Proficient	Teacher II Teacher III Teacher IV	SG-12 SG-13 SG-14	Teacher V	SG-15	Bachelor's degree relevant to the area of specialization plus 18 professional units in Education; or any Bachelor's degree and completion of technical-vocational course(s) in the area of specialization plus 18 professional units in Education	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	3 years and 6 months experience in teaching or industry experience in relevant strand/area of specialization	RA 1080 (Teacher-Secondary)	At least 6 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Outstanding
	Teacher III Teacher IV Teacher V	SG-13 SG-14 SG-15	Teacher VI	SG-16	Bachelor's degree relevant to the area of specialization plus 18 professional units in Education; or any Bachelor's degree and completion of technical-vocational course(s) in the area of specialization plus 18 professional units in Education	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	4 years experience in teaching or industry experience in relevant strand/area of specialization	RA 1080 (Teacher-Secondary)	At least 12 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Very Satisfactory and 4 Proficient NCOIs at Outstanding

	Teacher IV Teacher V Teacher VI	SG-14 SG-15 SG-16	Teacher VII	SG-17	Bachelor's degree relevant to the area of specialization plus 18 professional units in Education; or any Bachelor's degree and completion of technical-vocational course(s) in the area of specialization plus 18 professional units in Education	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	4 years and 6 months experience in teaching or industry experience in relevant strand/area of specialization	RA 1080 (Teacher-Secondary)	At least 18 Proficient COIs at Outstanding; and At least 6 Proficient NCOIs at Very Satisfactory and 6 Proficient NCOIs at Outstanding
PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage III: Highly Proficient	Teacher V Teacher VI Teacher VII	SG-15 SG-16 SG-17	Master Teacher I	SG-18	Master's degree in relevant field(s) under the strand/area of specialization plus 18 professional units in Education	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization; or Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)	5 years experience in teaching or industry experience in relevant strand/area of specialization	RA 1080 (Teacher-Secondary)	21 Proficient COIs at Outstanding; and 8 Proficient NCOIs at Very Satisfactory and 8 Proficient NCOIs at Outstanding

	Master Teacher I	SG-18	Master Teacher II	SG-19	Master's degree in relevant field(s) under the strand/area of specialization plus 18 professional units in Education	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization; or Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)	5 years experience in teaching or industry experience in relevant strand/area of specialization; and 1 year experience in instructional supervision and technical assistance to teachers	RA 1080 (Teacher-Secondary)	At least 10 Highly Proficient COIs at Outstanding; and 5 Highly Proficient NCOIs at Very Satisfactory and 5 Highly Proficient NCOIs at Outstanding
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PPST Career Stage	Reclassification of Position			Qualification Standards				Performance Requirements	
	FROM		TO	Education	Training	Experience	Eligibility		
Career Stage IV: Distinguished	Master Teacher I Master Teacher II	SG-18 SG-19	Master Teacher III	SG-20	Master's degree in relevant field(s) under the strand/area of specialization plus 18 professional units in Education	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization; or Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)	5 years experience in teaching or industry experience in relevant strand/area of specialization and 2 years experience in instructional supervision and technical assistance to teachers	RA 1080 (Teacher-Secondary)	21 Highly Proficient COIs at Outstanding; and 8 Highly Proficient NCOIs at Very Satisfactory and 8 Highly Proficient NCOIs at Outstanding

	Master Teacher III	SG-20	Master Teacher IV	SG-21	Master's degree in relevant field(s) under the strand/area of specialization plus 18 professional units in Education	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization; or Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)	5 years experience in teaching or industry experience in relevant strand/area of specialization and 3 years experience in instructional supervision and technical assistance to teachers	RA 1080 (Teacher-Secondary)	At least 10 Distinguished COIs at Outstanding; and 5 Distinguished NCOIs at Very Satisfactory and 5 Distinguished NCOIs at Outstanding
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PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage IV: Distinguished	Master Teacher III	SG-20	Master Teacher V	SG-22	Master's degree in relevant field(s) under the strand/area of specialization plus 18 professional units in Education	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization; or Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)	5 years experience in teaching or industry experience in relevant strand/area of specialization and 4 years relevant experience in instructional supervision, and technical assistance to teachers	RA 1080 (Teacher-Secondary)	21 Distinguished COIs at Outstanding; and 8 Distinguished NCOIs at Very Satisfactory and 8 Distinguished NCOIs at Outstanding

**Basis and Pre-requisites for Classification of Teaching Positions
(Senior High School – Arts and Design Track)**

PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage I: Beginning	Teacher I	SG-11	Teacher II	SG-12	Bachelor's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education; or any Bachelor's degree plus Diploma/Certificate of Completion in any of the relevant fields, and 18 professional units in Education	8 hours of relevant training in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses under relevant strand/subject acquired within the last 5 years	1 year relevant experience in teaching or industry work in any of the following fields: Music, Arts, Fine Arts, Interior Design, Architecture, Theatre, Performing Arts, Media Arts, Literature, Fashion Design, Photography, or other allied fields	RA 1080 (Teacher-Secondary)	At least 6 Proficient COIs at Very Satisfactory; and At least 4 Proficient NCOIs at Very Satisfactory
	Teacher I Teacher II	SG-11 SG-12	Teacher III	SG-13	Bachelor's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education; or any Bachelor's degree plus Diploma/Certificate of Completion in any of the relevant fields, and 18 professional units in Education	16 hours of relevant training in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses under relevant strand/subject acquired within the last 5 years	2 years relevant experience in teaching or industry work in any of the following fields: Music, Arts, Fine Arts, Interior Design, Architecture, Theatre, Performing Arts, Media Arts, Literature, Fashion Design, Photography, or other allied fields	RA 1080 (Teacher-Secondary)	At least 12 Proficient COIs at Very Satisfactory; and At least 8 Proficient NCOIs at Very Satisfactory

Career Stage II: Proficient	Teacher I Teacher II Teacher III	SG-11 SG-12 SG-13	Teacher IV	SG-14	Bachelor's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education; or any Bachelor's degree plus Diploma/Certificate of Completion in any of the relevant fields, and 18 professional units in Education	16 hours of relevant training in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses under relevant strand/subject acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	3 years relevant experience in teaching or industry work in any of the following fields: Music, Arts, Fine Arts, Interior Design, Architecture, Theatre, Performing Arts, Media Arts, Literature, Fashion Design, Photography, or other allied fields	RA 1080 (Teacher-Secondary)	21 Proficient COIs at Very Satisfactory; and 16 Proficient NCOIs at Very Satisfactory
	Teacher II Teacher III Teacher IV	SG-12 SG-13 SG-14	Teacher V	SG-15	Bachelor's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education; or any Bachelor's degree plus Diploma/Certificate of Completion in any of the relevant fields, and 18 professional units in Education	24 hours of relevant training in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses under relevant strand/subject acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	3 years relevant experience in teaching or industry work in any of the following fields: Music, Arts, Fine Arts, Interior Design, Architecture, Theatre, Performing Arts, Media Arts, Literature, Fashion Design, Photography, or other allied fields	RA 1080 (Teacher-Secondary)	At least 6 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Outstanding

Career Stage II: Proficient	Teacher III Teacher IV Teacher V	SG-13 SG-14 SG-15	Teacher VI	SG-16	Bachelor's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education; or any Bachelor's degree plus Diploma/Certificate of Completion in any of the relevant fields, and 18 professional units in Education	24 hours of relevant training in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses under relevant strand/subject acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	4 years relevant experience in teaching or industry work in any of the following fields: Music, Arts, Fine Arts, Interior Design, Architecture, Theatre, Performing Arts, Media Arts, Literature, Fashion Design, Photography, or other allied fields	RA 1080 (Teacher-Secondary)	At least 12 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Very Satisfactory and 4 Proficient NCOIs at Outstanding
	Teacher IV Teacher V Teacher VI	SG-14 SG-15 SG-16	Teacher VII	SG-17	Bachelor's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education; or any Bachelor's degree plus Diploma/Certificate of Completion in any of the relevant fields, and 18 professional units in Education	32 hours of relevant training in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses under relevant strand/subject acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	4 years relevant experience in teaching or industry work in any of the following fields: Music, Arts, Fine Arts, Interior Design, Architecture, Theatre, Performing Arts, Media Arts, Literature, Fashion Design, Photography, or other allied fields	RA 1080 (Teacher-Secondary)	At least 18 Proficient COIs at Outstanding; and At least 6 Proficient NCOIs at Very Satisfactory and 6 Proficient NCOIs at Outstanding

PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage III: Highly Proficient	Teacher V Teacher VI Teacher VII	SG-15 SG-16 SG-17	Master Teacher I	SG-18	Master's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education	24 hours of relevant training in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses under relevant strand/subject 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)	5 years relevant experience in teaching or industry work in any of the following fields: Music, Arts, Fine Arts, Interior Design, Architecture, Theatre, Performing Arts, Media Arts, Literature, Fashion Design, Photography, or other allied fields	RA 1080 (Teacher-Secondary)	21 Proficient COIs at Outstanding; and 8 Proficient NCOIs at Very Satisfactory and 8 Proficient NCOIs at Outstanding
	Master Teacher I	SG-18	Master Teacher II	SG-19	Master's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education	24 hours of relevant training in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses under relevant strand/subject 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)	5 years relevant experience in teaching or industry work in any of the following fields: Music, Arts, Fine Arts, Interior Design, Architecture, Theatre, Performing Arts, Media Arts, Literature, Fashion Design, Photography, or other allied fields and 1 year experience in instructional supervision and technical assistance to teachers	RA 1080 (Teacher-Secondary)	At least 10 Highly Proficient COIs at Outstanding; and 5 Highly Proficient NCOIs at Very Satisfactory and 5 Highly Proficient NCOIs at Outstanding

PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage IV: Distinguished	Master Teacher I	SG-18	Master Teacher III	SG-20	Master's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education	24 hours of relevant training in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses under relevant strand/subject 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)	5 years relevant experience in teaching or industry work in any of the following fields: Music, Arts, Fine Arts, Interior Design, Architecture, Theatre, Performing Arts, Media Arts, Literature, Fashion Design, Photography, or other allied fields; and 2 years experience in instructional supervision and technical assistance to teachers	RA 1080 (Teacher-Secondary)	21 Highly Proficient COIs at Outstanding; and 8 Highly Proficient NCOIs at Very Satisfactory and 8 Highly Proficient NCOIs at Outstanding
	Master Teacher II	SG-19							
	Master Teacher III	SG-20	Master Teacher IV	SG-21	Master's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education	24 hours of relevant training in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses under relevant strand/subject 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)	5 years relevant experience in teaching or industry work in any of the following fields: Music, Arts, Fine Arts, Interior Design, Architecture, Theatre, Performing Arts, Media Arts, Literature, Fashion Design, Photography, or other allied fields and 3 years experience in instructional supervision and technical assistance to teachers	RA 1080 (Teacher-Secondary)	At least 10 Distinguished COIs at Outstanding; and 5 Distinguished NCOIs at Very Satisfactory and 5 Distinguished NCOIs at Outstanding

PPST Career Stage	Reclassification of Position				Qualification Standards			Performance Requirements	
	FROM		TO		Education	Training	Experience		Eligibility
Career Stage IV: Distinguished	Master Teacher III	SG-20	Master Teacher V	SG-22	Master's degree in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses plus 18 professional units in Education	24 hours of relevant training in Music, or Arts, or Fine Arts, or Interior Design, or Architecture, or Theatre, or Performing Arts, or Media Arts, or Literature, or Fashion Design, or Photography, or other allied courses under relevant strand/subject 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)	5 years relevant experience in teaching or industry work in any of the following fields: Music, Arts, Fine Arts, Interior Design, Architecture, Theatre, Performing Arts, Media Arts, Literature, Fashion Design, Photography, or other allied fields and 4 years relevant experience in instructional supervision, and technical assistance to teachers	RA 1080 (Teacher-Secondary)	21 Distinguished COIs at Outstanding; and 8 Distinguished NCOIs at Very Satisfactory and 8 Distinguished NCOIs at Outstanding

**Basis and Pre-requisites for Classification of Teaching Positions
(Senior High School – Sports Track)**

PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage I: Beginning	Teacher I	SG-11	Teacher II	SG-12	Bachelor's degree with a major in field(s) under the Sports Track plus 18 professional units in Education; or any Bachelor's degree with at least 15 units of specialization in the relevant field(s) under the Sports Track plus 18 professional units in Education	8 hours of training in Curriculum and Instruction of relevant field(s) under Sports Track acquired within the last 5 years	1 year experience in teaching or industry work relevant field(s) under Sports Track	RA 1080 (Teacher-Secondary)	At least 6 Proficient COIs at Very Satisfactory; and At least 4 Proficient NCOIs at Very Satisfactory
	Teacher I Teacher II	SG-11 SG-12	Teacher III	SG-13	Bachelor's degree with a major in field(s) under the Sports Track plus 18 professional units in Education; or any Bachelor's degree with at least 15 units of specialization in the relevant field(s) under the Sports Track plus 18 professional units in Education	16 hours of training in Curriculum and Instruction of relevant field(s) under Sports Track acquired within the last 5 years	2 years experience in teaching or industry work relevant field(s) under Sports Track	RA 1080 (Teacher-Secondary)	At least 12 Proficient COIs at Very Satisfactory; and At least 8 Proficient NCOIs at Very Satisfactory
Career Stage II: Proficient	Teacher I Teacher II Teacher III	SG-11 SG-12 SG-13	Teacher IV	SG-14	Bachelor's degree with a major in field(s) under the Sports Track plus 18 professional units in Education; or any Bachelor's degree with at least 15 units of specialization in the relevant field(s) under the Sports Track plus 18 professional units in Education	16 hours of training in Curriculum and Instruction of relevant field(s) under Sports Track acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	3 years experience in teaching or industry work relevant field(s) under Sports Track	RA 1080 (Teacher-Secondary)	21 Proficient COIs at Very Satisfactory; and 16 Proficient NCOIs at Very Satisfactory

PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage II: Proficient	Teacher II Teacher III Teacher IV	SG-12 SG-13 SG-14	Teacher V	SG-15	Bachelor's degree with a major in field(s) under the Sports Track plus 18 professional units in Education; or any Bachelor's degree with at least 15 units of specialization in the relevant field(s) under the Sports Track plus 18 professional units in Education	24 hours of training in Curriculum and Instruction of relevant field(s) under Sports Track acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	3 years experience in teaching or industry work relevant field(s) under Sports Track	RA 1080 (Teacher-Secondary)	At least 6 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Outstanding
	Teacher III Teacher IV Teacher V	SG-13 SG-14 SG-15	Teacher VI	SG-16	Bachelor's degree with a major in field(s) under the Sports Track plus 18 professional units in Education; or any Bachelor's degree with at least 15 units of specialization in the relevant field(s) under the Sports Track plus 18 professional units in Education	24 hours of training in Curriculum and Instruction of relevant field(s) under Sports Track acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	4 years experience in teaching or industry work relevant field(s) under Sports Track	RA 1080 (Teacher-Secondary)	At least 12 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Very Satisfactory and 4 Proficient NCOIs at Outstanding
	Teacher IV Teacher V Teacher VI	SG-14 SG-15 SG-16	Teacher VII	SG-17	Bachelor's degree with a major in field(s) under the Sports Track plus 18 professional units in Education; or any Bachelor's degree with at least 15 units of specialization in the relevant field(s) under the Sports Track plus 18 professional units in Education	32 hours of training in Curriculum and Instruction of relevant field(s) under Sports Track acquired within the last 5 years; or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	4 years experience in teaching or industry work relevant field(s) under Sports Track	RA 1080 (Teacher-Secondary)	At least 18 Proficient COIs at Outstanding; and At least 6 Proficient NCOIs at Very Satisfactory and 6 Proficient NCOIs at Outstanding

PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage III: Highly Proficient	Teacher V Teacher VI Teacher VII	SG-15 SG-16 SG-17	Master Teacher I	SG-18	Master's degree in relevant field(s) under Sports Track plus 18 professional units in Education	24 hours of training in Curriculum and Instruction of relevant field(s) under Sports Track 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)	5 years experience in teaching or industry work relevant field(s) under Sports Track	RA 1080 (Teacher-Secondary)	21 Proficient COIs at Outstanding; and 8 Proficient NCOIs at Very Satisfactory and 8 Proficient NCOIs at Outstanding
	Master Teacher I	SG-18	Master Teacher II	SG-19	Master's degree in relevant field(s) under Sports Track plus 18 professional units in Education	24 hours of training in Curriculum and Instruction of relevant field(s) under Sports Track 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)	5 years experience in teaching in relevant field(s) under Sports Track and 1 year experience in instructional supervision and technical assistance to teachers	RA 1080 (Teacher-Secondary)	At least 10 Highly Proficient COIs at Outstanding; and 5 Highly Proficient NCOIs at Very Satisfactory and 5 Highly Proficient NCOIs at Outstanding

PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage IV: Distinguished	Master Teacher I	SG-18	Master Teacher III	SG-20	Master's degree in relevant field(s) under Sports Track plus 18 professional units in Education	24 hours of training in Curriculum and Instruction of relevant field(s) under Sports Track and 8 hours of training in Instructional Supervision acquired within the last 5 years;	5 years experience in teaching in relevant field(s) under Sports Track and 2 years experience in instructional supervision and technical assistance to teachers	RA 1080 (Teacher-Secondary)	21 Highly Proficient COIs at Outstanding; and 8 Highly Proficient NCOIs at Very Satisfactory and 8 Highly Proficient NCOIs at Outstanding
	Master Teacher II	SG-19				or Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)			
	Master Teacher III	SG-20	Master Teacher IV	SG-21	Master's degree in relevant field(s) under Sports Track plus 18 professional units in Education	24 hours of training in Curriculum and Instruction of relevant field(s) under Sports Track and 16 hours of training in Instructional Supervision acquired within the last 5 years;	5 years experience in teaching in relevant field(s) under Sports Track and 3 years experience in instructional supervision and technical assistance to teachers	RA 1080 (Teacher-Secondary)	At least 10 Distinguished COIs at Outstanding; and 5 Distinguished NCOIs at Very Satisfactory and 5 Distinguished NCOIs at Outstanding
				or Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)					

PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage IV: Distinguished	Master Teacher III	SG-20	Master Teacher V	SG-22	Master's degree in relevant field(s) under Sports Track plus 18 professional units in Education	24 hours of training in Curriculum and Instruction of relevant field(s) under Sports Track 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)	5 years experience in teaching in relevant field(s) under Sports Track and 4 years experience in instructional supervision and technical assistance to teachers	RA 1080 (Teacher-Secondary)	21 Distinguished COIs at Outstanding; and 8 Distinguished NCOIs at Very Satisfactory and 8 Distinguished NCOIs at Outstanding



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

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

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

I. QUALIFICATION STANDARDS

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

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 preceding 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

MA. COLLEEN . EMORICHA, Ed.D, CESO VI

HRMPSB Chair

IV. DEPED SCHOOLS DIVISION OFFICE ACTION

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

Evaluated by:

Certified Correct

RENZ ROY A. RAMOS

Administrative Officer IV (HRMO)

GRACE R. JUGNO

Administrative Officer V (Admin Services)

Recommending Approval:

VIRGILIO P. BATAN, JR., CESO V
Schools Division Superintendent

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

Evaluated by:

JESSICA ANTONIETTE R. YAP

Teachers Credential Evaluator II

Certified Correct:

ROMEO M. DALIGDIG, EdD.

Chief, Administrative Division

Approved:

GREGORIO CYRUS R. ELEJORDE, Ed.D., CESO V
Assistant Regional Director



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

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

I. QUALIFICATION STANDARDS

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

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

II. PERFORMANCE REQUIREMENTS

- Copy of duly approved IPCRF for the school year immediately preceding 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

MA. COLLEEN . EMORICHA, Ed.D, CESO VI
HRMPSB Chair

IV. DEPED SCHOOLS DIVISION OFFICE ACTION

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

Evaluated by:

RENZ ROY A. RAMOS
Administrative Officer IV (HRMO)

Certified Correct

GRACE R. JUGNO
Administrative Officer V (Admin Services)

Recommending Approval:

VIRGILIO P. BATAN, JR., CESO V
Schools Division Superintendent

V. DEPED REGIONAL OFFICE ACTION

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

Evaluated by:

JESSICA ANTONIETTE R. YAP
Teachers Credential Evaluator II

Certified Correct:

ROMEO M. DALIGDIG, EdD.
Chief, Administrative Division

Approved:

GREGORIO CYRUS R. ELEJORDE, Ed.D., CESO V
Assistant Regional Director



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

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

I. QUALIFICATION STANDARDS

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

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

II. PERFORMANCE REQUIREMENTS

- Copy of duly approved IPCRF for the school year immediately preceding the application.
- 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

MA. COLLEEN . EMORICHA, Ed.D, CESO VI
HRMPSB Chair

IV. DEPED SCHOOLS DIVISION OFFICE ACTION

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

Evaluated by:

RENZ ROY A. RAMOS
Administrative Officer IV (HRMO)

Certified Correct

GRACE R. JUGNO
Administrative Officer V (Admin Services)

Recommending Approval:

VIRGILIO P. BATAN, JR., CESO V
Schools Division Superintendent

V. DEPED REGIONAL OFFICE ACTION

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

Evaluated by:

JESSICA ANTONIETTE R. YAP
Teachers Credential Evaluator

Certified Correct:

ROMEO M. DALIGDIG, EdD.
Chief, Administrative Division

Approved:

GREGORIO CYRUS R. ELEJORDE, Ed.D., CESO V
Assistant Regional Director



Republika ng Pilipinas
Department of Education

(INSERT REGION)

(INSERT SCHOOL DIVISION)

(INSERT SCHOOL)

TEACHER'S COMMITMENT FORM ON PPST INDICATORS FOR DEVELOPMENT

Current School Year : _____
Name of Teacher : _____
Position before : _____
Promotion : _____
Position Applied for : _____

A. PPST Indicators for Development

(Maximum of three (3) PPST Indicators with below the minimum performance.)

No.	Objective/PPST Indicator	School Year Covered	Previous Performance Rating	COI/NCOI
1.				
2.				
3.				

B. Commitment Statement

I hereby acknowledge the identified PPST Indicators for development listed above and commit to:

1. Integrate these indicators into my current Individual Performance Commitment and Review Form (IPCRF);
2. Undertake corresponding actions to improve performance in these areas within the current School Year; and
3. Participate in relevant professional development activities to address these areas of improvement.

Committed by:

Noted by:

[Signature]
[Name and Position of Teacher]
[Date]

[Signature]
[Name and Position of Principal]
[Date]

Received by:

[Name and Signature of the HRMPSB Chair]



Republic of the Philippines
Department of Education
 REGION IX - ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF ZAMBOANGA SIBUGAY

**CHECKLIST OF REQUIREMENTS FOR RECLASSIFICATION
 TEACHING & SCHOOL PRINCIPAL POSITIONS**

CHEKLIST FOR RECLASSIFICATION (TEACHING POSITIONS)	CHEKLIST FOR RECLASSIFICATION (SCHOOL PRINCIPAL POSITIONS)
<input type="checkbox"/> 1. Checklist of Requirements for Reclassification (Teaching Positions) – 1 copy	<input type="checkbox"/> 1. Checklist of Requirements for Reclassification (School Principal Positions) – 1 copy
<input type="checkbox"/> 2. Endorsement Letter duly signed by the SH – 1 copy	<input type="checkbox"/> 2. Endorsement Letter duly signed by the PSDS/DIC – 1 copy
<input type="checkbox"/> 3. Duly Accomplished RFTP of Qualified Applicants – 5 copies	<input type="checkbox"/> 3. Duly Accomplished RFSTP of Qualified Applicants – 5 copies
<input type="checkbox"/> 4. Generated Summary of eIPCR – Performance Requirements - duly signed by the PSDS/DIC (District Office) – 1 copy	<input type="checkbox"/> 4. Duly signed Plantilla Allocation List (PAL) (Annex R-2)– Division Office – 5 copies
<input type="checkbox"/> 5. Teacher’s Commitment Form - 2 copies	<input type="checkbox"/> 5. Duly Signed CAReER – Division Office - 2 copies
<input type="checkbox"/> 6. Duly signed Plantilla Allocation List (PAL) - Annex R-2)– Division Office – 5 copies	<input type="checkbox"/> 6. Updated PSIPOP –Division Office - 1 copy
<input type="checkbox"/> 7. Duly Signed CAReER – (Division Office)- 2 copies	<input type="checkbox"/> 7. Certification of the Availability of Funds duly signed by the Budget Officer and Latest Status report on the lumpsum fund – Division Office – 1 copy
<input type="checkbox"/> 8. Updated PSIPOP –(Division Office) - 1 copy	<input type="checkbox"/> 8. Certified copy of Sub-ARO – 1 copy
<input type="checkbox"/> 9. Certification of the Availability of Funds duly signed by the Budget Officer and Latest Status report on the lumpsum fund – Division Office – 1 copy	<input type="checkbox"/> 9. Duly Accomplished - CSC Form 212 - Personal Data Sheet – 1 copy
<input type="checkbox"/> 10. Certified copy of Sub-ARO – (Division Office)– 1 copy	<input type="checkbox"/> 10. Photocopy of Transcript of Records – 1 copy
<input type="checkbox"/> 11. Duly Accomplished - CSC Form 212 - Personal Data Sheet – 1- 1 copy	<input type="checkbox"/> 11. Photocopy of Duly Signed Service Record – 1 copy
<input type="checkbox"/> 12. Photocopy of Transcript of Records – 1 copy	<input type="checkbox"/> 12. Photocopy of Unexpired PRC License – 1 copy
<input type="checkbox"/> 13. Photocopy of Duly Signed Service Record – 1 copy	<input type="checkbox"/> 13. Photocopy of certificate/s of Completion of National Educators Academy of the Philippines (NEAP) accredited professional development programs/courses or certificates of training issues by NEAP -accredited public and private institutions or Photocopy of certificate/s of relevant specialized training or professional development programs, if any – 1 copy each
<input type="checkbox"/> 14. Photocopy of Unexpired PRC License – 1 copy	<input type="checkbox"/> 14. Certification of Rating (COR) in the NQESH, Principal’s Test or applicable School Head Assessment – 2 copies
<input type="checkbox"/> 15. Photocopy of certificate/s of Completion of National Educators Academy of the Philippines (NEAP) accredited professional development programs/courses or certificates of training issues by NEAP -accredited public and private institutions or Photocopy of certificate/s of relevant specialized training or professional development programs, if any – 1 copy each	<input type="checkbox"/> 15. Report on the Number of School Principal I Positions within the Division (Annex S-2) – 2 copies
<input type="checkbox"/> 16. Report on the Number of Teachers and Master Teacher Positions (for Master Teacher Applicants Only) – (Annex – S-1) – 2 copies	

Applicant's Declaration

I, _____,
 hereby declare that I have properly accomplished all the required forms in accordance with the instructions for each document. I further declare that I have submitted the complete set of documentary requirements attached to this checklist, as required for the processing of my appointment, and that these are true and correct to the best of my knowledge.

I FULLY UNDERSTAND AND ACKNOWLEDGE THAT:

•**MY APPLICATION FOR RECLASSIFICATION WILL NOT BE PROCESSED** unless all forms and requirements are properly accomplished, thoroughly filled out, and completely submitted as required.

•**ANY MISREPRESENTATION OR FRAUDULENT** documents submitted shall result in the **disqualification** of my application.

Applicant's signature over printed name

Certification

District/ School AO II/ Designated In-charge of checking the document

I hereby certify that I have carefully reviewed the documents submitted by the Appointee and verified their completeness and accuracy. I further certify that the Appointee is qualified for the position based on the prescribed **Qualification Standards (QS)**, has properly accomplished all required forms in accordance with the instructions, and has fully submitted the necessary requirements for Appointment, which are true and correct to the best of my knowledge.

Signature over printed name of AO II / Designated In-charge