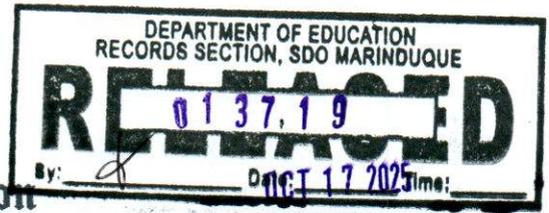




Republic of the Philippines  
**Department of Education**  
MIMAROPA REGION  
SCHOOLS DIVISION OF MARINDUQUE



**Office of the Schools Division Superintendent**

**MEMORANDUM**

OSDS-HR-2025-030

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: **SUBMISSION OF PERTINENT DOCUMENTS FOR RECLASSIFICATION OF POSITIONS FOR SCHOOL PRINCIPAL AND TEACHING POSITIONS IN THE SCHOOLS DIVISION OF MARINDUQUE**

Date: October 16, 2025

1. Pursuant to DepEd Order No. 024, s. 2025 titled "*Guidelines on the Reclassification to School Principal and Teaching Positions*" and the attached DepEd Order No. 34, s. 2025 titled "*Amendments and Clarifications to DepEd Order No. 24, s. 2025*", this Office hereby announces the **Submission of Pertinent Documents for Reclassification for School Principal and Teaching Positions**. Please be guided by the schedule in Enclosure 1.

2. The estimated number of slots for reclassification per position shall be 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.

3. Attached as Enclosure 2 is the approved qualification standards for teaching and school principal position.

4. All applicants for teaching positions shall submit the documentary requirements found in Enclosure No. 3 to the respective School HRMOs, Division Sub-Committee not later than **October 21, 2025 1:00 PM** and in the Records Unit, Schools Division Office (SDO) for School Principal positions not later than **October 22, 2025, 1:00 PM**.



Address: Malusak, Boac, Marinduque  
Email: [marinduque@deped.gov.ph](mailto:marinduque@deped.gov.ph)  
Tel. No.: (042) 754-0247 • Fax No.: (042) 332-1611  
Facebook Page: DepEd Marinduque

5. Reclassification applicants who will fail to submit complete mandatory documents item 3.1a to 3.1.1 for (Teaching positions) until October 21, 2025 1:00 PM and item 3.2 a to 3.2 k for (School Principal positions) until October 22, 2025 1:00 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*).
6. Further, 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.
7. In line with DepEd's commitment to the **Equal Employment Opportunity Principle (EEOP)**, 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.
8. Attached as Enclosures 4 and 5 are the Reclassification Form for Teaching Position (RFTP) and Reclassification Form for School Principal Position (RFSPP) for reference.
9. For immediate and wide dissemination.

**Schedule of Activities**

<b>Date and Time</b>	<b>Activities</b>	<b>Person Responsible</b>
October 21, 2025 1:00 PM	Submission of Documents for Teaching Positions at the School/District	Sub-Committee Members and Secretariat
October 21, 2025 1:00 PM	Submission of Documents for School Principal Positions	SDO Records Section
October 23, 2025 5:00 PM	Submission of Soft copy of IER	Sub-Committee Members and Secretariat/Division HRMPSB Members and Secretariat
October 23-24, 2025	Assessment of ETE and Performance, COI, NCOI and BEI	Sub-Committee Members and Secretariat/Division HRMPSB Members
October 27, 2025 1:00 PM	Submission of accomplished RFTP with pertinent documents of applicants	Sub-Committee Member and Secretariat/Division HRMPSB Members and Secretariat

**Approved CS-Qualification Standard for Teaching and School Principal**School Administration Group:**SCHOOL PRINCIPAL POSITIONS**

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

		Leadership; or  Master's degree in relevant learning area with at least 15 units in Management		School Management and Operations, Instructional Leadership acquired within the last 5 years	
School Principal IV	22	Master's degree in Education, or Educational Management, or Educational Leadership; or  Master's degree in relevant learning area with at least 18 units in Management	5 years teaching experience and 4 years experience in school management and operations	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	RA 1080, as amended (Teacher)

Teaching Group:

**TEACHER: ELEMENTARY AND SECONDARY LEVEL**

POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
Teacher II (Elementary)	12	Bachelor's degree in Education; <b>or</b> 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; <b>or</b> Bachelor's degree in	2 years teaching experience	16 hours of training in any of or a cumulative of the following:	RA 1080, as amended (Teacher-Elementary/Secondary)

Teacher III (Secondary)		relevant subject or learning area with at least 18 professional units in Education		Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	RA 1080, as amended (Teacher-Secondary)
Teacher IV (Elementary)	14	Bachelor's degree in Education; <b>or</b> 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  <b>Or</b> Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	RA 1080, as amended (Teacher-Elementary/Secondary)
Teacher IV (Secondary)					RA 1080, as amended (Teacher-Secondary)
Teacher V (Elementary)	15	Bachelor's degree in Education; <b>or</b> 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  <b>Or</b> 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;	4 years teaching experience	24 hours of training in any of or a	RA 1080, as amended (Teacher-

Teacher VI (Secondary)		<b>or</b> Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education		cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years  <b>Or</b>  Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	Elementary/Secondary) RA 1080, as amended (Teacher-Secondary)
Teacher VII (Elementary)	17	Bachelor's degree in Education; <b>or</b> 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 Specialization acquired within the last 5 years  <b>Or</b>  Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	RA 1080, as amended (Teacher-Elementary/Secondary) RA 1080, as amended (Teacher-Secondary)
Teacher VII (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	RA 1080, as amended (Teacher-Elementary/Secondary) RA 1080, as amended (Teacher-Secondary)
Master Teacher I (Secondary)					

				<p>acquired within the last 5 years;</p> <p><b>or</b></p> <p>Completion of NEAP- requisite professional development program for Career Stage III (Highly Proficient Teacher)</p>	
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 <b>and</b> 1 year relevant experience in instructional supervision and technical assistance to teachers	<p>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;</p> <p><b>or</b></p> <p>Completion of NEAP- requisite professional development program for Career Stage III (Highly Proficient Teacher)</p>	RA 1080, as amended (Teacher-Elementary/Secondary)
Master Teacher II (Secondary)					RA 1080, as amended (Teacher-Secondary)
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 <b>and</b> 2 years relevant experience in instructional supervision and technical	<p>24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization <b>and</b> 8 hours of training in Instructional Supervision</p>	RA 1080, as amended (Teacher-Elementary/Secondary)
Master Teacher III (Secondary)					RA 1080, as amended (Teacher-Secondary)

			assistance to teachers	acquired within the last 5 years;  <b>or</b>  Completion of NAEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)	
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 <b>and</b> 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 <b>and</b> 16 hours of training in Instructional Supervision acquired within the last 5 years;  <b>or</b>  Completion of NEAP- requisite professional development program for Career Stage IV (Distinguished Teacher)	RA 1080, as amended (Teacher-Elementary/Secondary)
Master Teacher IV (Secondary)					RA 1080, as amended (Teacher-Secondary)
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 <b>and</b> 4 years relevant experience in instructional supervision and technical	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization <b>and</b> 16 hours of training in Instructional	RA 1080, as amended (Teacher-Elementary/Secondary)
Master Teacher V (Secondary)					RA 1080, as amended (Teacher-Secondary)

			assistance to teachers	Supervision acquired within the last 5 years;  <b>or</b>  Completion of NEAP- requisite professional development program for Career Stage IV (Distinguished Teacher)	
--	--	--	------------------------	--	--

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 strand/subject plus 18 units of professional units in Education	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 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 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 <b>or</b> 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;  <b>or</b>  Completion of NEAP-requisite professional development	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 18 units towards Master's degree in the relevant strand/subject		program for Career Stage II (Proficient Teacher)	None required for provisional <sup>1</sup> and contractual appointments <i><sup>1</sup>must 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 <b>or</b> 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;  <b>or</b> 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 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			None required for provisional <sup>1</sup> and contractual appointments <i><sup>1</sup>must pass the LET within 5 years after the date of first hiring</i>
Teacher VI (Senior High School Teacher VI- Academic	16	Bachelor's degree with a major in the relevant strand/subject plus 18 professional	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,	RA 1080, as amended (Teacher-Secondary) for permanent appointments

Track and Core Subjects)		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		Subject Specialization, Instructional Supervision acquired within the last 5 years;  <b>or</b>  Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	
		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			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-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 <b>or</b> 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;  <b>or</b>  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 with a major in the relevant strand/subject; or any Bachelor's			None required for provisional and contractual appointments <i>must pass</i>

		degree with at least 36 units towards Master's degree in the relevant strand/subject			<i>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 <b>or</b> industry work in relevant strand/subject	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization <b>and</b> 8 hours of training in Instructional Supervision acquired within the last 5 years;  <b>or</b>  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 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 <b>and</b> 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 <b>and</b> 8 hours of training in Instructional Supervision acquired within the last 5 years;  <b>or</b>	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</i>

				Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)	<i>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 <b>and</b> 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 <b>and</b> 8 hours of training in Instructional Supervision acquired within the last 5 years;  <b>or</b>  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 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 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 <b>and</b> 3 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 <b>and</b> 16 hours of training in Instructional Supervision	RA 1080, as amended (Teacher-Secondary) for permanent appointments
		Master's degree in relevant strand/subject			None required for provisional and contractual appointments

				acquired within the last 5 years;  <b>or</b>  Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)	<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 <b>and</b> 4 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 <b>and</b> 16 hours of training in Instructional Supervision acquired within the last 5 years;  <b>or</b>  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 strand/subject			None required for provisional <sup>1</sup> and contractual appointments <sup>1</sup> <i>must pass the LET within 5 years after the date of first hiring</i>

Teaching Group:

**TEACHER: SENIOR HIGH SCHOOL (SHS)**

**Track: Technical Vocational (TVL) Track**

POSITION	SG	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
Teacher II (Senior)	12	Bachelor's degree relevant	1 year experience in	National Certificate	RA 1080, as amended



Address: Malusak, Boac, Marinduque  
 Email: [marinduque@deped.gov.ph](mailto:marinduque@deped.gov.ph)  
 Tel. No.: (042) 754-0247 • Fax No.: (042) 332-1611  
 Facebook Page: DepEd Marinduque

High School Teacher II- Technical Vocational Track (TVL))		to the area of specialization plus 18 professional units in Education; <b>or</b> any Bachelor's degree and completion of technical-vocational course(s) in the area of specialization plus 18 professional units in Education	teaching or industry experience in relevant strand/area of specialization	(NC) II <b>and</b> Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization	(Teacher-Secondary) for permanent appointments
		Bachelor's degree relevant to the area of specialization; <b>or</b> 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; <b>or</b> any Bachelor's degree and completion of technical-vocational course(s) in the area of specialization plus 18 professional units in Education	2 years experience in teaching or industry experience in relevant strand/area of specialization	National Certificate (NC) II <b>and</b> 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; <b>or</b> any Bachelor's degree plus completion of technical-vocational course(s) in the area of specialization			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; <b>or</b> 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 <b>and</b> Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization  <b>or</b> 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; <b>or</b> 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)	15	Bachelor's degree relevant to the area of specialization plus 18 professional units in Education; <b>or</b> any Bachelor's	3 years and 6 months experience in teaching or industry experience in relevant strand/area of specialization	National Certificate (NC) II <b>and</b> Trainer's Methodology Certificate (TMC) I in relevant technical-	RA 1080, as amended (Teacher-Secondary) for permanent appointments

Track (TVL))		degree and completion of technical-vocational course(s) in the area of specialization plus 18 professional units in Education		vocational course(s) in the area of specialization  <b>or</b>  Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	None required for provisional and contractual 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; <b>or</b> 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 <b>and</b> Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization  <b>or</b>  Completion of NEAP-requisite professional development program for Career Stage II (Proficient Teacher)	RA 1080, as amended (Teacher-Secondary) for permanent appointments  None required for provisional and contractual appointments <i>must pass the LET within 5 years after the date of first hiring</i>
		Bachelor's degree relevant to the area of specialization; <b>or</b> any Bachelor's degree plus completion of technical-			

		vocational course(s) in the area of specialization			
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; <b>or</b> 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 <b>and</b> Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization  <b>or</b> 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; <b>or</b> 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>
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 <b>and</b> Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization  <b>or</b>	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</i>

				Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)	<i>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; <b>and</b> 1 year experience in instructional supervision and technical assistance to teachers	National Certificate (NC) II <b>and</b> 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
		Master's degree in relevant field(s) under the strand/area of specialization		<b>or</b> Completion of NEAP-requisite professional development program for Career Stage III (Highly Proficient Teacher)	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- Technical Vocational Track (TVL))	20	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; <b>and</b> 2 years experience in instructional supervision and technical assistance to teachers	National Certificate (NC) II <b>and</b> 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
		Master's degree in relevant field(s) under the strand/area of specialization		<b>or</b>	None required for provisional and contractual appointments <i>must pass the LET within 5 years after the</i>

				Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)	<i>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 strand/area of specialization; <b>and</b> 3 years experience in instructional supervision and technical assistance to teachers	National Certificate (NC) II <b>and</b> Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization;  <b>or</b>  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			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 strand/area of specialization; <b>and</b> 4 years experience in instructional supervision and technical assistance to teachers	National Certificate (NC) II <b>and</b> Trainer's Methodology Certificate (TMC) I in relevant technical-vocational course(s) in the area of specialization;  <b>or</b>	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</i>

				Completion of NEAP-requisite professional development program for Career Stage IV (Distinguished Teacher)	<i>years after the date of first hiring</i>
--	--	--	--	---	---

**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 required 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 latest 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.

**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.



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 of the QS of the Position Applied for based on the CSC-Approved QS

**II. PERFORMANCE REQUIREMENTS**

- Copy of the 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 6s Proficient NCOIs at Outstanding
Master Teacher I	21 Proficient COIs at Outstanding; and 8 Proficient NCOIs at Very Satisfactory and 8 Proficient NCOIs at Outstanding



Address: Malusak, Boac, Marinduque  
 Email: [marinduque@deped.gov.ph](mailto:marinduque@deped.gov.ph)  
 Tel. No.: (042) 754-0247 • Fax No.: (042) 332-1611  
 Facebook Page: DepEd Marinduque

### Summary of the Achievement of PPST Indicator

\*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
<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, interest 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 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.		
<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 learner's need, 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 practices 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 Standard for Teachers.		
<b>Total Number of O and VS</b>			

**III. COMPARATIVE ASSESSMENT RESULT**

<b>Educatio n</b>	<b>Trainin g</b>	<b>Experienc e</b>	<b>Performanc e</b>	<b>Classroom Observabl e Indicators</b>	<b>Non- Classroom Observabl e Indicators</b>	<b>Total Scor e</b>

Conforme:

Attested by:

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

**MABEL F. MUSA, PhD**  
Assistant Schools Division Superintendent  
HRMPSB Chair

**IV. DEPED SCHOOLS DIVISION OFFICE ACTION**

<b>Reclassification of Position</b>				<b>Date Processed</b>	<b>Remarks</b>
<b>From</b>	<b>Salary Grade</b>	<b>To</b>	<b>Salary Grade</b>		

Evaluated by:

**MARIDELL F. HERMOSA**  
Administrative Officer IV (HRMO II)

Certified Correct:

**MAY BERNADETH O. DE LA ROSA**  
Administrative Officer V

Recommending Approval:

**LYNN G. MENDOZA, EdD**  
Assistant Schools Division Superintendent  
Officer-In-Charge  
Office of the Schools Division Superintendent



Address: Malusak, Boac, Marinduque  
Email: [marinduque@deped.gov.ph](mailto:marinduque@deped.gov.ph)  
Tel. No.: (042) 754-0247 • Fax No.: (042) 332-1611  
Facebook Page: DepEd Marinduque

**V. DEPED REGIONAL OFFICE ACTION**

<b>Reclassification of Position</b>				<b>Date Processed</b>	<b>Remarks</b>
<b>From</b>	<b>Salary Grade</b>	<b>To</b>	<b>Salary Grade</b>		

Evaluated by:

**ALVIN C. ABAJAR**

Teachers Credential Evaluator II

Certified Correct:

**JENYL ROMA D. RODRIGUEZ**

Supervising Administrative Officer  
OIC-Administrative Division

Approved:

**NICOLAS T. CAPULONG, PhD, CESO III**

Director IV  
Regional Director



**IV. COMPARATIVE ASSESSMENT RESULT**

Educatio n	Trainin g	Experienc e	Performan ce	Outstanding Accomplishmen ts	Applicatio n of Education	Applicatio n of L&D	Potenti al	Tota l Scor e

Conforme:

Attested by:

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

**MABEL F. MUSA, PhD**  
Assistant Schools Division Superintendent  
HRMPSB Chair

**V. DEPED SCHOOLS DIVISION OFFICE ACTION**

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

Evaluated by:

**MARIDELL F. HERMOSA**  
Administrative Officer IV (HRMO II)

Certified Correct:

**MAY BERNADETH O. DE LA ROSA**  
Administrative Officer V

Recommending Approval:

**LYNN G. MENDOZA, EdD**  
Assistant Schools Division Superintendent  
Officer-In-Charge  
Office of the Schools Division Superintendent



Address: Malusak, Boac, Marinduque  
Email: [marinduque@deped.gov.ph](mailto:marinduque@deped.gov.ph)  
Tel. No.: (042) 754-0247 • Fax No.: (042) 332-1611  
Facebook Page: DepEd Marinduque

**VI. DEPED REGIONAL OFFICE ACTION**

<b>Reclassification of Position</b>				<b>Date Processed</b>	<b>Remarks</b>
<b>From</b>	<b>Salary Grade</b>	<b>To</b>	<b>Salary Grade</b>		

Evaluated by:

**ALVIN C. ABAJAR**

Teachers Credential Evaluator II

Certified Correct:

**JENYL ROMA D. RODRIGUEZ**

Supervising Administrative Officer  
OIC-Administrative Division

Approved:

**NICOLAS T. CAPULONG, PhD, CESO III**

Director IV  
Regional Director



Address: Malusak, Boac, Marinduque  
Email: [marinduque@deped.gov.ph](mailto:marinduque@deped.gov.ph)  
Tel. No.: (042) 754-0247 • Fax No.: (042) 332-1611  
Facebook Page: DepEd Marinduque



Republic of the Philippines  
**Department of Education**

DepEd ORDER  
No. **034**, s. 2025

OCT 14 2025

**AMENDMENTS AND CLARIFICATIONS TO DEPED ORDER NO. 024, S. 2025**  
(Guidelines on the Implementation of the Expanded Career Progression System  
for Teachers and School Heads in the Department of Education)

To: Undersecretaries  
Assistant Secretaries  
Bureau and Service Directors  
Regional Directors  
Schools Division Superintendents  
All Others Concerned

1. In line with the Department of Education's (DepEd) continuing commitment to ensure the effective, efficient, and equitable implementation of the Expanded Career Progression (ECP) System for Teachers and School Heads, pursuant to **Executive Order (EO) No. 174, s. 2022<sup>1</sup>, its Implementing Rules and Regulations, and Department of Budget and Management (DBM)-DepEd Joint Circular No. 1, s. 2025**, the following amendments and addenda to **DepEd Order (DO) No. 024, s. 2025** (Guidelines on the Implementation of the Expanded Career Progression System for Teachers and School Heads in the Department of Education) are hereby issued to facilitate a smooth transition, strengthen policy clarity, and provide operational guidance to ensure uniform and responsive implementation.
2. These amendments aim to clarify transitory provisions, refine policy guidelines for consistency, and uphold fairness and adherence to merit- and competency-based principles. They also clarify documentary requirements, strengthen guidance on qualification standards (QS) and performance criteria, and enhance the reclassification and assessment processes to ensure equitable opportunities for all qualified teachers and school heads.
3. This issuance shall cover all provisions necessary to ensure the effective transition and full implementation of the Expanded Career Progression (ECP) System for Teachers and School Heads as provided under DO No. 024, s. 2025.
4. This Order shall serve as a guide for all Regional Offices (ROs), Schools Division Offices (SDOs), and other concerned governance levels in the implementation, monitoring, and reporting of activities and processes related to the ECP System, in accordance with existing Civil Service Commission (CSC), DBM, and DepEd policies and regulations.

<sup>1</sup> Establishing the Expanded Career Progression System for Public School Teachers

## Rationale

5. The ECP System adopts a merit- and competency-based career progression framework wherein promotion is anchored on the attainment of prescribed qualification, performance, and competency standards, rather than on automatic advancement derived solely from length of service, professional training, or education attainment. This framework ensures that applicants' credentials in education, training, and experience are duly recognized and assessed holistically, in balance with other key criteria such as performance indicators and demonstrated professional accomplishments. Through this approach, the DepEd upholds fairness, transparency, and quality in the implementation of career progression across all teaching and school leadership positions.

## Scope

6. As reiterated, DO No. 024, s. 2025 covers the career progression and/or promotion of Teachers, Master Teachers, and School Heads holding permanent appointments in kindergarten to Senior High Schools (SHS) levels, including those handling Alternative Learning System, Madrasah Education, and Indigenous Peoples Education (IPEd) programs. It shall likewise apply to Special Science Teachers and Special Needs Education Teachers whose positions bear such parenthetical titles, pursuant to Sections 21 and 25 of the IRR of EO No. 174, s. 2022.

To ensure clarity and consistency in implementation, these guidelines shall specifically cover the following positions:

Class	Level	Salary Grade
Teacher	I, II, III, IV, V, VI, VII	11, 12, 13, 14, 15, 16, 17
Master Teacher	I, II, III, IV, V	18, 19, 20, 21, 22
School Principal	I, II, III, IV	19, 20, 21, 22

7. This Order does not apply to positions belonging to the following job groups:
- a. Guidance Coordinators, Guidance Counselors, School Counselors, and School Counselor Associates;
  - b. School Farming Coordinators;
  - c. Vocational Instruction Supervisors;
  - d. School Librarian I, II, III, and other positions in the Library Service Group assigned in schools, regardless of whether they are assigned at least one teaching load;
  - e. Teaching positions in non-DepEd-managed schools and community learning centers, such as:
    - i. Philippine High Schools for the Arts (PHSA), National Academy for Sports (NAS), and other schools and community learning centers (CLCs) managed by DepEd attached agencies;
    - ii. Philippine Science High Schools (PSHS); and
    - iii. State Universities and Colleges (SUCs) offering basic education (e.g., junior high school (JHS) and SHS programs, and laboratory schools);
  - f. Teaching positions in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM); and
  - g. Other positions that are neither specified in EO No. 174, s. 2022, nor specifically identified by the DepEd as covered by the ECP System.

Notwithstanding, the BARMM may adopt and implement the provisions of this Order in the operationalization of the ECP System within the Region, pursuant to EO No. 174, s. 2022.

### **Modified Staffing Standards for Master Teacher**

8. Section 29 of DO No. 024, s. 2025 authorizes the allocation of one Master Teacher position for every three (3) or five (5) teachers, as applicable, per subject, learning area, or track in the secondary level.

9. In accordance with the prescribed Master Teacher-to-Teacher ratio, teachers assigned to teach subjects outside their original academic specialization, as well as those teaching multiple subjects or learning areas as indicated in the duly approved Class Program for the current school year, shall be included in the determination of the required three (3) or five (5) teachers to meet the Master Teacher-to-Teacher ratio. The inclusion of such teachers shall be subject to verification and validation of their actual teaching assignments, as reflected in the duly signed School Form 7.

10. A teacher applying for a Master Teacher position must possess the appropriate academic specialization relevant to the subject, learning area, or track to be considered in the determination of the Master Teacher-to-Teacher ratio for the said subject, learning area, or track. Teachers assigned to handle a subject, learning area, or specialization outside their academic field shall be required to have at least five years of cumulative teaching experience in the specific subject, learning area, or specialization, as evidenced by duly approved Class Programs for the corresponding school years. Such experience shall likewise be indicated in the Work Experience Sheet attached to the applicant's Personal Data Sheet (PDS).

11. Such recognition shall be anchored on the principles of Recognition of Prior Learning (RPL) and career experience, and shall acknowledge the teacher's instructional competence, contextual expertise, and demonstrated contributions to learner outcomes in the assigned subject area.

### **Qualification Standards and ETE Computation**

12. Education units and/or degrees relevant or related to education that exceed the minimum qualification requirements of the position based on DO No. 019, s. 2025 (Amended Qualification Standards for Teacher I-III, Master Teacher I-IV, and School Principal I-IV Positions, and the Qualification Standards for Newly Created Teacher IV-VII and Master Teacher V Positions), shall be granted corresponding points in the comparative assessment, in accordance with the increments table provided in DO No. 024, s. 2025.

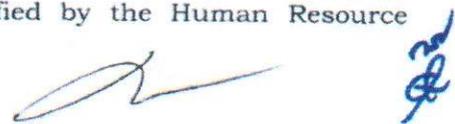
#### **Illustrative example:**

A Teacher III position requires a minimum Education requirement of a Bachelor's degree. An applicant who has completed master's units or a degree relevant to education shall be accorded corresponding points in the comparative assessment.

Similarly, for Master Teacher positions where a Master's degree is required, applicants who have earned doctoral units or a degree relevant to education shall likewise receive corresponding points.

This promotes continuous professional development and affirms the DepEd's commitment to a merit-, fitness-, and competence-based system of hiring and promotion.

13. All previous and current work experience, whether acquired in the government or private sector, may be credited provided that such experience is functionally related to the duties of the position applied for. The work experience must be relevant and material to the functions of the position and shall be duly certified by the Human Resource

Handwritten signature and initials in blue ink.

Management Officer (HRMO), immediate supervisor, or other authorized official of the applicant's previous or current employer.

14. Experience as Head Teacher shall be considered as teaching experience and recognized as relevant when applying for both Teacher and School Principal positions. For School Principal positions, such experience shall be considered relevant for purposes of meeting the five-year teaching experience, on top of the required year/s of experience in school management and operations or related functions – such as learning area coordination, subject area supervision, or instructional supervision – as prescribed in the QS of the position applied for. The recognition of such experience shall be subject to validation and approval by the CSC.

15. The requirement of training acquired within the last five years in the minimum QS for Teacher, Master Teacher, and School Principal positions is consistent with the DepEd's efforts to promote continuous learning and enhance professional competence in response to emerging challenges in the education system. Furthermore, training hours acquired after the last promotion but within the last five years that exceed the minimum training requirements shall be granted corresponding points in the comparative assessment, in accordance with the increments table provided in DO No. 024, s. 2025.

This provision ensures that trainings completed by applicants are up-to-date, relevant, and aligned with recent developments in curriculum content, pedagogical approaches, and educational innovations. The recency of such trainings promotes instructional quality and teacher effectiveness, thereby equipping educators with the necessary knowledge and competencies to address the learning needs of 21st-century learners.

#### **Documentary Requirements**

16. All incumbent School Principals **shall no longer be required to pass the school head assessment or to submit a Certificate of Rating (COR)** when applying for reclassification or promotion to higher School Principal positions. This shall apply to the School Principals who were:

- a. Appointed prior to the implementation of the Principal's Test, National Qualifying Examination for School Heads (NQESH), and National Assessment for School Heads (NASH);
- b. Appointed during the implementation of the Principal's Test, NQESH, and NASH;
- c. Appointed during the period when only regional-level DepEd-administered assessments (e.g., the National Qualifying Examination for Principals [NQEP]) were conducted; and
- d. Appointed based on the School-Based Management (SBM) assessment criteria.

The HRMO shall validate their appointment based on the existing records available in the 201 files at the Records Division.

This provision recognizes the established leadership experience and proven track record in school management of concerned personnel, who are already performing and fulfilling the full range of duties, responsibilities, and competencies expected of a School Principal under existing DepEd standards and guidelines.

17. For the retitling of positions, which is considered a form of reclassification as defined under Sections 4.0 and 4.6 of Budget Circular No. 2018-3 (**Guidelines on the Reclassification of Positions**), incumbents shall only be required to meet the minimum QS of the equivalent position.

18. In accordance with the above-cited provisions, DO No. 024, s. 2025 affirms that compliance with the prescribed QS shall be deemed sufficient for retitling purposes. Thus, incumbents shall not be required to undergo the comparative assessment by the Human Resource Merit Promotion and Selection Board (HRMPSB) nor satisfy the performance requirements for the position applied for. For convenience and efficiency in processing, incumbents shall only be required to submit the following documentary requirements:

- a. Retitling Form (DO No. 24 s. 2025 - Annex T);
- b. Duly accomplished Personal Data Sheet (CS Form 212, Revised 2025) with Work Experience Sheet; and
- c. Certificates of relevant training attended, sufficient to meet the required number of hours for the equivalent position.

For purposes of retitling of positions, documents already on file with the Records Division, such as transcript of records, eligibility documents, and service records, shall not be required for resubmission, as these are already maintained in the employee's 201 files.

**Performance Requirements**

19. The classification of Philippine Professional Standards for Teachers (PPST) Indicators as Classroom Observable Indicators (COIs) and Non-Classroom Observable Indicators (NCOIs) in the Individual Performance Commitment and Review Form (IPCRF) of Master Teachers for School Year 2024–2025 and earlier shall be based on the classification of each strand as presented in the table below:

Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7
1.1 (COI)	2.1 (COI)	3.1 (COI)	4.1 (COI)	5.1 (COI)	6.1 (NCOI)	7.1 (NCOI)
1.2 (NCOI)	2.2 (COI)	3.2 (COI)	4.2 (NCOI)	5.2 (NCOI)	6.2 (NCOI)	7.2 (NCOI)
1.3 (COI)	2.3 (COI)	3.3 (COI)	4.3 (NCOI)	5.3 (COI)	6.3 (NCOI)	7.3 (NCOI)
1.4 (COI)	2.4 (COI)	3.4 (COI)	4.4 (NCOI)	5.4 (NCOI)	6.4 (NCOI)	7.4 (NCOI)
1.5 (COI)	2.5 (COI)	3.5 (COI)	4.5 (COI)	5.5 (NCOI)		7.5 (NCOI)
1.6 (COI)						
1.7 (COI)						

**Comparative Assessment**

20. Non-teacher applicants such as incumbents of (a) School Principal position, who intend to switch from School Administration (SA) Career Line to Classroom Teaching (CT) Career Line; (b) Assistant School Principal (ASP) and Head Teacher (HT) position to an appropriate teaching position in the CT Career line; and (c) Teachers with designation as Teacher-in-Charge (TIC) or Assistant School Head Designate applying for higher teaching positions, either through natural vacancy or reclassification, shall be required to undergo assessment in both COI and NCOI. This provision ensures that non-teacher incumbents returning to the teaching career line are equipped with the necessary competencies and that their readiness to perform classroom duties is aligned with the PPST. Accordingly, their qualification and readiness shall be assessed based on the following:

- a. Classroom-Observable Indicators

Non-teacher applicants shall demonstrate proficiency in the PPST COIs through classroom observation using the Classroom Observation Tool for Recruitment, Selection, and Placement (COT-RSP), particularly on the appropriate COT Rubric levels to capture good performance in the corresponding PPST Career Stage, following the process and protocols as stipulated in the guidelines.

b. Non-Classroom-Observable Indicators

For the NCOI, non-teacher applicants may submit relevant Means of Verification (MOVs) that demonstrate achievement of the required NCOIs. The assessment of these indicators shall be conducted through portfolio annotations using the Portfolio Annotations Form (PAF) and through a Behavioral Events Interview (BEI).

**Classroom Observation Protocols**

21. Classroom observation shall be conducted to assess a teacher's demonstration of the required PPST COIs. It shall be done in an actual classroom setting with learners.

22. To streamline the conduct of COI assessment under the comparative assessment process, classroom observations conducted within the immediately preceding school year prior to the submission of the application may be considered for purposes of promotion; Provided, that such observation is distinct and separate from the scheduled full-period classroom observation conducted for purposes of the Performance Management and Evaluation System (PMES).

23. COI rating sheets of prospective applicants from classroom observations conducted prior to submission of application documents shall be certified by the sub-committee members. It shall only be valid for one year, reckoned from the date of the conduct of the classroom observation. Upon submission of application documents to the SDO, the duly certified rating sheet shall be submitted, subject to verification by the HRMO. It shall be honored as a basis for the computation of the PPST COI criterion, comprising 25% of the point system.

24. The SDOs shall authorize the creation of sub-committees composed of trained assessors, preferably at the district and school levels, who shall be responsible for the conduct of the COI assessment of applicants and prospective applicants, within their respective schools or districts. The conduct of such assessments shall be in strict adherence to the general guidelines, specific protocols, and tools prescribed under Section 37 of Enclosure No. 2 of DO No. 024, s. 2025. Only those assessors who have completed the prescribed training shall be authorized to conduct classroom observations for promotion purposes.

**Means of Verification (MOVs)**

25. The MOVs for assessing the demonstration of the NCOIs through Portfolio Annotation and BEIs shall reflect the teachers' regular teaching-learning duties. These documents are prepared and accomplished as part of the teachers' teaching-related duties and responsibilities throughout the school year, which include, but are not limited to, lesson plans, assessment materials, and Learning Action Cell (LAC) session documentation.

For purposes of promotion through reclassification, the MOVs contained in the Results-Based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST) and/or the PMES for Teachers from the last three rating periods shall be utilized, regardless of the specific indicator under which they were originally submitted, provided that these MOVs clearly demonstrate evidence of performance and attainment of the PPST indicators required for promotion.

### **Comparative Assessment Results for Expanded Reclassification**

26. The results of the Comparative Assessment for Expanded Reclassification (CAREER) shall remain valid until fully exhausted. Qualified candidates who have obtained the minimum 50-point cut-off score but were not reclassified due to budgetary constraints shall be automatically prioritized in the succeeding fiscal year prior to the consideration of new applicants, without the need to undergo a new assessment, subject to the availability of funds. All eligible candidates shall be accorded the opportunity for reclassification in subsequent years, as the program continues to receive funding and implementation support.

### **Transitory Provisions**

27. In addition to Section 34(d) of Enclosure No. 1 to DO No. 024, s. 2025, the following provision shall apply:

Head Teachers in Secondary schools who are retitled to equivalent Teacher or Master Teacher positions, including those who will later on be tagged as Co-terminus with the Incumbent (CTI), who opt to continue performing their existing function as Department Head shall do so until they vacate the position upon promotion, transfer, resignation, retirement, or separation from service. Only then shall a Master Teacher be designated as Department Head pursuant to Section 36 (c) of Enclosure No. 1 of DO No. 24, s. 2025.

28. During the three-year transition period, teachers who do not fully meet the performance requirements for the position applied for may still be considered for promotion, whether through natural vacancy or reclassification, and appointment within or across career stages within the range of three salary grades, provided that they meet the QS for the position applied for. This transitory exemption shall apply under the following conditions:

- a. Consistently High Performance – Teachers who have received an overall IPCR rating of Very Satisfactory or higher, and obtained consistent Very Satisfactory ratings in all PPST indicators, but are rendered ineligible to apply for positions that require an Outstanding rating in specific PPST objectives;
- b. Generally Satisfactory Performance – Teachers who received an overall IPCR rating of Very Satisfactory or higher but obtained Satisfactory ratings in certain PPST indicators, thereby rendering them ineligible to apply for positions such as Teacher IV;
- c. Master Teachers Affected by Indicator Conversion – Master Teachers who, following the conversion of certain PPST indicators from Non-Classroom Observable to Classroom Observable Indicators for promotion purposes, did not meet the performance requirements of the higher position applied for; and
- d. Teachers with Approved Official Leave of Absence – Teachers who were on approved official leave (e.g., maternity leave, local or foreign scholarship, training grant, or other CSC-authorized leaves), and whose IPCRFs from at most three rating periods prior to the leave of absence show specific performance deficiencies relative to the required performance standards.

Teachers who fall under the foregoing conditions may be allowed to apply for and be considered for promotion and appointment, provided that they commit to improving their performance in the current school year's PMES. For this purpose, a maximum of three

PPST objectives shall be authorized for inclusion and explicitly reflected in the teacher's IPCRF for the current school year.

These indicators shall be treated as priority areas for development, and the teacher concerned shall be expected to demonstrate measurable progress in addressing the identified performance gaps. The said indicators shall be evaluated at the end of the school year, during which the teacher must demonstrate improvement sufficient to meet the performance requirements of the position previously applied for. Such indicators shall not carry any weight allocation and shall not affect the teacher's final PMES rating.

29. For this purpose, the enclosed Teacher's Commitment Form on PPST Indicators for Development shall be accomplished and signed by the concerned teacher, and noted by the School Principal, attesting that:

- a. They have duly noted the list of PPST Indicators identified for improvement;
- b. They commit to include said PPST Indicators in their current IPCRF; and
- c. They shall undertake corresponding actions to improve performance in these indicators within the current school year.

The accomplished and signed form shall be submitted to the HRMO, and a copy shall be secured by the teacher for reference in the performance review and evaluation under the PMES.

30. Opportunities to improve on priority PPST indicators may be taken before or after the appointment and shall be demonstrated and documented through any of the following:

- a. Classroom Observation during the current school year;
- b. Learning action cell designed and conducted to improve instructional and pedagogical approaches and other PPST-related indicators, duly corroborated by the team;
- c. Performance Coaching and mentoring form duly signed by the Rater and school heads; and
- d. Teachers' participation and very satisfactory performance in DepEd programs resulting in improvement of learning outcomes (e.g., ARAL Program).

Teachers are advised to organize their portfolios and annotate all relevant documents necessary for the application for promotion.

31. Support and recognition measures discussed in Section 30 of this Order shall be continuously adopted to further incentivize and encourage teachers to continually improve their competence and performance.

32. This transitory measure shall take effect immediately upon the issuance of this Order. The SDOs shall exercise sound discretion in the implementation, particularly in instances where deadlines have already been set or have lapsed prior to the issuance of this Order. The SDOs may determine whether to reopen submissions or extend deadlines, as necessary, to accommodate affected teachers and ensure compliance with the provisions herein.

33. It is hereby reiterated that relaxation of performance requirements shall be strictly limited to the three-year transition period. After the transition period (i.e., February 24, 2028), the performance requirements for the reclassification of teacher positions shall be governed by the provisions of Section 14 (a) of Enclosure No. 2 of DO No. 024, s. 2025.

Notwithstanding the foregoing policy, teachers intending to apply for promotion may be allowed to address or rectify performance deficiencies reflected in their respective IPCRFs in the succeeding school years, after receiving a rating below the required performance level for the position they seek to apply for. Such corrective action shall be undertaken prior to the submission of application documents for promotion.

### **Monitoring and Evaluation**

34. The Heads of Office shall be responsible for the effective dissemination of this issuance to all HRMPSB members, sub-committees, and relevant stakeholders, ensuring they are adequately informed of the amendments contained herein. Appropriate capability-building interventions may be conducted to facilitate the smooth implementation of this Order. The Heads of Office shall also ensure regular monitoring and strict adherence with these guidelines and establish a systematic feedback mechanism to evaluate, address, and report on implementation and policy concerns that may arise.

35. The results of the policy evaluation and consolidated recommendations shall be consulted by the Bureau of Human Resources and Organizational Development-Human Resource Development Division (BHROD-HRDD) with the CSC and other government agencies concerned for appropriate guidance and alignment.

36. The BHROD-HRDD shall recommend policy actions pertaining to HR management rules and regulations to the Office of the Secretary, consistent with best interests of the DepEd.

### **Repealing and Effectivity Clauses**

37. All other provisions stated in DO No. 024, s. 2025 shall remain in full force and effect unless otherwise amended by other DepEd issuances.

38. All provisions of the relevant DOs, rules and regulations, and other related issuances that pertain to the expanded career progression in the DepEd, which are inconsistent with this Order and its provisions, are repealed, rescinded, or amended accordingly.

39. This Order shall take effect immediately upon its approval and after publication on the DepEd website. Certified copies of this Order shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.

40. For more information, please contact the **Bureau of Human Resource and Organizational Development-Human Resource Development Division**, 4th Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at [bhrod.hrdd@deped.gov.ph](mailto:bhrod.hrdd@deped.gov.ph) or telephone number (02) 8470-6630.

41. Immediate dissemination of and strict compliance with this Order is directed.



[Redacted Signature]

**SONNY ANGARA**  
Secretary

Encl.:  
As stated

Reference:  
DepEd Order (Nos. 24 and 019, s. 2025)

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

AMENDMENT  
EQUIPMENT  
FUNDS  
POLICY

PROCUREMENT  
SENIOR HIGH SCHOOL  
TECHNICAL EDUCATION  
VOCATIONAL EDUCATION



Republika ng Pilipinas  
**Department of Education**

(INSERT REGION)  
(INSERT SCHOOL DIVISION)  
(INSERT SCHOOL)

**TEACHER'S COMMITMENT FORM ON PPST INDICATORS FOR DEVELOPMENT**

**Current School Year** : \_\_\_\_\_  
**Name of Teacher** : \_\_\_\_\_  
**Position before** : \_\_\_\_\_  
**Promotion** : \_\_\_\_\_  
**Position Applied for** : \_\_\_\_\_

**A. PPST Indicators for Development**

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

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

**B. Commitment Statement**

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

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

Committed by:

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

Noted by:

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

Received by:

[Name and Signature of the HRMPSB Chair]