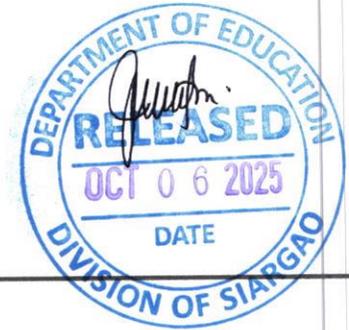




Republic of the Philippines  
**Department of Education**  
 CARAGA REGION  
 SCHOOLS DIVISION OF SIARGAO



DIVISION MEMORANDUM  
 No. 10-304 S. 2025

COMPOSITION OF THE DISTRICT SUB-COMMITTEE FOR THE ASSESSMENT  
 OF APPLICATION FOR RECLASSIFICATION FOR SCHOOL PRINCIPAL AND  
 TEACHING POSITIONS

To: Asst. Schools Division Superintendent  
 Public Schools District Supervisors  
 Public Schools Elementary and Secondary School Heads  
 Teaching and Non-Teaching Personnel  
 This Division

- In relation to the issued Executive order no 174 *Expanded Career Progression System for Public School Teachers* and DepEd-DBM Joint Circular No. 01, s. 2025 *Modified Position Classification and Compensation Scheme and System of Career Progression of Teachers and School Heads*, this office constitutes the district sub-committee to assess the documents submitted for the application to higher teaching position adherence to the established guidelines and policies ensuring to uphold the principles of merit and fitness, and equal opportunity.
- Composition of the District Sub-committee are as follows:

Dapa East	Chairperson: Regemie A. Alburo- PSDS Members: Kem E. Abuton – SP III Giovanette D. Espejon- SP IV Mark Anthony M. Sinday – MT I Evelyn N. Subayno – MT I Irphil E. Gocela – AO II Ryan S. Dumadag- AO II
Dapa West	Chairperson: Leah G. Mones – PSDS Members: Virginchita A. Gorgonio – SP IV Shinn Mark J. Engroba – SP II Harold Anjoben C. Espinile – MT I Juris T. Sulima – MT I Karyl Ann Mae C. Espinile – AO II Alyssa E. Conte – AO II
Gen. Luna	Chairperson: Rolando S. Sapuras – PSDS Ana Maria Tomasita C. Espejon – SP IV



Address: Km. 3, Brgy. Osmena, Dapa, Surigao del Norte  
 Contact No.: 09190040217

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Republic of the Philippines  
**Department of Education**  
CARAGA REGION  
**SCHOOLS DIVISION OF SIARGAO**

	Jonathan C. Gubantes – SP II Melanie C. Ortojan – MT I Nathaniel E. Gallentes – MT I Blaise R. Sumampong – AO II Nathaniel A. Congreso – AO II
Pilar	Chairperson: Julies P. Tesiorna – PSDS Members: Bonifacio M. Decoy Jr. – SP I Arnel S. Rosende – SP II Judith L. Espiel – MT I Pilar G. Seregal – MT I Resma Angelica T. Penera – AO II Gail Jasmine E. Gemparo – AO II
Numancia	Chairperson: Joseph D. Solana – PSDS Members: Carmen G. Guilaran – SP III Glenn B. Resnera – HT I Charrel C. Astronomo – MT II June Mark T. Solloso – MT I Jeselle A. Comon – AO II Randy R. Maravillas – AO II
San Isidro	Chairperson: Marites M. Petallo – PSDS Members: Lovely Aguda – HT I Danilo E. Racho – HT III Linie T. Murillo – MT I Jane M. Pajarillo – MT I Frank Bernard Y. Espanto – AO II Eirenjoe D. Bonono – AO II
Burgos and San Benito	Chairperson: Kathleen M. Jornales – PSDS Members: Reysan J. Tesiorna – SP II Sammy E. Baylan – SP I Ivie C. Lagarde – MT II Malyn S. Nogaliza – MT I Janerie P. Quinaso – AO II Jenkins A. Platil – AO II
Sapao	Chairperson: Emile C. Pomoy – PSDS Members: Jovy C. Liza – SP IV Alejo D. Obrial – SP I Susan R. Napoco – MT II Jonas B. Dumanjog – MT II Jenafe J. Tayco – AO II



Republic of the Philippines  
**Department of Education**  
 CARAGA REGION  
 SCHOOLS DIVISION OF SIARGAO

	Joey P. Cadayona – AO II
Socorro East	Chairperson: Girlie Joi Bamba C. Sanico – PSDS Members: Maisan P. Mscardo – P IV Jocelyn M. Vosotros – P I Irish E. Besas – MT II Tamarah Harrel M. Consigna – MT II Lewanie B. Dizon – AO II Lesly T. Ramirez – AO II
Socorro West	Chairperson: Sarachen L. Sangco – PSDS Members: Sheila Jane D. Lasala – SP IV Mayeth Q. Guma – HT III Maribeth D. Dizon – MT II Dedina H. Sanico – MT I Icee C. Rosillo – AO II Shyaharah G. Rivas – AO II

3. The duties and responsibilities of the sub-committee are as follows:
1. Check the completeness of documentary requirements of the position applied.
  2. Assess the applicant’s qualification vis-à-vis the civil service commission minimum qualification standard of the position
  3. Assess the performance requirements of the position pertaining to the required number of Classroom Observable Indicators (COI) and Non-Classroom Observable (NCOI).
  4. Duly fill-up the Summary of the Achievement of PPST indicators found in the Reclassification Form for Teaching Position (RFTP) from Teacher II to Teacher VII, Master Teacher I to Master Teacher III, and Master Teacher IV to Master Teacher V
  5. Constitute the initial Comparative Assessment Ranking in your district.
  6. Submit the Comparative Assessment Ranking together with the applicant’s pertinent documents to the Division office thru the HR office.
4. For guidance and compliance.

*fr. Manuel O. Caberte*  
**MANUEL O. CABERTE**  
 Schools Division Superintendent *6/6/2025*

References:  
 DepEd order no. 19, s. 2025  
 Executive order no. 174 s. 2024  
 Inclusions:  
 RFTP and RFSP  
 Checklist and Omnibus Sworn Statement with Data Privacy Consent  
 To be included in the perpetual index of the following:

**HR-RSP HRMO PRIME-HRM**



Address: Km. 3, Brgy. Osmena, Dapa, Surigao del Norte  
 Contact No.: 09190040217

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**CHECKLIST OF REQUIREMENTS**

Name of Applicant: \_\_\_\_\_ Application Code: \_\_\_\_\_  
 Position Applied For: \_\_\_\_\_  
 Office of the Position Applied For: \_\_\_\_\_  
 Contact Number: \_\_\_\_\_  
 Religion: \_\_\_\_\_  
 Ethnicity: \_\_\_\_\_  
 Person with Disability: Yes ( ) No ( )  
 Solo Parent: Yes ( ) No ( )

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

Attested:

\_\_\_\_\_  
 Human Resource Management Officer

**OMNIBUS SWORN STATEMENT****CERTIFICATION OF AUTHENTICITY AND VERACITY**

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

**DATA PRIVACY CONSENT**

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

\_\_\_\_\_  
 Name and Signature of Applicant

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

\_\_\_\_\_  
 Person Administering Oath

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



Republika ng Pilipinas  
**Department of Education**

**RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)**

Name: \_\_\_\_\_ Current Position: \_\_\_\_\_  
 Position Applied: \_\_\_\_\_ Item Number: \_\_\_\_\_  
 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	<i>To be filled-out by the HRMO</i>	<i>To be filled-out by the HRMO</i>	
Training			
Experience			
Eligibility			

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

**II. PERFORMANCE REQUIREMENTS**

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

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

**Summary of the Achievement of PPST Indicators**

Domain/Strand/Indicators		O	VS
<b>No.</b>	<b>Domain 1. Content Knowledge and Pedagogy</b>		
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		

	<b>Domain 2. Learning Environment</b>		
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.		
	<b>Domain 3. Diversity of Learners</b>		
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.		
	<b>Domain 4. Curriculum and Planning</b>		
19	4.1.2 Plan, manage and implement developmentally sequenced teaching and learning process 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.		
	<b>Domain 5. Assessment and Reporting</b>		
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.		

	<b>Domain 6. Community Linkages and Professional Engagement</b>		
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.		
	<b>Domain 7. Personal Growth and Professional Development</b>		
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.		
<b>Total Number of O and VS</b>			

**III. COMPARATIVE ASSESSMENT RESULT**

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

Conforme:

Attested by:

\_\_\_\_\_  
Teacher Applicant

\_\_\_\_\_  
HRMPSB Chair

**IV. DEPED SCHOOLS DIVISION OFFICE ACTION**

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

Evaluated by:

\_\_\_\_\_  
Administrative Officer IV (HRMO)

Certified Correct

\_\_\_\_\_  
Administrative Officer V (Admin Services)

Recommending Approval:

\_\_\_\_\_  
Schools Division Superintendent

**V. DEPED REGIONAL OFFICE ACTION**

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

Evaluated by:

\_\_\_\_\_  
Teachers Credential Evaluator

Certified Correct:

\_\_\_\_\_  
Chief, Administrative Division

Approved:

\_\_\_\_\_  
Regional Director



Republika ng Pilipinas  
Department of Education

**RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)**

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

**I. QUALIFICATION STANDARDS**

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

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

**II. PERFORMANCE REQUIREMENTS**

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

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

Domain/Strand/Indicators		O	VS
<b>No.</b>	<b>Domain 1. Content Knowledge and Pedagogy</b>		
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.		

	<b>Domain 2. Learning Environment</b>		
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.		
	<b>Domain 3. Diversity of Learners</b>		
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.		
	<b>Domain 4. Curriculum and Planning</b>		
19	4.1.3 Develop and apply effective strategies in the planning and management of developmentally sequenced teaching and learning process 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.		
	<b>Domain 5. Assessment and Reporting</b>		
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.		
<b>Domain 6. Community Linkages and Professional Engagement</b>			
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.		
<b>Domain 7. Personal Growth and Professional Development</b>			
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.		
<b>Total Number of O and VS</b>			

### III. COMPETENCY ASSESSMENT RESULTS

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

Conforme:

Attested by:

\_\_\_\_\_  
Teacher Applicant

\_\_\_\_\_  
HRMPSB Chair

### IV. DEPED SCHOOLS DIVISION OFFICE ACTION

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

Evaluated by:

\_\_\_\_\_  
Administrative Officer IV (HRMO)

Certified Correct

\_\_\_\_\_  
Administrative Officer V (Admin Services)

Recommending Approval:

\_\_\_\_\_  
Schools Division Superintendent

**V. DEPED REGIONAL OFFICE ACTION**

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

Evaluated by:

\_\_\_\_\_  
Teachers Credential Evaluator

Certified Correct:

\_\_\_\_\_  
Chief, Administrative Division

Approved:

\_\_\_\_\_  
Regional Director



Republika ng Pilipinas  
Department of Education

**RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)**

Name: \_\_\_\_\_ Current Position: \_\_\_\_\_  
 Position Applied: \_\_\_\_\_ Item Number: \_\_\_\_\_  
 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**

Domain/Strand/Indicators		O	VS
<b>No.</b>	<b>Domain 1. Content Knowledge and Pedagogy</b>		
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.		

	<b>Domain 2. Learning Environment</b>		
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.		
	<b>Domain 3. Diversity of Learners</b>		
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.		
	<b>Domain 4. Curriculum and Planning</b>		
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 process.		
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 in 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.		
	<b>Domain 5. Assessment and Reporting</b>		
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.		
<b>Domain 6. Community Linkages and Professional Engagement</b>			
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.		
<b>Domain 7. Personal Growth and Professional Development</b>			
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.		
<b>Total Number of O and VS</b>			

### III. COMPETENCY ASSESSMENT RESULTS

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

Conforme:

Attested by:

\_\_\_\_\_  
Teacher Applicant

\_\_\_\_\_  
HRMPSB Chair

### IV. DEPED SCHOOLS DIVISION OFFICE ACTION

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

Evaluated by:

\_\_\_\_\_  
Administrative Officer IV (HRMO)

Certified Correct

\_\_\_\_\_  
Administrative Officer V (Admin Services)

Recommending Approval:

\_\_\_\_\_  
Schools Division Superintendent

**V. DEPED REGIONAL OFFICE ACTION**

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

Evaluated by:

\_\_\_\_\_  
Teachers Credential Evaluator

Certified Correct:

\_\_\_\_\_  
Chief, Administrative Division

Approved:

\_\_\_\_\_  
Regional Director



Republika ng Pilipinas  
Department of Education

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

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

**I. QUALIFICATION STANDARDS**

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

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

**II. SCHOOL HEADS ASSESSMENT (or its equivalent)**

Eligible Score \_\_\_\_\_  
 Not Eligible

**III. PERFORMANCE RATING:**

Must be at least Very Satisfactory  
 Attach certified true copy of School's Office Performance Commitment and Review (IPCR) Form in the last rating period

**IV. COMPARATIVE ASSESSMENT RESULT**

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

Conformed: \_\_\_\_\_ Attested by: \_\_\_\_\_  
 Applicant HRMPSB Chair

**V. DEPED SCHOOLS DIVISION OFFICE ACTION**

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

Evaluated by: \_\_\_\_\_  
 Administrative Officer IV (HRMO)

Certified Correct  
 \_\_\_\_\_  
 Administrative Officer V (Admin Services)

Recommending Approval:

\_\_\_\_\_  
 Schools Division Superintendent

**VI. DEPED REGIONAL OFFICE ACTION**

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

Evaluated by:

\_\_\_\_\_  
Teachers Credential Evaluator

Certified Correct:

\_\_\_\_\_  
Chief, Administrative Division

Approved:

\_\_\_\_\_  
Regional Director