



Republic of the Philippines  
**Department of Education**  
DIGOS CITY DIVISION

**Office of the Schools Division Superintendent**

**DIVISION MEMORANDUM**

OSDS-2025-289

To : ASSISTANT SCHOOLS DIVISION SUPERINTENDENT  
PUBLIC SCHOOLS DISTRICT SUPERVISORS  
SCHOOL PRINCIPALS  
HEAD TEACHERS  
TEACHING PERSONNEL  
ALL OTHERS CONCERNED

Subject : ACCEPTANCE OF APPLICATIONS FOR RECLASSIFICATION OF  
POSITIONS (BATCH 1 AND BATCH 2)

Date : September 11, 2025

Pursuant to **Regional Memorandum AD-2025-135 dated September 9, 2025** re: *Dissemination of Memorandum on the Commencement of Reclassification of Teaching and School Principal Positions*, and in compliance with the Central Office deadline on October 3, 2025, this Office shall accept applications for **Reclassification of Positions** until **September 19, 2025** to allow sufficient time for evaluation, consolidation, and submission.

In accordance with Part II (Prioritization) of the said Memorandum and consistent with one of the President's notable reform commitments during the 2024 State of the Nation Address (SONA) that "*no teacher should retire at Teacher I,*" as well as the provisions of Title V, Sections 23 and 24 of the IRR of Executive Order No. 174 and Section 8.5.2 of DBM-DepEd Joint Circular No. 01, s. 2025, the following application batches shall be observed:

**Batch 1 – Priority Applicants**

1. **Retirable Teacher I incumbents** – both mandatory and optional retirees within the next five (5) years (see attached list); and
2. **Head Teachers (HT) and Assistant School Principals (ASP)** affected by the implementation of the Expanded Career Progression.

**Batch 2 – Other Qualified Applicants**

Teaching and school principal incumbents who do not fall under Batch 1 but are otherwise qualified for reclassification, subject to necessary assessments, applicable staffing standards, and availability of funds.

Notwithstanding the prioritization of Batch 1 applicants, Batch 2 applicants shall not be precluded from submitting their applications within the prescribed period.

All interested applicants shall submit the **Reclassification Form for Teaching Positions (RFTP) [Annex B-1]** to the **DIVISION OFFICE – RECORDS UNIT**.

The **RFTP Form must be supported by the following documentary requirements:**

- a. letter of intent addressed to the SDS containing the following information:
  - i. Statement of Purpose/ Expression of interest



**Address:** Roxas cor. Lopez Jaena Street, Zone II, Digos City (8002)  
**Telephone Nos.:** (082) 553-8375; (082) 553-8396



Republic of the Philippines  
**Department of Education**  
DIGOS CITY DIVISION

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**Office of the Schools Division Superintendent**

- ii. Position applied for
- b. Duly accomplished PDS (CS 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 record (i.e., Special Orders, Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available);
  - f. Photocopy of duly signed Service Record;
  - g. Photocopy of latest appointment;
  - h. Photocopy of certificate/s of completion of National Educators Academy of the Philippines (NEAP)-accredited professional development programs/ courses, or certificates of training issued by NEAP-accredited public and private institutions or Photocopy of certificate/s of relevant specialized 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 this Enclosure. The latest performance rating shall cover one (1) year complete performance rating period in the current position);
  - k. Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and Data Privacy Consent Form pursuant to RA No. 10173 (Data Privacy Act of 2012), using the attached form (Annex C-2); and
  - 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.

**Applicants are required to fill out the electronic google form upon submission of application documents. *Please see Facebook page post to access the application link.***

**All submission must be EAR-TAGGED for ease in the evaluation /review of the documents.**

Individuals who failed to submit complete mandatory documents (items a to k of this Enclosure) on the set deadline indicated in the SDO Memorandum or Call for Application shall not be included in the pool of official applicants. However, non-submission of other documents as may be required by the HRMPSB (item l) shall not warrant exclusion from the pool of official applicants.

The applicant assumes full responsibility and accountability for the completeness, authenticity, and veracity of the documents submitted, as evidenced by the Omnibus Sworn Statement (item k), duly signed by the applicant. The HRMO and/or sub-committee shall check and verify the completeness, authenticity, and veracity of the documents submitted. Any false and fraudulent document submitted shall be grounds for disqualification and shall cause the filing of administrative or criminal case/s against the person concerned.



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**Department of Education**  
DIGOS CITY DIVISION

**Office of the Schools Division Superintendent**

The Human Resource Management Personnel Selection Board of this office shall deliberate the applicant's documents pursuant to **D.O. 24, series of 2024** (access this link: [https://www.deped.gov.ph/wp-content/uploads/DO\\_s2025\\_024r.pdf](https://www.deped.gov.ph/wp-content/uploads/DO_s2025_024r.pdf)). A Division Memorandum will be issued for the names of the applicants who will qualify for the demonstration teaching. Such memorandum will be posted in the DepEd Digos City website ([www.depeddigoscitey.org](http://www.depeddigoscitey.org)). At the same time, qualified applicants will be informed through e-mail, call and/or text message.


All concerned are advised to submit complete documentary requirements **on or before September 19, 2025**. No additional documents shall be accepted after the deadline set, as indicated in the SDO Memorandum or Call for Applications.

For guidance and strict compliance.

  
**MELANIE P. ESTACIO, Ph.D, CESO VI**  
Schools Division Superintendent

DepEd Schools Division of Digos City  
RECORDS SECTION

**RELEASED**

DATE: SEP 15 TIME: 11:25 am  
BY: 

OSDS/ADMIN /HR/dbc



**Address:** Roxas cor. Lopez Jaena Street, Zone II, Digos City (8002)  
**Telephone Nos.:** (082) 553-8375; (082) 553-8396

RETIRABLE TEACHER I WITHIN THE NEXT 5 YEARS

NO.	NAME	POSITION TITLE	ACTUAL STATION
1	REPITO, JOSELINE GUTOSAN	Teacher I	Don Mariano Marcos ES
2	MENDEZ, HARRIET HERMIDA	Teacher I	Pedro S. Garcia ES
3	WENCESLAO, ROMEL HIALUNA	Teacher I	Remedios N. Saplala ES (Matti ES)
4	DIACOSTA, ANNALIZA HUGO	Teacher I	Ramon Magsaysay CES
5	DEIPARINE, LYNDON VASQUEZ	Teacher I	Don Mariano Marcos ES
6	UY, MARY ANN PRESTOZA	Teacher I	Federico Alferez ES (Goma)
7	LLANTO, NANETTE LAGUTING	Teacher I	Bagumbuhay ES
8	CAMINADE, LINA ROCACORBA	Teacher I	Gaudioso Reusora CES
9	BELMONTE, RAZEL LUMANG	Teacher I	Bagumbuhay ES
10	BONA, MYRNA GILAYO	Teacher I	Isaac Abalayan ES
11	DE LEON, NONELA PULVERA	Teacher I	Ramon Magsaysay CES
12	CABALE, FELINA MALONES	Teacher I	Ramon Magsaysay CES
13	BATION, ROSELYN DELES	Teacher I	Ramon Magsaysay CES
14	ITANG, ALFONSO GIACO	Teacher I	Colorado ES
15	IMPERIAL, REINERA BATULANON	Teacher I	Cogon ES
16	LEGASPI, TERESITA BACALSO	Teacher I	Digos City CES
17	REUSORA, JUDITHA POGIDA	Teacher I	Soong ES
18	CRISPINO, GLENDA FUENTESFINA	Teacher I	Ramon Magsaysay CES
19	NASIBOG, MYRNA GONZALES	Teacher I	Ramon Magsaysay CES
20	REPONTE, ANNABELLE FERNANDEZ	Teacher I	Digos City CES
21	UBE, JOB ENDAR	Teacher I	Gaudioso Reusora CES
22	NIEVES, CRISTINA PETALCORIN	Teacher I	Badiang ES
23	LABANDERO, GRACE PAROJINOG	Teacher I	Isaac Abalayan ES
24	PAMAN, ROMANA MICULOB	Teacher I	Don Mariano Marcos ES
25	CATALAN, RAQUEL QUIBOD	Teacher I	Digos City NHS (Davao Del Sur NHS)
26	CASTRO, MARIA ELENA SABADO	Teacher I	Digos City NHS (Davao Del Sur NHS)
27	ADDUK, FLORDELIZA CANDIA	Teacher I	Digos City NHS (Davao Del Sur NHS)
28	GRAVADOR, LELIBETH LUMA	Teacher I	Matti NHS

CHECKLIST OF REQUIREMENTS

Annex C-2

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

Basic Documentary Requirement	Status of Submission <small>(To be filled-out by the applicant; Check if submitted)</small>	Verification <small>(To be filled-out by the HRMO/ HR Office/ sub-committee)</small>	
		Status of Submission <small>(Check if complied)</small>	Remarks
a. Letter of intent addressed to the SDS containing the following information: <i>i. Statement of Purpose/ Expression of interest</i> <i>ii. Position applied for</i>			
b. Duly accomplished PDS with Work Experience Sheet (CS Form 212, Revised 2025)			
d. Photocopy of valid and updated PRC License/ID			
e. Certificate of Competency Level issued by Authorized body (if applicable)			
f. Photocopy of scholastic/academic record (i.e., Special Orders, Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available)			
g. Photocopy of duly signed Service Record			
h. Photocopy of latest appointment			
i. Photocopy of certificate/s of completion of National Educators Academy of the Philippines (NEAP)-accredited professional development programs/ courses, or certificates of training issued by NEAP-accredited public and private institutions or Photocopy of certificate/s of relevant specialized trainings or professional development programs, if any			
j. Photocopy of Technical Education and Skills Development Authority (TESDA) National Certificate (NC) III 11, Trainers Methodology Certificate (TMC) (for SHS applicants in the Technical-Vocational-Livelihood (TVL) track only);			
k. Photocopy of the required Performance Rating(s) with at least Very Satisfactory rating <small>(For teaching positions: The applicant shall submit at most three (3) performance ratings depending on the performance requirements. The latest performance rating shall cover one (1) year complete performance rating period in the current position)</small>			
l. Certificate of Rating (COR) in the School Head Assessment (National Qualifying Examination for School Heads (NQESH) or Principal's Test) (for School Principal positions only);			
m. Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and Data Privacy Consent Form pursuant to RA No. 10173 (Data Privacy Act of 2012)			
n. Other documents as may be required by the HRMPSB <b>For Teaching:</b> portfolio for the assessment of identified PPST non-classroom observable indicators. <b>For School Principal:</b> Means of Verification (MOVs) showing Outstanding Accomplishments, Application of Education, Application of Learning and Development reckoned from the date of last issuance of appointment			

Attested:  
  
\_\_\_\_\_  
Human Resource Management Officer

OMNIBUS SWORN STATEMENT

CERTIFICATION OF AUTHENTICITY AND VERACITY

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

DATA PRIVACY CONSENT

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

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

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

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

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





Republika ng Pilipinas  
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name: \_\_\_\_\_

Position Applied: \_\_\_\_\_

Station/School \_\_\_\_\_

Current Position: \_\_\_\_\_

Item Number of 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. 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 At least 4 Proficient NCOIs at Very Satisfactory
Teacher III	At least 12 Proficient COIs at Very Satisfactory; and At least 8 Proficient NCOIs at Very Satisfactory
Teacher IV	21 Proficient COIs at Very Satisfactory; and 16 Proficient NCOIs at Very Satisfactory
Teacher V	At least 6 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Outstanding
Teacher VI	At least 12 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Very Satisfactory and 4 Proficient NCOIs at Outstanding
Teacher VII	At least 18 Proficient COIs at Outstanding; and At least 6 Proficient NCOIs at Very Satisfactory and 6 Proficient NCOIs at Outstanding

Summary of the Achievement of PPST Indicators

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

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

	<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. COMPRATIVE ASSESSMENT RESULT

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

Conforme:

Attested by:

Teacher Applicant

HRMPSB Chair

IV. DEPED SCHOOLS DIVISION OFFICE ACTION

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

Evaluated by:

Administrative Officer IV (HRMO)

Certified Correct

Administrative Officer V (Admin Services)

Recommending Approval:

Schools Division Superintendent



V. DEPED REGIONAL OFFICE ACTION

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

Evaluated by:

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

Certified Correct:

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

Approved:

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



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 School

Senior High School

I. QUALIFICATION STANDARDS

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

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

II. PERFORMANCE REQUIREMENTS

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 Satisfactory and 8 Proficient NCOIs at Outstanding
Master Teacher II	At least 10 Highly Proficient COIs at Outstanding; and At least 5 Highly Proficient NCOIs at Very Satisfactory and 5 Highly Proficient NCOIs at Outstanding
Master Teacher III	21 Highly Proficient COIs at Oustanding; and 8 Highly Proficient NCOIs at Very Satisfactory and 8 Highly 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	1.1.3 Model effective applications of content knowledge within and across curriculum teaching areas.		
2	1.2.3 Collaborate with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.		
3	1.3.3 Promote effective strategies in the positive use of ICT to facilitate the teaching and learning process.		
4	1.4.3 Evaluate with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy.		
5	1.5.3 Develop and apply effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.		
6	1.6.3 Model and support colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop the learners' pride of their language, heritage and culture.		
7	1.7.3 Display a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.		



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

Administrative Officer IV (HRMO)

Certified Correct

Administrative Officer V (Admin Services)

Recommending Approval:

Schools Division Superintendent

V. DEPED REGIONAL OFFICE ACTION

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

Evaluated by:

Teachers Credential Evaluator

Certified Correct:

Chief, Administrative Division

Approved:

Regional Director



Republika ng Pilipinas  
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name: \_\_\_\_\_Current Position: \_\_\_\_\_

Position Applied: \_\_\_\_\_Item Number of Current Position: \_\_\_\_\_

Station/School: \_\_\_\_\_SG/Annual Salary: \_\_\_\_\_

Level: \_\_\_\_\_Kindergarten \_\_\_\_\_Junior High School

\_\_\_\_\_Elementary \_\_\_\_\_Senior High School

I. QUALIFICATION STANDARDS

Elements	QS of the Position	QS of the Applicant	Remarks
Education			
Training			
Experience			
Eligibility			
Competency			

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

II. PERFORMANCE REQUIREMENTS

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.

Domain/Strand/Indicators		O	VS
No.	Domain 1. Content Knowledge and Pedagogy		
1	1.1.4 Model exemplary practice to improve the applications of content knowledge within and across curriculum teaching areas.		
2	1.2.4 Lead colleagues in the advancement of the art and science of teaching based on their comprehensive knowledge of research and pedagogy.		
3	1.3.4 Mentor colleagues in the implementation of policies to ensure the positive use of ICT within or beyond the school.		
4	1.4.4 Model a comprehensive selection of effective teaching strategies that promote learner achievement in literacy and numeracy.		
5	1.5.4 Lead colleagues in reviewing, modifying and expanding their range of teaching strategies that promote critical and creative thinking, as well as other higher-order thinking skills.		
6	1.6.4 Show exemplary skills in and advocate the use of Mother Tongue, Filipino and English in teaching and learning to facilitate the learners' language, cognitive and academic 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.		



	<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:

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

Certified Correct

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

Recommending Approval:

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

V. DEPED REGIONAL OFFICE ACTION

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

Evaluated by:

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

Certified Correct:

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

Approved:

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



Republika ng Pilipinas  
Department of Education

RECLASSIFICATION FORM FOR SCHOOL PRINCIPAL POSITIONS (RFSP)

Name: \_\_\_\_\_

Current Position: \_\_\_\_\_

Position Applied: \_\_\_\_\_

Item Number 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. 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. COMPRATIVE 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