

### Republic of the Philippines

## Department of Education

REGION VIII SCHOOLS DIVISION OF CALBAYOG P2, Hamorawon, Calbayog City, Western Samar

September 10, 2025

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

- 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.
- 4. 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 (RFSPP), are hereto attached for reference. These are also accessible through the link: https://shorturl.at.UmJNc.
- 6. 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: httpps://calbayogcity.deped.gov.ph Email Address: calbayogcity@deped.gov.ph



## RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

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

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.

To be filled-out by the HRMO

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 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 Ver Satisfactory and 4 Proficient NCOIs at Outstanding
Teacher VII	At least 18 Proficient COIs at Outstanding; and At least 6 Proficient NCOIs at Ver Satisfactory and 6 Proficient NCOIs at Outstanding

Summary of the Achievement of PPST Indicators

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

2 18.5 15.	Domain/Strand/Indicators	0	VS
No.	Domain 1. Content Knowledge and Pedagogy		-
1	1.1.2 Apply knowledge of content within and across curriculum teaching areas.		-
2	1.2.2 Use research-based knowledge and principles of teaching and learning to enhance professional practice.		
3	1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process.		
4	1.4.2 Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.		-
5	1.5.2 Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.		
6	1.6.2 Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.		
7	1.7.2 Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement		

	Domain 2. Learning Environment	
×	2.1.2 Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	The state of the s
()	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.	
1	2.4.2 Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.	
1.2	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	
:3	2.6.2 Manage learner behavior constructively by applying positive and non- violent discipline to ensure learning focused environments.	
	Domain 3. Diversity of Learners	
	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.	
	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 arc responsive to the special educational needs of learners in difficult circumstances, including; geographic isolation, chronic filness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child tabor practices.	
ls	3.5.2 Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	
	Domain 4. Curriculum and Planning	a manuscriptus (44 - ac time to a company kangan arina mana aga panda da d
<b> </b> 4	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 abgued 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 leedback to enrich teaching practice.	
23	4.5.2 Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals	
	Domain 5. Assessment and Reporting	
24	5.1.2. Design, select, organize and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements	
25	5.2.2 Monitor and evaluate learner progress and achievement using learner	
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.	
	5.5.2 Utilize assessment data to inform the modification of teaching and	

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	7.5.2 Set pro Standards to	r Teachers.	and the second s		dippine Professional		
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7	practice.				pased on reflection of		
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	7.2.2 Adopt (	practices that	t uphold the dig	nity of teaching :	is a profession by		
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	i.			ners, parents, ar sional Develops	nd other stakeholders.		The state was to state to the state of the s
	6.4.2 Comply	with and in	cedures consistently to				
	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.						
	6.2.2 Build r community t	clationships o facilitate in	wider school ess.				
					t	!	

Schools Division Superintendent

Domain 6. Community Linkages and Professional Engagement

#### V. DEPED REGIONAL OFFICE ACTION

	Reclassification	n of Position			
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			Approved			

Regional Director



## RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name.		Current Position:	
Position Applied:		Item Number of Current Position:	
Station/School		SG/Annual Salary:	
Level:	Kindergarten Elementary	Junior High S. Senior High Se	
I. QUALIFICATION S Elements	GTANDARDS QS of the Position	QS of the Applicant	T Barran
Education	To be filled-out by the HRMO	To be filled-out by the HRMO	Remarks
Training		To de fillett out by the rikino	
Experience			+
Eligibility			
D			

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	
Master Teacher I	21 Proficient COIs at Outstanding; and 8 Proficient NCOIs at Very Proficient NCOIs at Outstanding	Satisfactory and 8
Master Teacher II	At least 10 Highly Proficient COIs at Outstanding, and At least 5 I NCOIs at Very Satisfactory and 5 Highly Proficient NCOIs at Outs	Highly Proficient tanding
Master Teacher III	21 Highly Proficient COIs at Oustanding; and 8 Highly Proficient Satisfactory and 8 Highly Proficient NCOIs at Outstanding	NCOIs at Very

## 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	0	vs
No.	Domain 1. Content Knowledge and Pedagogy		
1	1.1.3 Model effective applications of content knowledge within and across curriculum teaching areas.		
2	1.2.3 Collaborate with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.		
3	1.3.3 Promote effective strategies in the positive use of ICT to facilitate the teaching and learning process.		
4	1.4.3 Evaluate with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy.		
5	1.5.3 Develop and apply effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.		
6	1.6.3 Model and support colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop the learners' pride of their language, heritage and culture.		
7	1.7.3 Display a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.		

	Domain 2. Learning Environment	
х	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.	
۲)	2.2.3 Exhibit effective practices to foster learning environments that promote fairness, respect and care to encourage learning	
1u	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.	
****	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.	
1.2	2.5.3 Model successful strategies and support colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning	
13	2.6.3 Exhibit effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning focused environments.	
	Domain 3. Diversity of Learners	
4	3.1.3 Work with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and expenences	
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.	
11)	3.3.3 Assist colleagues to design adapt and implement teaching strategies that are responsive to learners with disabilines, giftedness and talents.	
17	3.4-3 Evaluate with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation, chronic illness, displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.	
18	3.5.3 Develop and apply teaching strategies to address effectively the needs of learners from indigenous groups.	
	Domain 4. Curriculum and Planning	
19	4.1.3 Develop and apply effective strategies in the planning and management of developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	
20	4.2.3 Model to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies to cultivate a culture of excellence for all learners.	
21	4.3.3 Work collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability levels	
22	4.4.3 Review with colleagues, teacher and learner feedback to plan, facilitate, and enrich teaching practice	
23	4.5.3 Advise and guide colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals.	

	Domain 5. Assessment and Reporting		**************************************
24	$5\pm3$ 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 requirmments		
25	5-2.3 Interpret collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement		
26	5.3.3 Use effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning.		
27	5.4.3 Apply skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians		
28	5.5.3 Work collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement		
	Domain 6. Community Linkages and Professional Engagement		
29	6-1.3 Reflect on and evaluate learning environments that are responsive to community contexts		
30	6/2/3 Guide collengues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process.		
	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.		
	6-4.3 Exhibit commitment to and support teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders.		
	Domain 7. Personal Growth and Professional Development		
33	7.1-3 Mamifest 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 Immate professional reflections and promote learning opportunities with colleagues to improve practice.		
.17	7.5.3 Reflect on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals.		
	Total Number of O and VS	<u></u>	
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Conforme	Attested by
Teacher Applicant	HRMPSB Chair

	Reclassification of Position					
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Approved:

Certified Correct

Chief, Administrative Division

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## RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name:		Current Position:	
Position Applied:		Item Number of Current Position	1:
Station/School		SG/Annual Salary:	
Level:	Kindergarten Elementary	Junior High Senior High	
I. QUALIFICATION STA			
Elements	QS of the Position	QS of the Applicant	Remarks
Education			
Training	And the second s		
Experience			
Eligibility			
Competency			

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
Master Teacher IV	At least 10 Distinguished COIs at Outstanding; and 5 Distinguished NCOIs at Very Satisfactory and 5 Distinguished NCOIs at Outstanding
Master Teacher V	21 Distinguished COIs at Outstanding; and 8 Distinguished NCOIs at Very Satisfactory and 8 Distinguished NCOIs at Outstanding

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

F-081-01	Domain/Strand/Indicators	0	VS
io.	Domain 1 Content Knowledge and Pedagogy		
1	1.1.4 Model exemplary practice to improve the applications of content knowledge within and across curriculum teaching areas.		
2	1.2.4 Lead colleagues in the advancement of the art and science of teaching based on their comprehensive knowledge of research and pedagogy.		
3	1.3.4 Mentor colleagues in the implementation of policies to ensure the positive use of ICT within or beyond the school.		
4	1.4.4 Model a comprehensive selection of effective teaching strategies that promote learner achievement in literacy and numeracy.		
5	1.5.4 Lead colleagues in reviewing, modifying and expanding their range of teaching strategies that promote critical and creative thinking, as well as other higher-order thinking kills.		
6	1.6.4 Show exemplary skills in and advocate the use of Mother Tongue, Filipino and English in teaching and learning to facilitate the learners' language, cognitive and academic evelopment and to foster pride of their language, heritage and culture.		
7	1.7.4 Exhibit exemplary practice in the use of effective verbal and on-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement in different learning contexts.		

	Domain 2. Learning Environment	
×	2.1.4 Apply comprehensive knowledge of, and act as a resource person for, policies, guidelines and procedures that relate to the implementation of sate and secure learning environments for learners.	
ų	2.2.4 Advocate and facilitate the use of effective practices to foster learning environments that promote fairness, respect and care to encourage learning.	
10	2.3.4 Model exemplary practices in the management of classroom structure and activities, and lead colleagues at the whole school level to review and evaluate their practices.	
11	2.4.4 Facilitate processes to review the effectiveness of the school's learning environment to nurture and inspire learner participation.	
12	2.5.4 Lead and empower colleagues in promoting learning environments that effectively motivate learners to achieve quality outcomes by assuming responsibility for their own learning.	
13	2.6 4 Provide leadership in applying a wide range of strategies in the implementation of positive and non-violent discipline policies/procedures to ensure learning focused environments.	
	Domain 3. Diversity of Learners	
1:	3.1.4 head colleagues to evaluate differentiated strategies to enrich teaching practices that address learners' differences in gender needs, strengths, interests and experiences.	
ió	3.2.4 Model exemplary teaching practices that recognize and affirm diverse linguistic, cultural, socio economic and religious backgrounds to promote learner success.	
and it	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.	
l H	3.5.4 Show comprehensive skills in delivering culturally appropriate teaching strategies to address effectively the needs of learners from indigenous groups.	
	Domain 4. Curriculum and Planning	
10	4-1.4 Model exemplary practice and lead colleagues in enhancing current practices in the planning and management of developmentally sequenced teaching and learning processes.	
20	4.2.4 Exhibit high-level skills and lead in setting achievable and challenging learning outcomes that are aligned with learning competencies towards the cultivation of a culture of excellence for all.	
21	4-3.4 Provide advice on the design and implementation of relevant and responsive learning programs that develop the knowledge and skills of learners at different ability levels.	
22	4.4.4 Lead colleagues in professional discussions to plan and implement strategies that enrich teaching practice.	
23	4.5.4 Model exemplary skills and lead colleagues in the development and evaluation of teaching and learning resources, including ICT, for use within and beyond the school.	

	Domain 5. Assessment and Reporting	
24	5.1.4 Lead initiatives in the evaluation of assessment policies and guidelines that relate to the design, selection, organization and use of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	
25	5.2.4 Provide advice on and mentor colleagues in the effective analysis and use of learner attainment data	
26	5.3.4 Exhibit exemplary skills and lead mitiatives to support colleagues in applying strategies that effectively provide timely, accurate and constructive feedback to learners to improve learning achievement.	
27	5.4.4 Share with colleagues a wide range of strategies that ensure effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians.	
28	5.5.4 Lead colleagues to explore, design and implement effective practices and programs using information derived from assessment data.	
	Domain 6. Community Linkages and Professional Engagement	
29	6.1.4 Model exemplary practice and empower colleagues to establish and maintain effective learning environments that are responsive to community contexts.	
3()	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.	
	6.3.4 Lead colleagues in the regular review of existing codes, laws and regulations that apply to the reaching profession, and the responsibilities as specified in the Code of Ethics for Professional Teachers.	
32	6.4.4 Evaluate existing school policies and procedures to make them more responsive to the needs of the learners, parents and other stakeholders.	
,	Domain 7. Personal Growth and Professional Development	
33	7.1.4 Model a learner-centered teaching philosophy through teaching practices that stimulate colleagues to engage in further professional learning.	
.34	7.2.4 Act as a role model and advocate for upholding the dignity of teaching as a profession to build a positive teaching and learning culture within and beyond the school.	
35	7.3.4 Take a leadership role in supporting colleagues' engagement with professional networks within and across schools to advance knowledge and practice in identified areas of need.	
36	7.4.4. Demonstrate leadership within and across school contexts in critically evaluating practice and setting clearly defined targets for professional development.	
.37	7.5.4 Lead reforms in enhancing professional development programs based on an in-depth knewledge and understanding of the Philippine Professional Standards for Teachers.	
	Total Number of O and VS	

## III. COMPARATIVE ASSESSMENT RESULTS

0	Education	Training	Experience	Performance	Classroom Observable Indicators	Non-Classroom Observable Indicators	Total Score	
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Conforme:	Attested by:
Teacher Applicant	HRMPSB Chair

IV.	DEPED	<b>SCHOOLS</b>	DIVISION	OFFICE	ACTION

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From	Salary Grade	To	Salary Grade	Date Processed	Remarks			

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		Ad	ministrative Officer IV (HRM	न0।
Certified (	Correct			
Adm	inistrative Officer V (Admin Services)			
	Recomm	ending Approval		
	Schools Div	ision Superimendent		
V. DEPER	REGIONAL OFFICE ACTION			
	Reclassification of Po	sition		
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From	Salary Grade	То	Salary Grade	Date Processed	Remarks	i
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Evaluated by:

Teachers Credential Evaluator

Chief, Administrative Division

 ${\bf Approved}$ 

Regional Director



## RECLASSIFICATION FORM FOR SCHOOL PRINCIPAL POSITIONS (RFSPP)

Name:					Current Position:				
Position Ap	oplied:				Item Number of				
Station/Sc	hool				Current Position: SG/Annual Salary	-			-
Level:			Kindergarten Elementary			Junior High Scho Senior High Scho			
I. QUALIFI		STANDA	The second of th						
Elemen	nts		QS of the Pos		QS of the		Re	emarks	
Education		To	be filled out by t	he IIRMO	To be filled-out	by the HRMO			
Training									
Experience									
Eligibility									NOT THE VALUE OF THE PARTY.
Note: Inclicate	e the QS of	the Positie	on Applied for bas	sed on the CSC-App	proved QS				
п. всноог	L HEADS	ASSESS	MENT (or its eq	(uivalent)					
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III. PERFO	RMANCE	RATING	i:						
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Educa	ation T	raining	Experience	Performance	Outstanding Accomplishments	Application of Education	Application of L&D	Potential	Total Score
Conforme:					Attested by:				
						TIDMDS	SB Chair		
	Applicant					TIKMES	D Chan		
V. DEPED	SCHOOL	s divisi	ON OFFICE AC	CTION					
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				Recor	mmending Approval	n			



## RECLASSIFICATION FORM FOR SCHOOL PRINCIPAL POSITIONS (RFSPP)

Nan	ne:	and the second s			Current Position:				
Pos	ition Applied:				Item Number of				
Star	tion/School				Current Position: SG/Annual Salary	(-			
Leve	p do con		Kindergarten Elementary			ool			
1.0	UALIFICATION	ON STANDA				Senior High Scho	NO1		
1. Q	Elements	UM STANDA	QS of the Po	sition	QS of the	Applicant	R	emarks	
Edu	cation	To	be filled out by	the HRMO	To be filled-out	The second liver with			
Trai	ning								
Exp	erience								
Elig	ibility								
		S of the Positi	on Applied for ba	sed on the CSC-App	proved OS		L		
rv. (	Individual Per	ast <b>Very Sa</b> ed true copy oformance Co	tisfactory of School's Offic	ce Performance Co Review (IPCR) for Performance	Outstanding Accomplishments  Attested by:	plicable) in the last	Application of	Potential	Total Score
					Value of the last	HRMPS	D Chair		
v. 1	Applica		ION OFFICE A	CTION		HKMPS	B Chair		
1		7	Reclassificatio	n of Position		Date Processed	P	lemarks	
	Fre	om	Salary Grade	То	Salary Grade				
					Evaluated by:				
						Administrative (	Officer IV (HRM)	))	
Cer	tified Correct								
-	Administrative	e Officer V (Ad	imin Services)						
				Recoi	nmending Approval	1			

## VI. DEPED REGIONAL OFFICE ACTION

	Reclassification	of Position	The state of the s		
From	Salary Grade	То	Salary Grade	Date Processed	Remarks

	~		MANUAL PROPERTY AND ASSESSMENT OF THE SECOND STREET	No. 11 per la part la		
			Evaluated (	N'		And the second s
			Property and Andrew State (Control of the Control o	feac	ners Credential Evaluate	
Certified Correct.						
Chief, Admir	ustrative Division	deritore v annuquemo :				
			Approxect			
			Regional Direct	ent.		