



Republic of the Philippines
Department of Education
SOCCSKSARGEN REGION
SCHOOLS DIVISION OF SARANGANI

23 Sep 2025

DIVISION MEMORANDUM

No. **147** , s. 2025

**CALL FOR SUBMISSION OF RECLASSIFICATION APPLICATIONS FOR
TEACHING AND SCHOOL PRINCIPAL POSITIONS PURSUANT TO DEPED
ORDER NO. 024, S. 2025 AND MEMORANDUM DM-OUHROD-2025-2505**

TO: Assistant Schools Division Superintendent
Chief Education Supervisor, CID and SGOD
Education Program Supervisors
Public Schools District Supervisors
Heads of Public Elementary and Secondary Schools
HRMPSB Members
All Interested Applicants

1. In relation to DepEd Order No. 024, s. 2025 (Guidelines on the Implementation of the Expanded Career Progression System for Teachers and School Heads) and Memorandum DM-OUHROD-2025-2505, this Office announces the commencement of the submission of applications for reclassification.
2. Priority in the promotion through reclassification shall be given to the following qualified incumbents, subject to necessary assessments, applicable staffing standards, and availability of funds:

Retirable Teacher I incumbents-both mandatory and optional in the next five (5) years; and

Head Teachers (HT) and Assistant School Principals (ASP) who are affected by the implementation of the Expanded Career Progression.

Notwithstanding the prioritization of abovementioned incumbents, other qualified teaching and school principal incumbents shall not be precluded from applying for reclassification of positions, subject to necessary assessments, applicable staffing standards, and availability of funds.

3. Interested applicants are required to submit online application by filling up personal data in the Personnel Unit website through this link <https://bit.ly/DepEdSarReclaApplicantsOnlineRegistration>. The Personnel Unit will not accept application without registration of their online application.
4. Applicants must submit **one (1) complete set of documents** per position applied for, enclosed in a **pink folder** with cover page, proper labeling and tabbing to their respective schools and shall be forwarded to the Division Office on or before



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September 29, 2025. No additional documents will be accepted after the set deadline.

5. The School Administrative Officers shall undertake a preliminary evaluation to ascertain the completeness of the submitted documents and the qualifications of the applicants.
6. Promotion through reclassification, shall be limited to a maximum of three (3) salary grades higher than the employee's current position.
7. All interested applicants for reclassification (Teaching/School Principal) shall submit the Reclassification Form for Teaching Positions (RFTP) (Annex B-1 in DO 24 s. 2025) and Reclassification Form for Principal Positions (RFSP) (Annex B-2 in DO 24 s. 2025) to their respective Schools. The RFTP shall be supported by the following documents:

For Teaching positions:

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



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(Data Privacy Act of 2012), using the attached form (Annex C-2 in DO 24, s. 2025); and

1. Other documents may be required by the HRMPSB including but not limited to portfolio for the assessment of identified PPST non-classroom observable indicators.

For School Principal Positions:

- a. Letter of intent addressed to the SDS containing the following information:
 - i. Statement of Purpose/ Expression of interest
 - 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 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;
- h. Certificate of Rating (COR) in the School Head Assessment (National Qualifying Examination for School Heads (NQESH) or Principal's Test or other school head assessment as may be administered by DepEd);
- i. Photocopy of latest appointment;
- j. Photocopy of the Performance Rating with at least Very Satisfactory rating in the last rating period covering one (1) complete performance rating period in the current position prior to the deadline of submission;
- k. Checklist of Requirements 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 in DO 24, s. 2025); and
- l. Other documents as may be required by the HRMPSB for the Comparative Assessment, including but not limited to:
- m. Means of Verification (MOVs) showing Outstanding Accomplishments, Application of Education, Application of Learning and Development reckoned from the date of last issuance of appointment.

8. Per DepEd Order No. 020, s.2024, initial evaluation of the applicant's qualification vis-à-vis the CSC approved- QS of the position to be filled. The initial evaluation shall likewise include the determination of the applicant's performance. A rating of at least **Very Satisfactory** in the last rating period covering one (1) year



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complete performance cycle in the current position shall be required. In addition, internal applicants shall be required to satisfy the set performance requirements of the position applied for, based on at most three (3) rating periods reckoned from the immediately preceding performance cycle completed. (Enclosed is the Performance Requirements for every position)

9. The applicant assumes full responsibility and accountability for the authenticity and veracity of the documents submitted, as evidenced by the Omnibus Sworn Statement, duly signed by the applicant and sworn before a public officer authorized to administer oaths. Any false and fraudulent document submitted shall be grounds for disqualification.

10. The Omnibus Sworn Statement and other reclassification forms can be accessed through this link **bit.ly/Personneldownloadables**:

11. Please refer to DepEd Order (DO) No. 19, s. 2022 titled “The Department of Education Merit Selection Plan” and DO 20, s. 2024 re “Guidelines on the Recruitment, Selection and Appointment to Higher Teaching Positions” and DepEd Order No. 7, s. 2023 “Guidelines on the Recruitment, Selection and Appointment of the Department of Education” for the evaluation of application documents and computation of points to be used in the Comparative Assessment Result.

12. For inquiries, contact Mr. Roel D. Balbareno at 09773941073.

13. Immediate and widest dissemination of this Memorandum is desired.

RUTH L. ESTACIO PhD, CESO V
Schools Division Superintendent

Encl.: As stated

Reference: As stated

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

FORMS

Roel D. Balbareno/OSDS/DM – call for submission of reclassification applications for teaching and school principal positions pursuant to deped order no. 024, s. 2025 and memorandum dm-ouhrod-2025-2505

0890/September 23, 2025



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Performance Requirements

Position Applied For	Classroom Observable Indicator	Non-Classroom Observable Indicator
Teacher II	At least 6 Proficient COIs at Very Satisfactory	At least 4 Proficient NCOIs at Very Satisfactory
Teacher III	At least 12 Proficient COIs at Very Satisfactory	At least 8 Proficient NCOIs at Very Satisfactory
Teacher IV	21 Proficient COIs at Very Satisfactory	16 Proficient NCOIs at Very Satisfactory
Teacher V	At least 6 Proficient COIs at Outstanding	At least 4 Proficient NCOIs at Outstanding
Teacher VI	At least 12 Proficient COIs at Outstanding	At least 4 Proficient NCOIs at Very Satisfactory; and 4 Proficient NCOIs at Outstanding
Teacher VII	At least 18 Proficient COIs at Outstanding	At least 6 Proficient NCOIs at Very Satisfactory; and 6 Proficient NCOIs at Outstanding
Master Teacher I	21 Proficient COIs at Outstanding	8 Proficient NCOIs at Very Satisfactory; and 8 Proficient NCOIs at Outstanding
Master Teacher II	At least 10 Highly Proficient COIs at Outstanding	At least 5 Highly Proficient NCOIs at Very Satisfactory; and 5 Highly Proficient NCOIs at Outstanding
Master Teacher III	21 Highly Proficient COIs at Outstanding	8 Highly Proficient NCOIs at Very Satisfactory; and 8 Highly Proficient NCOIs at Outstanding
Master Teacher IV	At least 10 Distinguished COIs at Outstanding	At least 5 Distinguished NCOIs at Very Satisfactory; and 5 Distinguished NCOIs at Outstanding
Master Teacher V	21 Distinguished COIs at Outstanding	8 Distinguished NCOIs at Very Satisfactory; and 8 Distinguished NCOIs at Outstanding



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Annex A – Reclassification Form for Teaching Positions (RFTP) For T II - MT I

BM-DepEd JC 01, s.2025_Form No. 2-A

For Teacher II, III, IV, V, VI, VII, MT I



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RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name: #VALUE! Current Position: _____
 Position: _____ 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	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education		
Training	8 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years		
Experience	1 year teaching experience		
Eligibility	RA 1080, as amended (Teacher- Elementary/ Secondary)		

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

II. PERFORMANCE REQUIREMENTS

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

Position Applied	Performance Requirements
Teacher II	At least 6 Proficient COIs at Very Satisfactory; and At least 4 Proficient NCOIs at Very Satisfactory
Teacher III	At least 12 Proficient COIs at Very Satisfactory; and At least 8 Proficient NCOIs at Very Satisfactory
Teacher IV	21 Proficient COIs at Very Satisfactory; and 16 Proficient NCOIs at Very Satisfactory
Teacher V	At least 6 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Outstanding
Teacher VI	At least 12 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Very Satisfactory and 4 Proficient NCOIs at Outstanding
Teacher VII	At least 18 Proficient COIs at Outstanding; and At least 6 Proficient NCOIs at Very Satisfactory and 6 Proficient NCOIs at Outstanding
Master Teacher I	21 Proficient COIs at Outstanding; and 8 Proficient NCOIs at Very Satisfactory and 8 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.		



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4	1.4.2 Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.		
5	1.5.2 Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.		
6	1.6.2 Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.		
7	1.7.2 Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement		
Domain 2. Learning Environment			
8	2.1.2 Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.		
9	2.2.2 Maintain learning environments that promote fairness, respect and care to encourage learning.		
10	2.3.2 Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.		
11	2.4.2 Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.		
12	2.5.2 Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.		
13	2.6.2 Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.		
Domain 3. Diversity of Learners			
14	3.1.2 Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.		
15	3.2.2 Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds.		
16	3.3.2 Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.		
17	3.4.2 Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.		
18	3.5.2 Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.		
Domain 4. Curriculum and Planning			
19	4.1.2 Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.		
20	4.2.2 Set achievable and appropriate learning outcomes that are aligned with learning competencies.		
21	4.3.2 Adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners.		
22	4.4.2 Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.		
23	4.5.2 Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals.		
Domain 5. Assessment and Reporting			
24	5.1.2 Design, select, organize and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements		
25	5.2.2 Monitor and evaluate learner progress and achievement using learner attainment data.		
26	5.3.2 Use strategies for providing timely, accurate and constructive feedback to improve learner performance.		
27	5.4.2 Communicate promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.		



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28	5.5.2 Utilize assessment data to inform the modification of teaching and learning practices and programs.					
Domain 6. Community Linkages and Professional Engagement						
29	6.1.2 Maintain learning environments that are responsive to community contexts.					
30	6.2.2 Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.					
31	6.3.2 Review regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers.					
32	6.4.2 Comply with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.					
Domain 7. Personal Growth and Professional Development						
33	7.1.2 Apply a personal philosophy of teaching that is learner-centered.					
34	7.2.2 Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.					
35	7.3.2 Participate in professional networks to share knowledge and to enhance practice.					
36	7.4.2 Develop a personal professional improvement plan based on reflection of one's practice and ongoing professional learning.					
37	7.5.2 Set professional development goals based on the Philippine Professional Standards for Teachers.					
Total Number of O and VS						
III. COMPARATIVE ASSESSMENT RESULT						
Education	Training	Experience	Performance	Classroom Observable Indicators	Non-Classroom Observable Indicators	Total Score
Conforme:						
Attested by:						
ATTY. NELYN B. FRINAL, CESO VI Assistant Schools Division Superintendent HRMPSB Chair						
Teacher Applicant						
IV. DEPED SCHOOLS DIVISION OFFICE ACTION						
Reclassification of Position				Date	Remarks	
From	Salary	To	Salary Grade	Processed		
Evaluated by:						
ROEL D. BALBARENO Administrative Officer IV (HRMO)						
Certified Correct						
IRMA MAY G. DINASAS Administrative Officer V (Admin Services)						
Recommending Approval:						
RUTH L. ESTACIO PhD, CESO V Schools Division Superintendent						
V. DEPED REGIONAL OFFICE ACTION						
Reclassification of Position				Date	Remarks	
From	Salary Grade	To	Salary Grade	Processed		
Evaluated by:						
JOVEL S. HUNAS Teachers Credential Evaluator						
Certified Correct:						
JOSEPH RUSSEL M. FARNAZO Supervising Administrative Officer OIC-CAO						
Approved:						
CARLITO D. ROCAFORT Regional Director						



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Annex B – Reclassification Form for Teaching Positions (RFTP) For MT II to MT III

DBM-DepEd JC 01, s.2025_Form No. 2-A

For Master Teacher II, III



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Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name: _____ Current Position: _____
Position: _____ Item Number of Current Position: _____
Applied: _____
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			
Competency			

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

II. PERFORMANCE REQUIREMENTS

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

Position Applied	Performance Requirements
Master Teacher 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 Outstanding; 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		
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.		



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



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28	5.5.3 Work collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement.					
Domain 6. Community Linkages and Professional Engagement						
29	6.1.3 Reflect on and evaluate learning environments that are responsive to community contexts.					
30	6.2.3 Guide colleagues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process.					
31	6.3.3 Discuss with colleagues teaching and learning practices that apply existing codes, laws and regulations applicable to the teaching profession, and the responsibilities specified in the Code of Ethics for Professional Teachers.					
32	6.4.3 Exhibit commitment to and support teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders.					
Domain 7. Personal Growth and Professional Development						
33	7.1.3 Manifest a learner-centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy.					
34	7.2.3 Identify and utilize personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school.					
35	7.3.3 Contribute actively to professional networks within and between schools to improve knowledge and to enhance practice.					
36	7.4.3 Initiate professional reflections and promote learning opportunities with colleagues to improve practice.					
37	7.5.3 Reflect on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals.					
Total Number of O and VS						
III. COMPARATIVE ASSESSMENT RESULTS						
Education	Training	Experience	Performance	Classroom Observable Indicators	Non- Classroom Observable	Total Score
Conforme: _____ Attested by: _____						
Teacher Applicant				ATTY. NELYN B. FRINAL, CESO VI Assistant Schools Division Superintendent HRMPSB Chair		
IV. DEPED SCHOOLS DIVISION OFFICE ACTION						
Reclassification of Position						
From	Salary Grade	To	Salary Grade	Date Processed	Remarks	
Evaluated by: _____						
ROEL D. BALBARENO Administrative Officer IV (HRMO)						
Certified Correct						
IRMA MAY G. DINASAS Administrative Officer V (Admin Services)						
Recommending Approval:						
RUTH L. ESTACIO PhD, CESO V Schools Division Superintendent						
V. DEPED REGIONAL OFFICE ACTION						
Reclassification of Position						
From	Salary Grade	To	Salary Grade	Date Processed	Remarks	
Evaluated by: _____						
JOVEL S. HUNAS Teachers Credential Evaluator						
Certified Correct:						
JOSEPH RUSSEL M. FARNAZO Supervising Administrative Officer OIC-CAO						
Approved:						
CARLITO D. ROCAFORT Regional Director						



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Annex C – Reclassification Form for Teaching Positions (RFTP) For MT IV to MT V

DBM-DepEd JC 01, s.2025_Form No. 2-A

For Master Teacher IV and V



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Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name: _____ Current Position: _____
Position: _____ Item Number of Current Position: _____
Applied: _____ SG/Annual Salary: _____
Station/School: _____

Level: _____ Kindergarten _____ Junior High School
_____ Elementary _____ Senior High School

I. QUALIFICATION STANDARDS

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

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

II. PERFORMANCE REQUIREMENTS

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

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

Summary of the Achievement of PPST Indicators

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

Domain/Strand/Indicators		O	VS
No.	Domain 1. Content Knowledge and Pedagogy		
1	1.1.4 Model exemplary practice to improve the applications of content knowledge within and across curriculum teaching areas.		
2	1.2.4 Lead colleagues in the advancement of the art and science of teaching based on their comprehensive knowledge of research and pedagogy.		
3	1.3.4 Mentor colleagues in the implementation of policies to ensure the positive use of ICT within or beyond the school.		
4	1.4.4 Model a comprehensive selection of effective teaching strategies that promote learner achievement in literacy and numeracy.		
5	1.5.4 Lead colleagues in reviewing, modifying and expanding their range of teaching strategies that promote critical and creative thinking, as well as other higher-order thinking skills.		
6	1.6.4 Show exemplary skills in and advocate the use of Mother Tongue, Filipino and English in teaching and learning to facilitate the learners' language, cognitive and academic development and to foster pride of their language, heritage and culture.		
7	1.7.4 Exhibit exemplary practice in the use of effective verbal and on-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement in different learning contexts.		
Domain 2. Learning Environment			



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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		
9	2.2.4 Advocate and facilitate the use of effective practices to foster learning environments that promote fairness, respect and care to encourage learning.		
10	2.3.4 Model exemplary practices in the management of classroom structure and activities, and lead colleagues at the whole-school level to review and evaluate their practices.		
11	2.4.4 Facilitate processes to review the effectiveness of the school's learning environment to nurture and inspire learner participation.		
12	2.5.4 Lead and empower colleagues in promoting learning environments that effectively motivate learners to achieve quality outcomes by assuming responsibility for their own learning.		
13	2.6.4 Provide leadership in applying a wide range of strategies in the implementation of positive and non-violent discipline policies/procedures to ensure learning-focused environments.		
Domain 3. Diversity of Learners			
14	3.1.4 Lead colleagues to evaluate differentiated strategies to enrich teaching practices that address learners' differences in gender, needs, strengths, interests and experiences.		
15	3.2.4 Model exemplary teaching practices that recognize and affirm diverse linguistic, cultural, socio economic and religious backgrounds to promote learner success.		
16	3.3.4 Lead colleagues in designing, adapting and implementing teaching strategies that are responsive to learners with disabilities, giftedness and talents.		
17	3.4.4 Model a range of high level skills responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.		
18	3.5.4 Show comprehensive skills in delivering culturally appropriate teaching strategies to address effectively the needs of learners from indigenous groups.		
Domain 4. Curriculum and Planning			
19	4.1.4 Model exemplary practice and lead colleagues in enhancing current practices in the planning and management of developmentally sequenced teaching and learning processes.		
20	4.2.4 Exhibit high-level skills and lead in setting achievable and challenging learning outcomes that are aligned with learning competencies towards the cultivation of a culture of excellence for		
21	4.3.4 Provide advice on the design and implementation of relevant and responsive learning programs that develop the knowledge and skills of learners at different ability levels.		
22	4.4.4 Lead colleagues in professional discussions to plan and implement strategies that enrich teaching practice.		
23	4.5.4 Model exemplary skills and lead colleagues in the development and evaluation of teaching and learning resources, including ICT, for use within and beyond the school.		
Domain 5. Assessment and Reporting			
24	5.1.4 Lead initiatives in the evaluation of assessment policies and guidelines that relate to the design, selection, organization and use of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements.		
25	5.2.4 Provide advice on and mentor colleagues in the effective analysis and use of learner attainment data.		
26	5.3.4 Exhibit exemplary skills and lead initiatives to support colleagues in applying strategies that effectively provide timely, accurate and constructive feedback to learners to improve learning		
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.		



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Domain 6. Community Linkages and Professional Engagement			
29	6.1.4 Model exemplary practice and empower colleagues to establish and maintain effective learning environments that are responsive to community contexts.		
30	6.2.4 Lead in consolidating networks that strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process.		
31	6.3.4 Lead colleagues in the regular review of existing codes, laws and regulations that apply to the teaching profession, and the responsibilities as specified in the Code of Ethics for Professional Teachers.		
32	6.4.4 Evaluate existing school policies and procedures to make them more responsive to the needs of the learners, parents and other stakeholders.		
Domain 7. Personal Growth and Professional Development			
33	7.1.4 Model a learner-centered teaching philosophy through teaching practices that stimulate colleagues to engage in further professional learning.		
34	7.2.4 Act as a role model and advocate for upholding the dignity of teaching as a profession to build a positive teaching and learning culture within and beyond the school.		
35	7.3.4 Take a leadership role in supporting colleagues' engagement with professional networks within and across schools to advance knowledge and practice in identified areas of need.		
36	7.4.4 Demonstrate leadership within and across school contexts in critically evaluating practice and setting clearly defined targets for professional development.		
37	7.5.4 Lead reforms in enhancing professional development programs based on an in-depth knowledge and understanding of the Philippine Professional Standards for Teachers.		
Total Number of O and VS			

III. COMPARATIVE ASSESSMENT RESULTS

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

Conforme: _____ Attested by: _____
Teacher Applicant **ATTY. NELYN B. FRINAL, CESO VI**
Assistant Schools Division Superintendent
HRMPSB Chair

IV. DEPED SCHOOLS DIVISION OFFICE ACTION

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

Evaluated by: _____
ROEL D. BALBARENO
Administrative Officer IV (HRMO)

Certified Correct
IRMA MAY G. DINASAS
Administrative Officer V (Admin Services)

Recommending Approval:
RUTH L. ESTACIO PhD, CESO V
Schools Division Superintendent

V. DEPED REGIONAL OFFICE ACTION

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

Evaluated by: _____
JOVEL S. HUNAS
Teachers Credential Evaluator

Certified Correct:
JOSEPH RUSSEL M. FARNAZO
Supervising Administrative Officer
OIC-CAO

Approved:
CARLITO D. ROCAFORT
Regional Director



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Annex D – Reclassification Form for School Principal Positions (RFSP)

DBM-DepEd JC 01, s.2025_Form No. 2-B



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR SCHOOL PRINCIPAL POSITIONS (RFSP)

Name: _____ Current Position: _____
Position: _____ Item Number of: _____
Applied: _____ Current: _____
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. COMPARATIVE ASSESSMENT RESULT

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

Conforme:

Attested by:

Applicant

ATTY. NELYN B. FRINAL, CESO VI
Assistant Schools Division Superintendent
HRMPSB Chair

V. DEPED SCHOOLS DIVISION OFFICE ACTION

Reclassification of Position				Date Processed	Remarks
From	Salary	To	Salary Grade		

Evaluated by:

ROEL D. BALBARENO
Administrative Officer IV (HRMO)

Certified Correct

IRMA MAY G. DINASAS
Administrative Officer V (Admin Services)

Recommending Approval:

RUTH L. ESTACIO PhD, CESO V
Schools Division Superintendent



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VI. DEPED REGIONAL OFFICE ACTION

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

Evaluated by:

JOVEL S. HUNAS

Teachers Credential Evaluator

Certified Correct:

JOSEPH RUSSEL M. FARNAZO

Supervising Administrative Officer
OIC-CAO

Approved:

CARLITO D. ROCAFORT

Regional Director



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Annex E – Checklist of Requirements and Omnibus Sworn Statement

CHECKLIST OF REQUIREMENTS		Annex C-2	
Name of Applicant: _____ Application Code: _____ Position Applied For: _____ Office of the Position Applied For: SDO Sarangani Contact Number: _____ Religion: _____ Ethnicity: _____ Person with Disability: Yes () No () Solo Parent: Yes () No ()			
Basic Documentary Requirement	Status of Submission (To be filled-out by the applicant; Check if submitted)	Verification	
		Status of Submission (Check if complied)	Remarks
a. Letter of Intent addressed to the SDS containing the following information: i. <i>Statement of Purpose/Expression of Interest</i> ii. <i>Position applied for</i>			
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 Rating(s) with at least Very Satisfactory rating (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.			
k. Certificate of Rating (COR) in the School Head Assessment (National Qualifying Examination for School heads (NQESH) or Principal's Test). For (for School Principal Applicants only):			
l. 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)			
m. Other documents as may be required by the HRMPSB <i>For Teaching: portfolio for the assessment of identified PPST non-classroom observable indicators</i> <i>For School Principal: Means of Verification (MOVs) showing Outstanding Accomplishments, Application of Education, Application of Learning and Development reckoned from the date of last issuance of appointment</i>			

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

DATA PRIVACY CONSENT
I hereby grant the Department of Education the right to collect and process my personal information as stated

Name and Signature of Applicant

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

Person Administering Oath

enforceability as any other document or legal writing and a) (w)here the law requires a document to be in writing, that requirement is met by an electronic