



Republic of the Philippines  
**Department of Education**  
REGION VIII  
SCHOOLS DIVISION OF CALBAYOG  
P2, Hamorawon, Calbayog City, Western Samar

September 10, 2025

**DIVISION MEMORANDUM**

No. 433, s. 2025

**CALL FOR THE SUBMISSION OF APPLICATIONS FOR RECLASSIFICATION  
OF TEACHING AND SCHOOL PRINCIPAL POSITIONS IN ALL LEVELS  
UNDER THE EXPANDED CAREER PROGRESSION (ECP) SYSTEM**

TO: Assistant Schools Division Superintendent Chief  
Education Supervisor  
Education Program Supervisors Public  
Schools District Supervisors Unit/Section  
Heads  
Public Elementary and Secondary School Heads  
All Others Concerned

1. In reference 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," this Office hereby announces the acceptance of the submission for the Reclassification of Teaching and School Principal positions under the Expanded Career Progression (ECP) System from September 15, 2025, to October 10, 2025.
2. Below is the matrix on the following positions with the parameters for reclassification:

| Position              | Level                                | Parameters  |
|-----------------------|--------------------------------------|---|
| Teacher I-VII         | Elementary and Secondary Level       | None  |
| School Principal I-IV | Elementary and Secondary Level       | One (1) plantilla item per school regardless of position title  |
| Master Teacher I-V    | Kindergarten and Elementary Level    | One (1) plantilla item for every five (5) teachers within the school, regardless of position title                  |
| Master Teacher I-V    | Secondary Level (Junior High School) | One (1) plantilla item for every five (5) teachers per subject/area within the school, regardless of position title |

| Position           | Level  | Parameters  |
|--------------------|--|---|
| Master Teacher I-V | Secondary Level (Senior High School)           | One (1) plantilla item for every five (5) teachers per track within the school, regardless of position title              |
| Master Teacher I-V | Secondary Level (Regional Science High School) | One (1) plantilla item for every three (3) teachers subject/learning area within the school, regardless of position title |
| Master Teacher I-V | Special Needs Education                        | One (1) plantilla item for every five (5) SNED teachers within the Schools Division, regardless of position title         |
| Master Teacher I-V | Alternative Learning System                    | One (1) plantilla item for every five (5) ALS teachers within the Schools Division, regardless of position title          |
| Master Teacher I-V | Multigrade Schools and Hardship Posts          | One (1) plantilla item for every three (3) teachers within the school, regardless of position title                       |

- All interested and qualified applicants must adhere to the Qualification Standards indicated in DepEd Order No. 19, s. 2025, criteria Guidelines under DepEd Order No. 7, s. 2023, and DepEd Order No. 024, s. 2025 shall be strictly followed.
- Only applications that comply with the new qualification standards, performance indicators, and cut-off score with complete documentary requirements shall be accepted. Incomplete requirements and/or with discrepancies in the submitted documents shall be returned to the applicant.
- Templates for the Reclassification Form for Teaching Position (RFTP) and the Reclassification Form for School Principal Positions (RFSP), are hereto attached for reference. These are also accessible through the link: <https://shorturl.at.UmJNc>.
- Immediate dissemination of and strict compliance with this Memorandum are desired.



  
**MARGARITO A. CADAYONA, JR. PhD, CESO VI**  
 Schools Division Superintendent



**Address:** P2 Brgy. Hamorawon, Calbayog City, Samar  
**Website:** <https://calbayogcity.deped.gov.ph>  
**Email Address:** [calbayogcity@deped.gov.ph](mailto:calbayogcity@deped.gov.ph)



Republika ng Pilipinas  
Department of Education

## RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

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

## I. QUALIFICATION STANDARDS

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

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

## II. PERFORMANCE REQUIREMENTS

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

| Position Applied | Performance Requirements   |  |
|------------------|--|--|
| Teacher II       | At least 6 Proficient COIs at Very Satisfactory; and<br>At least 4 Proficient NCOIs at Very Satisfactory                               |  |
| Teacher III      | At least 12 Proficient COIs at Very Satisfactory; and<br>At least 8 Proficient NCOIs at Very Satisfactory                              |  |
| Teacher IV       | 21 Proficient COIs at Very Satisfactory; and<br>16 Proficient NCOIs at Very Satisfactory   |  |
| Teacher V        | At least 6 Proficient COIs at Outstanding; and<br>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 |   |    |

|    |   |  |  |
|----|---|--|--|
|    | <b>Domain 2. Learning Environment</b>   |  |  |
| 8  | 2.1.2 Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.   |  |  |
| 9  | 2.2.2 Maintain learning environments that promote fairness, respect and care to encourage learning.   |  |  |
| 10 | 2.3.2 Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands on activities within a range of physical learning environments.  |  |  |
| 11 | 2.4.2 Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.  |  |  |
| 12 | 2.5.2 Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.   |  |  |
| 13 | 2.6.2 Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning focused environments.   |  |  |
|    | <b>Domain 3. Diversity of Learners</b>  |  |  |
| 14 | 3.1.2 Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.  |  |  |
| 15 | 3.2.2 Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds.   |  |  |
| 16 | 3.3.2 Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.  |  |  |
| 17 | 3.4.2 Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation, chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices. |  |  |
| 18 | 3.5.2 Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.   |  |  |
|    | <b>Domain 4. Curriculum and Planning</b>  |  |  |
| 19 | 4.1.2 Plan, manage and implement developmentally sequenced teaching and learning 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 learners' needs, progress and achievement to key stakeholders, including parents/guardians.  |  |  |
| 28 | 5.5.2 Utilize assessment data to inform the modification of teaching and learning practices and programs.   |  |  |

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

### III. COMPARATIVE ASSESSMENT RESULT

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

Conformer:

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



|    |  |  |  |
|----|--|--|--|
|    | <b>Domain 2. Learning Environment</b>  |  |  |
| 8  | 2.1.3 Exhibit effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.   |  |  |
| 9  | 2.2.3 Exhibit effective practices to foster learning environments that promote fairness, respect and care to encourage learning  |  |  |
| 10 | 2.3.3 Work with colleagues to model and share effective techniques in the management of classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.                                    |  |  |
| 11 | 2.4.3 Work with colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.   |  |  |
| 12 | 2.5.3 Model successful strategies and support colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning  |  |  |
| 13 | 2.6.3 Exhibit effective and constructive behavior management skills by applying positive and non violent discipline to ensure learning focused environments.   |  |  |
|    | <b>Domain 3. Diversity of Learners</b>   |  |  |
| 14 | 3.1.3 Work with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences  |  |  |
| 15 | 3.2.3 Exhibit a learner-centered culture that promotes success by using effective teaching strategies that respond to learners' linguistic, cultural, socio economic and religious backgrounds   |  |  |
| 16 | 3.3.3 Assist colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.  |  |  |
| 17 | 3.4.3 Evaluate with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation, chronic illness, displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices |  |  |
| 18 | 3.5.3 Develop and apply teaching strategies to address effectively the needs of learners from indigenous groups.   |  |  |
|    | <b>Domain 4. Curriculum and Planning</b>   |  |  |
| 19 | 4.1.3 Develop and apply effective strategies in the planning and management of developmentally sequenced teaching and learning 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.   |  |  |

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

### III. 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

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Administrative Officer IV (HRMO)

Certified Correct

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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

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Teachers Credential Evaluator

Certified Correct

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Chief, Administrative Division

Approved:

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



|    |  |  |  |
|----|--|--|--|
|    | <b>Domain 2. Learning Environment</b>  |  |  |
| 8  | 2.1.4 Apply comprehensive knowledge of, and act as a resource person for, policies, guidelines and procedures that relate to the implementation of safe and secure learning environments for learners.   |  |  |
| 9  | 2.2.4 Advocate and facilitate the use of effective practices to foster learning environments that promote fairness, respect and care to encourage learning.  |  |  |
| 10 | 2.3.4 Model exemplary practices in the management of classroom structure and activities, and lead colleagues at the whole school level to review and evaluate their practices.   |  |  |
| 11 | 2.4.4 Facilitate processes to review the effectiveness of the school's learning environment to nurture and inspire learner participation.  |  |  |
| 12 | 2.5.4 Lead and empower colleagues in promoting learning environments that effectively motivate learners to achieve quality outcomes by assuming responsibility for their own learning.   |  |  |
| 13 | 2.6.4 Provide leadership in applying a wide range of strategies in the implementation of positive and non-violent discipline policies/procedures to ensure learning focused environments.  |  |  |
|    | <b>Domain 3. Diversity of Learners</b>   |  |  |
| 14 | 3.1.4 Lead colleagues to evaluate differentiated strategies to enrich teaching practices that address learners' differences in gender, needs, strengths, interests and experiences.  |  |  |
| 15 | 3.2.4 Model exemplary teaching practices that recognize and affirm diverse linguistic, cultural, socio-economic and religious backgrounds to promote learner success.  |  |  |
| 16 | 3.3.4 Lead colleagues in designing, adapting and implementing teaching strategies that are responsive to learners with disabilities, giftedness and talents.   |  |  |
| 17 | 3.4.4 Model a range of high level skills responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices. |  |  |
| 18 | 3.5.4 Show comprehensive skills in delivering culturally appropriate teaching strategies to address effectively the needs of learners from indigenous groups.  |  |  |
|    | <b>Domain 4. Curriculum and Planning</b>   |  |  |
| 19 | 4.1.4 Model exemplary practice and lead colleagues in enhancing current practices in the planning and management of developmentally sequenced teaching and learning 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.  |  |  |

|                                 |   |  |  |
|---------------------------------|---|--|--|
|                                 | <b>Domain 5. Assessment and Reporting</b>   |  |  |
| 24                              | 5.1.4 Lead initiatives in the evaluation of assessment policies and guidelines that relate to the design, selection, organization and use of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements. |  |  |
| 25                              | 5.2.4 Provide advice on and mentor colleagues in the effective analysis and use of learner attainment data.   |  |  |
| 26                              | 5.3.4 Exhibit exemplary skills and lead initiatives to support colleagues in applying strategies that effectively provide timely, accurate and constructive feedback to learners to improve learning achievement.   |  |  |
| 27                              | 5.4.4 Share with colleagues a wide range of strategies that ensure effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians.   |  |  |
| 28                              | 5.5.4 Lead colleagues to explore, design and implement effective practices and programs using information derived from assessment data.   |  |  |
|                                 | <b>Domain 6. Community Linkages and Professional Engagement</b>   |  |  |
| 29                              | 6.1.4 Model exemplary practice and empower colleagues to establish and maintain effective learning environments that are responsive to community contexts.  |  |  |
| 30                              | 6.2.4 Lead in consolidating networks that strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process.  |  |  |
| 31                              | 6.3.4 Lead colleagues in the regular review of existing codes, laws and regulations that apply to the teaching profession, and the responsibilities as specified in the Code of Ethics for Professional Teachers.   |  |  |
| 32                              | 6.4.4 Evaluate existing school policies and procedures to make them more responsive to the needs of the learners, parents and other stakeholders.   |  |  |
|                                 | <b>Domain 7. Personal Growth and Professional Development</b>   |  |  |
| 33                              | 7.1.4 Model a learner-centered teaching philosophy through teaching practices that stimulate colleagues to engage in further professional learning.   |  |  |
| 34                              | 7.2.4 Act as a role model and advocate for upholding the dignity of teaching as a profession to build a positive teaching and learning culture within and beyond the school.  |  |  |
| 35                              | 7.3.4 Take a leadership role in supporting colleagues' engagement with professional networks within and across schools to advance knowledge and practice in identified areas of need.   |  |  |
| 36                              | 7.4.4 Demonstrate leadership within and across school contexts in critically evaluating practice and setting clearly defined targets for professional development.  |  |  |
| 37                              | 7.5.4 Lead reforms in enhancing professional development programs based on an in-depth knowledge and understanding of the Philippine Professional Standards for Teachers.   |  |  |
| <b>Total Number of O and VS</b> |   |  |  |

### III. 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:

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Administrative Officer IV (HRMO)

Certified Correct

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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:

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Teachers Credential Evaluator

Certified Correct.

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Chief, Administrative Division

Approved

Regional Director



Republika ng Pilipinas  
Department of Education

**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: \_\_\_\_\_



Republika ng Pilipinas  
Department of Education

**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   | To be filled-out by the HRMO | To be filled-out by the HRMO |         |
| Training    |                              |                              |         |
| Experience  |                              |                              |         |
| Eligibility |                              |                              |         |

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

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

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

**III. PERFORMANCE RATING:** \_\_\_\_\_

Must be at least **Very Satisfactory**

Attach certified true copy of School's Office Performance Commitment and Review (OPCR) Form or Individual Performance Commitment and Review (IPCR) form, (whichever 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