

DA-SEP 14 2025



Republic of the Philippines
Department of Education
MIMAROPA REGION
SCHOOLS DIVISION OF MARINDUQUE

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

OSDS-HR-2025-024

To: Assistant Schools Division Superintendent
Chief Education Supervisor, CID/OIC-CES, SGOD
School Heads, Public Elementary, Secondary, Integrated School
All Others Concerned

From: **LYNN G. MENDOZA, EdD**
Officer-In-Charge
Schools Division Superintendent

Subject: **APPLICATIONS FOR RECLASSIFICATION OF POSITIONS FOR SCHOOL PRINCIPAL AND TEACHING POSITIONS IN THE SCHOOLS DIVISION OF MARINDUQUE**

Date: September 11, 2025

1. Pursuant to DepEd Order No. 024, s. 2025 entitled "*Guidelines on the Reclassification to School Principal and Teaching Positions,*" this Office hereby announces the **Applications for Reclassification for School Principal and Teaching positions**. The estimated number of slots for reclassification per position shall be determined by the Human Resource Merit Promotion and Selection Board (HRMPSB) and approved by the Schools Division Superintendent (SDS), based on:

- a. Available budget allotment for the current fiscal year;
- b. Priority positions based on needs analysis; and
- c. Applicable staffing standards and ratios for Master Teacher and School Principal positions.

2. The following are the approved qualification standards for teaching and school principal positions.

Approved CS-Qualification Standard for Teaching and School Principal

School Administration Group:

SCHOOL PRINCIPAL POSITIONS

POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
School Principal I	19	<p>Master's degree in Education, or Educational Management, or Educational Leadership; or</p> <p>Master's degree in relevant learning area with at least 9 units in Management</p>	<p>5 years teaching experience and 1 year relevant experience in any of the following: learning area coordination, subject area supervision, school management and operations, instructional supervision</p>	<p>32 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, School Management and Operations, Instructional Leadership acquired within the last 5 years</p>	<p>RA 1080, as amended (Teacher)</p>
School Principal II	20	<p>Master's degree in Education, or Educational Management, or Educational Leadership; or</p> <p>Master's degree in relevant learning area with at least 12 units in Management</p>	<p>5 years teaching experience and 2 years experience in school management and operations</p>	<p>32 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, School Management and Operations, Instructional Leadership acquired within the last 5 years</p>	<p>RA 1080, as amended (Teacher)</p>
School Principal III	21	<p>Master's degree in Education, or Educational Management, or Educational Leadership; or</p> <p>Master's degree in relevant learning area with at least 15 units in Management</p>	<p>5 years teaching experience and 3 years experience in school management and operations</p>	<p>40 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, School Management and Operations, Instructional Leadership acquired within the last 5 years</p>	<p>RA 1080, as amended (Teacher)</p>
School Principal IV	22	<p>Master's degree in Education, or Educational</p>	<p>5 years teaching experience and 4 years experience</p>	<p>40 hours of training in any of or a</p>	<p>RA 1080, as amended (Teacher)</p>

		Management, or Educational Leadership; or Master's degree in relevant learning area with at least 18 units in Management	in school management and operations	cumulative of the following: Curriculum, Pedagogy, School Management and Operations, Instructional Leadership acquired within the last 5 years	
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Teaching Group:

TEACHER: ELEMENTARY AND SECONDARY LEVEL

POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
Teacher II (Elementary)	12	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education	1 year teaching experience	8 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	RA 1080, as amended (Teacher-Elementary/Secondary)
Teacher II (Secondary)					RA 1080, as amended (Teacher-Secondary)
Teacher III (Elementary)	13	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education	2 years teaching experience	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	RA 1080, as amended (Teacher-Elementary/Secondary)
Teacher III (Secondary)					RA 1080, as amended (Teacher-Secondary)
Teacher IV (Elementary)	14	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education	3 years teaching experience	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	RA 1080, as amended (Teacher-Elementary/Secondary)
Teacher IV (Secondary)					RA 1080, as amended (Teacher-Secondary)

				development program for Career Stage II (Proficient Teacher)	
Teacher V (Elementary)	15	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education	3 years teaching experience	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)	RA 1080, as amended (Teacher-Elementary/Secondary)
Teacher V (Secondary)					RA 1080, as amended (Teacher-Secondary)
Teacher VI (Elementary)	16	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education	4 years teaching experience	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)	RA 1080, as amended (Teacher-Elementary/Secondary)
Teacher VI (Secondary)					RA 1080, as amended (Teacher-Secondary)
Teacher VII (Elementary)	17	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education	4 years teaching experience	32 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject	RA 1080, as amended (Teacher-Elementary/Secondary)
Teacher VII (Secondary)					RA 1080, as amended

				Specialization acquired within the last 5 years Or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	(Teacher-Secondary)
Master Teacher I (Elementary)	18	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	5 years teaching experience	24 hours of training in any 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)	RA 1080, as amended (Teacher-Elementary/Secondary)
Master Teacher I (Secondary)					RA 1080, as amended (Teacher-Secondary)
Master Teacher II (Elementary)	19	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	5 years teaching experience and 1 year relevant experience in instructional supervision and technical assistance to teachers	24 hours of training in any or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 8 hours of training in Instructional Supervision	RA 1080, as amended (Teacher-Elementary/Secondary)
Master Teacher II (Secondary)					RA 1080, as amended (Teacher-Secondary)

				<p>acquired within the last 5 years;</p> <p>or</p> <p>Completion of NEAP- requisite professional development program for Career Stage III (Highly Proficient Teacher)</p>	
Master teacher III (Elementary)	20	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	5 years teaching experience and 2 years relevant experience in instructional supervision and technical assistance to teachers	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;	RA 1080, as amended (Teacher-Elementary/Secondary)
Master Teacher III (Secondary)				<p>or</p> <p>Completion of NAEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)</p>	RA 1080, as amended (Teacher-Secondary)
Master Teacher IV (Elementary)	21	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	5 years teaching experience and 3 years relevant experience in instructional supervision and technical assistance to teachers	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;	RA 1080, as amended (Teacher-Elementary/Secondary)
Master Teacher IV (Secondary)				<p>or</p> <p>Completion of NAEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)</p>	RA 1080, as amended (Teacher-Secondary)

				or Completion of NEAP- requisite professional development program for Career Stage IV (Distinguished Teacher)	
Master Teacher V (Elementary)	22	Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	5 years teaching experience and 4 years relevant experience in instructional supervision and technical assistance to teachers	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)	RA 1080, as amended (Teacher-Elementary/Secondary)
Master Teacher V (Secondary)					RA 1080, as amended (Teacher-Secondary)

Teaching Group:

TEACHER: SENIOR HIGH SCHOOL (SHS)

Track: Academic Track and Core Subjects

POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
Teacher II (Senior High School Teacher II- Academic Track and Core Subjects)	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	1 year experience in teaching or industry work in relevant strand/subject	8 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization	RA 1080, as amended (Teacher-Secondary) for permanent appointments

		strand/subject plus 18 units of professional units in Education		acquired within the last 5 years	
		Bachelor's degree with a major in the relevant strand/subject; or any Bachelor's degree with at least 6 units towards Master's degree in the relevant strand/subject			None require for provisional and contractual appointments <i>must pass the LET within 5 years after the date of first hiring</i>
Teacher III (Senior High School Teacher III-Academic Track and Core Subjects)	13	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 12 units towards Master's degree in relevant strand/subject plus 18 units of professional units in Education	2 years experience in teaching or industry work in relevant strands/subject	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	RA 1080, as amended (Teacher-Secondary) for permanent appointments
		Bachelor's degree with a major in the relevant strand/subject; or any Bachelor's degree with at least 12 units towards Master's degree in the relevant strand/subject			None required for provisional and contractual appointments <i>must pass the LET within 5 years after the date of first hiring</i>
Teacher IV (Senior High School Teacher IV-Academic Track and Core Subjects)	14	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 18 units towards Master's degree in relevant strand/subject plus 18 units of professional units in Education	3 years experience in teaching or industry work in relevant strand/subject	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-	RA 1080, as amended (Teacher-Secondary) for permanent appointments
		Bachelor's degree with a major in the relevant strand/subject; or any Bachelor's degree with			None required for provisional ¹ and contractual appointments

		at least 18 units towards Master's degree in the relevant strand/subject		requisite professional development program for Career Stage II (Proficient Teacher)	<i>¹must pass the LET within 5 years after the date of first hiring</i>
Teacher V (Senior High School Teacher V-Academic Track and Core Subjects)	15	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 24 units towards Master's degree in relevant strand/subject plus 18 units of professional units in Education	3 years experience in teaching or industry work in relevant strand/subject	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years;	RA 1080, as amended (Teacher-Secondary) for permanent appointments
		Bachelor's degree with a major in the relevant strand/subject; or any Bachelor's degree with at least 24 units towards Master's degree in the relevant strand/subject			or Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)
Teacher VI (Senior High School Teacher VI-Academic Track and Core Subjects)	16	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 30 units towards Master's degree in relevant strand/subject plus 18 units of professional units in Education	4 years experience in teaching or industry work in relevant strand/subject	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;	RA 1080, as amended (Teacher-Secondary) for permanent appointments
		Bachelor's degree with a major in the relevant strand/subject; or any Bachelor's degree with at least 30 units towards Master's degree in the relevant strand/subject			or Completion of NEAP-requisite professional

				development program for Career Stage II (Proficient Teacher)	<i>date of first hiring</i>
Teacher VII (Senior High School Teacher VII-Academic Track and Core Subjects)	17	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 36 units towards Master's degree in relevant strand/subject plus 18 units of professional units in Education	4 years experience in teaching or industry work in relevant strand/subject	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;	RA 1080, as amended (Teacher-Secondary) for permanent appointments
		Bachelor's degree with a major in the relevant strand/subject; or any Bachelor's degree with at least 36 units towards Master's degree in the relevant strand/subject			None required for provisional and contractual appointments <i>must pass the LET within 5 years after the date of first hiring</i>
Master Teacher I (Senior High School Master Teacher I-Academic Track and Core Subjects)	18	Master's degree in relevant strand/subject plus 18 professional units in Education	5 years experience in teaching or industry work in relevant strand/subject	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;	RA 1080, as amended (Teacher-Secondary) for permanent appointments
		Master's degree in relevant strand/subject			None required for provisional and contractual appointments <i>must pass the LET within 5 years after the date of first hiring</i>
				or Completion of NEAP-	

				requisite professional development program for Career Stage III (Highly Proficient Teacher)	
Master Teacher II (Senior High School Master Teacher II-Academic Track and Core Subjects)	19	Master's degree in relevant strand/subject plus 18 professional units in Education	5 years experience in teaching in relevant strand/subject and 1 year experience in instructional supervision and technical assistance to teachers	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)	RA 1080, as amended (Teacher-Secondary) for permanent appointments
		Master's degree in relevant strand/subject			None required for provisional and contractual appointments <i>must pass the LET within 5 years after the date of first hiring</i>
Master Teacher III (Senior High School Master Teacher III-Academic Track and Core Subjects)	20	Master's degree in relevant strand/subject plus 18 professional units in Education	5 years experience in teaching in relevant strand/subject and 2 years experience in instructional supervision and technical assistance to teachers	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	RA 1080, as amended (Teacher-Secondary) for permanent appointments
		Master's degree in relevant strand/subject			None required for provisional and contractual appointments <i>must pass the LET within 5 years after the date of first hiring</i>

				<p>the last 5 years;</p> <p>or</p> <p>Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)</p>	
Master Teacher IV (Senior High School Master Teacher IV-Academic Track and Core Subjects)	21	Master's degree in relevant strand/subject plus 18 professional units in Education	5 years experience in teaching in relevant strand/subject and 3 years experience in instructional supervision and technical assistance to teachers	<p>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;</p> <p>or</p> <p>Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)</p>	RA 1080, as amended (Teacher-Secondary) for permanent appointments
		Master's degree in relevant strand/subject			None required for provisional and contractual appointments <i>must pass the LET within 5 years after the date of first hiring</i>
Master Teacher V (Senior High School Master Teacher V-Academic Track and Core Subjects)	22	Master's degree in relevant strand/subject plus 18 professional units in Education	5 years experience in teaching in relevant strand/subject and 4 years experience in instructional supervision and technical	<p>24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization and 16 hours</p>	RA 1080, as amended (Teacher-Secondary) for permanent appointments
		Master's degree in relevant strand/subject			None required for provisional ¹ and contractual appointments

			assistance to teachers	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)	<i>1 must pass the LET within 5 years after the date of first hiring</i>
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Teaching Group:

TEACHER: SENIOR HIGH SCHOOL (SHS)

Track: Technical Vocational (TVL) Track

POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
Teacher II (Senior High School Teacher II- Technical Vocational Track (TVL))	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	1 year experience in teaching or industry experience in relevant strand/area of specialization	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization	RA 1080, as amended (Teacher-Secondary) for permanent appointments
		Bachelor's degree relevant to the area of specialization; or any Bachelor's degree plus completion of technical-vocational course(s) in the area of specialization			None required for provisional and contractual appointments <i>must pass the LET within 5 years after the date of first hiring</i>
Teacher III (Senior High School Teacher III- Technical Vocational Track (TVL))	13	Bachelor's degree relevant to the area of specialization plus 18 professional units in Education; or any Bachelor's degree and completion of	2 years experience in teaching or industry experience in relevant	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant	RA 1080, as amended (Teacher-Secondary) for permanent appointments

		technical-vocational course(s) in the area of specialization plus 18 professional units in Education	strand/area of specialization	technical-vocational course(s) in the area of specialization	
		Bachelor's degree relevant to the area of specialization; or any Bachelor's degree plus completion of technical-vocational course(s) in the area of specialization			None required for provisional and contractual appointments <i>must pass the LET within 5 years after the date of first hiring</i>
Teacher IV (Senior High School Teacher IV-Technical Vocational Track (TVL))	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	3 years experience in teaching or industry experience in relevant strand/area of specialization	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization	RA 1080, as amended (Teacher-Secondary) for permanent appointments
		Bachelor's degree relevant to the area of specialization; or any Bachelor's degree plus completion of technical-vocational course(s) in the area of specialization			None required for provisional and contractual appointments <i>must pass the LET within 5 years after the date of first hiring</i>
Teacher V (Senior High School Teacher V-Technical Vocational Track (TVL))	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	3 years and 6 months experience in teaching or industry experience in relevant strand/area of specialization	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization	RA 1080, as amended (Teacher-Secondary) for permanent appointments
		Bachelor's degree relevant to the area of specialization; or any			None required for provisional and contractual

		Bachelor's degree plus completion of technical-vocational course(s) in the area of specialization		Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	appointments <i>must pass the LET within 5 years after the date of first hiring</i>
Teacher VI (Senior High School Teacher VI-Technical Vocational Track (TVL))	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	4 years experience in teaching or industry experience in relevant strand/area of specialization	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)	RA 1080, as amended (Teacher-Secondary) for permanent appointments
		Bachelor's degree relevant to the area of specialization; or any Bachelor's degree plus completion of technical-vocational course(s) in the area of specialization			None required for provisional and contractual appointments <i>must pass the LET within 5 years after the date of first hiring</i>
Teacher VII (Senior High School Teacher VII-Technical Vocational Track (TVL))	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	4 years and 6 months experience in teaching or industry experience in relevant strand/area of specialization	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	RA 1080, as amended (Teacher-Secondary) for permanent appointments
		Bachelor's degree relevant to the area of specialization; or any Bachelor's degree plus completion of technical-vocational course(s) in the area of specialization			None required for provisional and contractual appointments <i>must pass the LET within 5 years after the date of first hiring</i>

				(Proficient Teacher)	
Master Teacher I (Senior High School Master Teacher I- Technical Vocational Track (TVL))	18	Master's degree in relevant field(s) under the strand/area of specialization plus 18 professional units in Education	5 years experience in teaching or industry experience in relevant strand/area of specialization	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)	RA 1080, as amended (Teacher-Secondary) for permanent appointments
		Master's degree in relevant field(s) under the strand/area of specialization			None required for provisional and contractual appointments <i>must pass the LET within 5 years after the date of first hiring</i>
Master Teacher II (Senior High School Master Teacher II- Technical Vocational Track (TVL))	19	Master's degree in relevant field(s) under the strand/area of specialization plus 18 professional units in Education	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	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)	RA 1080, as amended (Teacher-Secondary) for permanent appointments
		Master's degree in relevant field(s) under the strand/area of specialization			None required for provisional and contractual appointments <i>must pass the LET within 5 years after the date of first hiring</i>
Master Teacher III	20	Master's degree in relevant field(s) under	5 years experience in	National Certificate (NC)	RA 1080, as amended

(Senior High School Master Teacher III- Technical Vocational Track (TVL))		the strand/area of specialization plus 18 professional units in Education	teaching or industry experience in relevant	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)	(Teacher-Secondary) for permanent appointments
		Master's degree in relevant field(s) under the strand/area of specialization	strand/area of specialization; and 2 years experience in instructional supervision and technical assistance to teachers		None required for provisional and contractual appointments <i>must pass the LET within 5 years after the date of first hiring</i>
Master Teacher IV (Senior High School Master Teacher IV- Technical Vocational Track (TVL))	21	Master's degree in relevant field(s) under the strand/area of specialization plus 18 professional units in Education	5 years experience in teaching or industry experience in relevant	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)	RA 1080, as amended (Teacher-Secondary) for permanent appointments
		Master's degree in relevant field(s) under the strand/area of specialization	strand/area of specialization; and 3 years experience in instructional supervision and technical assistance to teachers		None required for provisional and contractual appointments <i>must pass the LET within 5 years after the date of first hiring</i>
Master Teacher V (Senior High School Master Teacher V- Technical Vocational Track (TVL))	22	Master's degree in relevant field(s) under the strand/area of specialization plus 18 professional units in Education	5 years experience in teaching or industry experience in relevant	National Certificate (NC) II and Trainer's Methodology Certificate (TMC) I in relevant technical-	RA 1080, as amended (Teacher-Secondary) for permanent appointments
		Master's degree in relevant field(s) under	strand/area of specialization;		None required for provisional

		the strand/area of specialization	and 4 years experience in instructional supervision and technical assistance to teachers	vocational course(s) in the area of specialization; or Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)	and contractual appointments <i>must pass the LET within 5 years after the date of first hiring</i>
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3. All applicants shall submit the following documentary requirements to the respective HRMOs, Division Sub-Committee or in the Records Unit, Schools Division Office (SDO), not later than **September 22, 2025, 5:00 PM**

3.1 Attachment A-1: Checklist of Documentary Requirements for Teaching Positions (RFTP)

- a. Letter of intent addressed to the SDS (statement of purpose, position applied for).
- b. Duly accomplished PDS (CSC Form 212, Revised 2025) with Work Experience Sheet.
- c. Photocopy of valid and updated PRC License/ID.
- d. Certificate of Competency Level (if applicable).
- e. Photocopy of scholastic/academic records (TOR, Diploma, SOs, graduate/post-grad units).
- f. Photocopy of duly signed Service Record.
- g. Photocopy of latest appointment.
- h. Photocopy of certificate/s of completion of NEAP accredited professional development programs/courses, or certificate of training issued by NEAP-accredited public and private institutions or Photocopy of certificate/s of relevant specialize trainings or professional development programs, if any.
- i. Photocopy of Technical Education and Skills Development Authority (TESDA) National Certificate (NC) II, Trainers Methodology Certificate (TMC) (for SHS applicants in the Technical Vocational Livelihood (TVL) Track only.
- j. Photocopy of the require Performance Ratings with at least Very Satisfactory rating (Note: The Applicant shall submit at most three (3) performance ratings depending on the performance requirements per Item 14 of DepEd Order No. 24, s. 2025. The lates performance rating shall cover one (1) year complete performance rating period in the current. position.

- k. Checklist of Requirements & Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and Data Privacy Consent Form (RA 10173).
- l. Other documents as may be required by the HRMPSB including but not limited to portfolio for the assessment of identified PPST non-classroom observable indicators.

3.2 Attachment A-2: Checklist of Documentary Requirements for School Principal Positions (RFSPP)

- a. Letter of intent addressed to the SDS (statement of purpose, position applied for).
- b. Duly accomplished PDS (CSC Form 212, Revised 2025) with Work Experience Sheet.
- c. Photocopy of valid and updated PRC License/ID.
- d. Certificate of Competency Level issued by Authorized body (if applicable).
- e. Photocopy of scholastic/academic records(i.e., Special Order, Transcript of Records and Diploma, including completion of graduate and post-graduate units/degree, if available).
- f. Photocopy of duly signed Service Record.
- g. Photocopy of certificate/s of completion of NEAP accredited professional development programs/courses, or certificate of training issued by NEAP-accredited public and private institutions or Photocopy of certificate/s of relevant specialize trainings or professional development programs, if any.
- h. Certificate of Rating (COR) in the School Head Assessment (National Qualifying Examination for School Heads (NQESH) or Principals Test or other school head assessment as may be administered by DepEd.
- i. Photocopy of latest appointment.
- j. Photocopy of the Performance Rating with at least Very Satisfactory rating in the last rating period covering one (1) complete performance rating period in the current position prior to the deadline of submission;
- k. Checklist of Requirements & Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and Data Privacy Consent Form (RA 10173).
- l. Other documents as may be required by the HRMPSB for the comparative Assessment including but not limited to:
 - MOVs showing Outstanding Accomplishments, Application of Education, Learning, and Development reckoned from the date of last issuance of appointment.

4. Only those with complete submissions of the required documents shall. Hence, individuals who will fail to submit complete mandatory documents item 3.1a to 3.1.1 for (Teaching positions) and item 3.2 a to 3.2 k for (School Principal positions) until September 22,

2025 5:00 pm shall not be included in the pool of official applicants. Submission of electronic copies shall be subject to the provisions of RA No. 8792 (*Electronic Commerce Act of 2000*).

5. Additionally, non-submission of the additional documentary requirements or those that may be required by the HRMPSB shall not warrant exclusion from the pool of official applicants.

6. In line with the DepEd's commitment to the **Equal Employment Opportunity Principle (EEO)**, all qualified applicants shall be given equal opportunity to apply for a position regardless of age, sex, sexual orientation, gender identity and expression, civil status, disability, religion, ethnicity, or political beliefs.

7. Attached are the Reclassification Form for Teaching Position (RFTP) and Reclassification Form for School Principal Position (RFSP) for reference.

8. For dissemination and information.



Republic of the Philippines
Department of Education
 MIMAROPA REGION
 SCHOOLS DIVISION OF MARINDUQUE

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	<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 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

Summary of the Achievement of PPST Indicators

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

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

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

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

III. COMPARATIVE ASSESSMENT RESULT

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

Conforme:

Attested by:

Teacher Applicant

HRMPSB Chair

IV. DEPED SCHOOLS DIVISION OFFICE ACTION

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

Evaluated by:

Administrative Officer IV (HRMO)

Certified Correct

Administrative Officer V (Admin Services)

Recommending Approval:

Schools Division Superintendent

V. DEPED REGIONAL OFFICE ACTION

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

Evaluated by:

Teachers Credential Evaluator

Certified Correct:

Chief, Administrative Division

Approved:

Regional Director

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

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

III. COMPARATIVE ASSESSMENT RESULTS

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

Conforme:

Attested by:

Teacher Applicant

HRMPSB Chair

IV. DEPED SCHOOLS DIVISION OFFICE ACTION

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

Evaluated by:

Administrative Officer IV (HRMO)

Certified Correct

Administrative Officer V (Admin Services)

Recommending Approval:

Schools Division Superintendent

V. DEPED REGIONAL OFFICE ACTION

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

Evaluated by:

Teachers Credential Evaluator

Certified Correct:

Chief, Administrative Division

Approved:

Regional Director



Republic of the Philippines
Department of Education
 MIMAROPA REGION
 SCHOOLS DIVISION OF MARINDUQUE

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

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



Republic of the Philippines
Department of Education
 MIMAROPA REGION
 SCHOOLS DIVISION OF MARINDUQUE

RECLASSIFICATION FORM FOR SCHOOL PRINCIPAL POSITIONS (RFSPP)

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

I. QUALIFICATION STANDARDS

Elements	QS of the Position	QS of the Applicant	Remarks
Education	<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. SCHOOL HEADS ASSESSMENT (or its equivalent)

Eligible Score _____
 Not Eligible

III. PERFORMANCE RATING: _____

*Must be at least **Very Satisfactory***

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

IV. COMPARATIVE ASSESSMENT RESULT

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

Conforme: _____ Attested by: _____
 Applicant _____ HRMPSB Chair _____

V. DEPED SCHOOLS DIVISION OFFICE ACTION

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

Evaluated by: _____
 Administrative Officer IV (HRMO)

Certified Correct

 Administrative Officer V (Admin Services)

Recommending Approval:

VI. DEPED REGIONAL OFFICE ACTION

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

Evaluated by:

Teachers Credential Evaluator

Certified Correct:

Chief, Administrative Division

Approved:

Regional Director