



Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS
Schools Division of Cebu Province

**Office of the Schools Division
Superintendent**

February 28, 2022

DIVISION MEMORANDUM
No. 04C, S. 2022

**ANNOUNCING THE SCHEDULE OF RECRUITMENT AND SELECTION
OF SENIOR HIGH SCHOOL APPLICANTS FOR S.Y. 2022-2023**

To: Assistant Schools Division Superintendents
Division Chief Supervisors
Education Supervisors/Coordinators
Public Schools District Supervisors
School Heads (Elementary and Secondary)
Teachers (Elementary and Secondary)
All Other Concerned

1. The field is hereby informed of the schedule of recruitment and selection of Senior High School (SHS) teachers for S.Y. 2022-2023 of this Division, as attached herein.
2. Qualified applicants are advised to indicate in their application letter the SHS subject group they intend to teach and to submit pertinent documents to be arranged and fastened in a folder with proper tabbing and table of contents based on the list, to schools nearest to their residences thru the School Head.
3. Every applicant is directed to only apply for one (1) category, meaning, if one applies in the junior high school, he/she is not allowed to apply in the senior high school, or vice versa. Applying in two or more categories is ground for disqualifying the applicant to undergo the ranking process.
4. Applicants who wish to retain their scores from last year's Registry of Qualified Applicants (RQA) may signify their intention in writing and submit to the School/District Screening Committee within the submission period provided that there will be no changes in their scores, including EPT (English Proficiency Test). For those applying for both JHS and SHS categories last year, they need to indicate in their Letter of Intent which score to retain as they are expected to apply only in one category.
5. The recruitment, selection, and subsequent hiring of qualified teacher-applicants shall be governed by the following issuances:
 - a. DepEd Order No. 3, s. 2016, *"Hiring Guidelines For Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017"*
 - b. DepEd Order No. 32, s. 2016, *"Addendum to DepEd Order No. 3, s. 2016 (Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017)"*



Address: IPHO Bldg., Sudlon, Lahug, Cebu City
Telephone Nos.: (032) 255-6405
Email Address: cebu.province@deped.gov.ph

c. DepEd Order No. 51, s. 2017, "Amended Qualification Standards for Senior High School Teaching Positions in the Technical-Vocational-Livelihood Track and Other Clarifications on the Hiring Guidelines"

6. As provided for in the above mentioned DepEd Order, applicants who are already teaching with the DepEd in elementary or junior high schools, Part VII. Evaluation Criteria and Computation of Points of the Order shall apply. A separate Registry of Qualified Applicants for existing regular teachers shall be produced.
7. The School Screening Committees are enjoined to review and undertake carefully the functions of the committee as contained in the Deped issuances listed in Item No. 5 of this memorandum, especially in verifying and certifying the pertinent documents of applicants as to completeness, veracity, accuracy, and authenticity of documents.
8. The Division Selection/ Sub-Office Sub-Selection Committee shall not accept late submission of required documents but may require applicants to provide documents for validation purposes.
9. Refer to enclosure for the composition of the Division and Sub-Office Sub-Selection Committee and School/District Committee.
10. The members of the Division Human Resource Merit Promotion and Selection Board shall ensure orderly conduct of the entire ranking procedure.
11. Public Schools District Supervisors and Sub-Office Caretakers/In-Charge shall accomplish the Affidavit of Undertaking upon submission of the Tentative Ranklist from each sub-office. Please refer to enclosure for a copy of the Affidavit.
12. Applicants and committee members shall strictly comply at all times all precautionary measures such as but not limited to social distancing, wearing of masks, frequent handwashing of hands, etc.
13. Expenses incurred during the conduct of the activity shall be chargeable to **DIVISION/SCHOOL MOOE** subject to the usual accounting and auditing rules and regulations.
14. This Memorandum shall serve as **AUTHORITY TO TRAVEL**.
15. For immediate, widest dissemination and guidance of all concerned.


MARILYN S. ANDALES, Ed. D., CESO V
Schools Division Superintendent 2

13

**SCHEDULE OF ACTIVITIES IN THE RANKING OF APPLICANTS FOR SENIOR HIGH SCHOOL
FOR SY 2022-2023**

| Date | Venue | Time | No. of Working Days | ACTIVITIES |
|--------------------------|---|----------------------|----------------------------|--|
| March 8, 2022 | Respective Senior High Schools | 8:00 a.m.- 5:00 p.m. | 1 day | Organization of the School Screening Committee. The SSC shall be chaired by the School Head with a Department Head, three (3) teachers from the different learning areas, and a representative of the School Governing Council (SGC) or the PTA Association. |
| March 9, 2022 | Respective Sub-Offices thru the Sub-Office Caretakers/In-Charge | 8:00 a.m.- 5:00 p.m. | 1 day | Submission of names of personnel comprising the SSC by district and School Screening Committee for SHS of the district comprising the Lead Principal as the chairman with 3 Senior High School School Head or if short in number Junior High School Principals using the attached form and District Federation President |
| March 10, 2022 | Respective Sub-Offices (Simultaneous) | 8:00 a.m.- 5:00 p.m. | 1 day | Designation of members of the School Screening Committees for SHS of the districts and Sub-Office Sub- Selection Committees. Orientation of School Screening and Sub-Office Sub- Selection Committees for SHS and Assessors of Specialized Skills to be conducted by the Sub-Office Caretaker/ In-Charge. |
| March 11 – April 8, 2022 | Respective secondary schools with Senior High School | 8:00 a.m.- 5:00 p.m. | 21 days | Submission of the applicants' pertinent documents in a folder with tabs to SSC for verification against the original documents and certification as to completeness, veracity, accuracy and authenticity of documents. The SSC shall issue a certification to the applicant that it has received the application specifying the documents that have been submitted. Another copy will be retained to be attached in each folder of the applicant. <ul style="list-style-type: none">• The school screening committee shall not refuse acceptance of any application. If any of the |

| | | | | |
|--|--|----------------------|--------|--|
| | | | | <p>required documents are incomplete or invalid, the Committee shall immediately notify the applicant to facilitate the complete and proper submission of documents</p> <ul style="list-style-type: none"> Regardless of being incomplete or invalid, however, all applications must still be forwarded to the Division Selection Committee. <p>Assessment/Evaluation of applicants' pertinent documents in the school/district level and preparation of the Tentative School Ranklist for consolidation in the Sub-Office.</p> |
| April 8, 2022 | Respective secondary schools with Senior High School | 8:00 a.m.- 5:00 p.m | 1 day | <ul style="list-style-type: none"> - Orientation of teacher-applicants of the hiring guidelines by the respective School Screening Committees of the districts. - Confirmation of Preliminary Points |
| April 11-13 and April 18, 2022 | Respective secondary schools with Senior High School | 8:00 a.m.- 5:00 p.m | 6 days | Interview and Demonstration Teaching and Specialized Skills of teacher applicants by the School Screening Committee with the presence of a member of the Sub-Office Sub-Selection Committee. |
| April 21-22, 2022 | Respective Sub-Offices (simultaneous) | 8:00 a.m.- 5:00 p.m | 2 days | Submission of pertinent documents of applicants by the respective School Screening Committees to the Sub-Office Sub- Selection Committees for validation of documents and consolidation of points. Only one (1) folder per applicant per teaching position with verified documents shall be submitted to the assigned committee. |
| April 25-27, 2022 | Respective Sub-Offices (simultaneous) | 8:00 a.m.- 5:00 p.m. | 3 days | Documents review, validation, consolidation and submission of the Tentative Ranklist (printed and e-copy) by the respective School Selection Committee for SHS to the Sub-Office Sub-selection committees, headed by the Sub-Office Caretaker/In-Charge. |
| Schedule is to be announced later c/o Mrs. Socorro Relacion | | | | <p>English Proficiency Test</p> <p>Examinees are advised to bring ballpen, pencil, and valid identification card.</p> |

| | | | | |
|-----------------------------|---|---------------------|---------|---|
| April 28-29 and May 2, 2022 | Division Office/Ecotech Center | 8:00am-5:00pm | 3 days | <p>Final Validation of Points by the Division Selection Committee with the presence of the Sub-Office Caretaker/In-Charge.</p> <p>April 28, 2022 – Liloan and Medellin</p> <p>April 29, 2022 – Badian and Balamban</p> <p>May 2, 2022 – San Fernando and Dalaguete</p> |
| May 3-5, 2022 | Division Office/Ecotech Center | 8:00am-5:00pm | 3 days | Consolidation of Sub-Office Ranklists to produce the Division Registry of Qualified Applicants for SY 2022-2023 by the Division Selection Committee Secretariat |
| May 6-20, 2022 | Division Office and conspicuous places | 8:00am-5:00pm | 15 days | <p>Posting of the initial Division Registry of Qualified Applicants for SY 2022-2023 in conspicuous places and the SDO website.</p> <p>Request for corrections shall only be entertained during posting period thru the Sub-Office Sub-Selection Committee.</p> |
| May 23-24, 2022 | Respective Sub-Offices | 8:00 am -5:00 pm | 2 days | Consolidation of applicants' points with corrections and Submission of Corrected Ranklist (printed and e-copy) to the Division Selection Committee. |
| May 25-27, 2022 | Division Office | 8:00 a.m.-5:00 p.m. | 3 days | Final Consolidation of Applicants' points with corrections submitted by the different Sub-Office Sub-Selection Committee to produce the Division Registry of Qualified Applicants (RQA) for SY 2022-2023. |
| May 30, 2022 | Division Office | 8:00 a.m.-5:00 p.m. | 1 day | Submission of the Final RQA to the Office of the SDS for approval. |
| May 31, 2022 and onwards | Division Office/Sub-Office & other conspicuous places | 8:00 a.m. - 5:00 pm | | Posting and Implementation of the Final RQA for SY 2022-2023 |

**LIST OF DOCUMENTARY REQUIREMENTS IN THE APPLICATION FOR
SENIOR HIGH SCHOOL TEACHER I/II**

| | Applicants for Permanent Positions | Applicants for Part-Time Positions |
|--|--|---|
| Mandatory requirements | <ul style="list-style-type: none">• Letter of intent which shall indicate the following information:<ul style="list-style-type: none">a. Statement of purpose/ expression of interestb. Subject group he/she intends to teachc. Preferred school(s), if any• CSC Form 212, Revised 2005 (Personal Data Sheet) in two (2) copies with the latest 2x2 ID picture• Certified photocopy of certificates of relevant specialized trainings, if any• Certified copy of Voter's ID and/or any proof of residency• National Bureau of Investigation (NBI) clearance• Omnibus certification of authenticity and veracity of all documents submitted, signed by the applicant | |
| Additional requirements | <ul style="list-style-type: none">• Certified photocopy of Diploma on Bachelor's degree• Certified photocopy of Transcript of Records with at least 15 units of specialization in relevant strand/specialized subject• Certified photocopy of Professional Regulation Commission (PRC) professional ID card/certificate of registration/license• Certified photocopy of ratings obtained in the Licensure Examination for teachers (LET)/Professional Board Examination for Teachers (PBET) | <ul style="list-style-type: none">• Written approval from his/her head of unit if he/she is currently employed by the national government or the local government unit. |
| Additional requirements for TVL teacher-applicants | <ul style="list-style-type: none">• Technical Education and Skills Development Authority (TESDA) National Certificate (NC) of at least the same level as the course to be taught in the subject to be taught (e.g. NC-II in SMAW to teach SMAW –NC II. 2Exceptions are given to applicants for courses with no National Certificates (e.g. Handicraft courses) | |
| Additional requirements for TVL teacher-applicants | <ul style="list-style-type: none">• Certified photocopy of Trainers Methodology Certificate (TMC), if available | |
| Additional requirement for HEI/TVI faculty | <ul style="list-style-type: none">• Certified photocopy of Certification of Status of Employment/Displacement/ Service Record from HEI/TVI | |

COMPOSITION OF THE DIVISION and SUB-OFFICE
SUB -SELECTION COMMITTEE

| Senior High School | | | | |
|---|---|---|--|--|
| | Group I. Humanities and Social Sciences (HUMSS) | Group II. Accountancy, Business and Management (ABM) | Group III. Science, Technology, Engineering, and Mathematics (STEM) | Group IV. Technical Vocational , Livelihood (TVL) |
| Overall Coordinating Committee | Division Selection Committee CHAIRMAN – ASDS Anelito Bongcawil | | | |
| Members: | | | | |
| * EPS | Dr. Ma. Chona Redoble Mrs. Rosemarie Oliverio Mrs. Jane Gurrea | Dr. Clavel Salinas Mrs. Jane Gurrea | Mr. Isaiash Wagas Mrs. Araceli Cabahug Dr. Gerardo Mantos | Dr. Jose Garry Napoles Mr. Raul Jumao-as |
| * NAPSSHI | Mrs. Elma Larumbe | Candida Purgatorio | Mr. Edsel Ursal | Mr. Melville Dela Peña |
| * Secondary Faculty Association | Mr. Rolando Beduya | Mr. Rogelio Maunes | Mr. Arts Vincenth Gayoso | Mr. Renato Banciloy |
| Encoder/Secretariat | Christine Miñao Glycerine Villahermosa | | | |
| SUB-OFFICE SUB-SELECTION COMMITTEE | | | | |
| Chairman | Sub-Office Caretaker/In-Charge | | | |
| Members | 1 Public Schools District Supervisor 1 Lead Principal identified by the Sub-Office Caretaker/In-Charge 1 Principals Association President 1 Teachers Association President | | | |
| Encoder/Secretariat | To be identified by the Sub-Office Sub-Selection Committee | | | |

FORM FOR THE DISTRICT SCREENING COMMITTEE
SENIOR HIGH SCHOOL TEACHER POSITION
School Year 2022-2023

District: _____

| | |
|--------------------|---|
| Senior High School | Chairman: Lead Principal Members: 3 Senior High School Heads (or JHS School Heads if short in number): 1. _____ 2. _____ 3. _____ |
|--------------------|---|

Submitted by:

PSDS

Note: To be submitted in long bond paper

LIST OF DOCUMENTARY REQUIREMENTS IN THE APPLICATION FOR SENIOR HIGH SCHOOL TEACHERS

| | Applicants for Permanent Positions | Applicants for Part-Time Positions |
|--|---|---|
| Mandatory requirements | <ul style="list-style-type: none">Letter of intent which shall indicate the following information:<ul style="list-style-type: none">d. Statement of purpose/expression of intereste. Subject group he/she intends to teachf. Preferred school(s), if anyCSC Form 212, Revised 2005 (Personal Data Sheet) in two (2) copies with the latest 2x2 ID pictureCertified photocopy of certificates of relevant specialized trainings, if anyCertified copy of Voter's ID and/or any proof of residencyNational Bureau of Investigation (NBI) clearanceOmnibus certification of authenticity and veracity of all documents submitted, signed by the applicant | |
| Additional requirements | <ul style="list-style-type: none">Certified photocopy of Diploma on Bachelor's degreeCertified photocopy of Transcript of Records with at least 15 units of specialization in relevant strand/specialized subjectCertified photocopy of Professional Regulation Commission (PRC) professional ID card/certificate of registration/licenseCertified photocopy of ratings obtained in the Licensure Examination for teachers (LET)/Professional Board Examination for Teachers (PBET) | <ul style="list-style-type: none">Written approval from his/her head of unit if he/she is currently employed by the national government or the local government unit. |
| Additional requirements for TVL teacher-applicants | <ul style="list-style-type: none">Technical Education and Skills Development Authority (TESDA) National Certificate (NC) of at least the same level as the course to be taught in the subject to be taught (e.g. NC-II in SMAW to teach SMAW –NC II. 2Exceptions are given to applicants for courses with no National Certificates (e.g. Handicraft courses) | |
| Additional requirements for TVL teacher-applicants | <ul style="list-style-type: none">Certified photocopy of Trainers Methodology Certificate (TMC), if available | |
| Additional requirement for HEI/TVI faculty | <ul style="list-style-type: none">Certified photocopy of Certification of Status of Employment/Displacement/ Service Record from HEI/TVI | |

REPUBLIC OF THE PHILIPPINES)

_____) S.S.

SWORN STATEMENT FOR TEACHER I APPLICANT

I, _____, Filipino, of legal age, single/married and with residence and postal address at _____, Cebu, Philippines after having been sworn to, depose and say:

- 1) That, I am an applicant for Teacher I position in the Schools Division of Cebu Province and was included in the Registry of Qualified Applicants (RQA) for SY 2021-2022 posted on _____ (indicate posting date of memorandum);
- 2) That, I however, was not favored to be appointed in the school/station, hence, wish to apply again in the Ranking of Teacher I applicants for SY 2022-2023;
- 3) That, in my interest to apply for a Teacher I position for SY 2022-2023, I intend to retain the points I earned in the previous RQA and I am aware that my rank in the RQA may be changed because there might be other applicants who will earn points higher than mine;
- 4) That, in lieu of my intention to retain points that I garnered in the previous RQA, I will not present additional documents and thus, stick to the documents previously submitted including rating for the English Proficiency Test (EPT);
- 5) I attest to the veracity of the foregoing statements and execute this Affidavit for whatever legal purpose this may serve.

IN WITNESS WHEREOF, I have hereunto set my hand and affix my signature this _____ at _____, Philippines.

Affiant

(Signature over Printed Name)

SUBSCRIBED AND SWORN to before me this _____ at _____, Philippines, affiant is personally known to this notary public.

Doc No. _____
Page No. _____
Book No. _____
Series of 2022

REPUBLIC OF THE PHILIPPINES)
_____) S.S.

AFFIDAVIT OF UNDERTAKING

I, _____, Filipino, of legal age, single/married and with residence and postal address at _____, Cebu, Philippines after having been sworn to, depose and say:

- 1) That, I am a _____ (indicate your position) of _____ (indicate your school and/or district), under DepEd-Division of Cebu Province with Employee ID No. _____.
- 2) That, I am part of the _____ (please indicate whether you are part of the School/District Screening or Sub-Office Sub-Selection Committee, please specify the school or district and mention also your position in the committee, whether you are the chair or a member);
- 3) That, I can categorically state that all applicants in the (school/district/division) have been considered for the ranking process based on existing DepEd rules ang guidelines;
- 4) That, I shall undertake that I have reviewed and verified thoroughly and truthfully all entries in the rank list and to the best of my knowledge, I can vouch that all said entries are true, correct and in order based on the hiring guidelines and other analogous guidelines and procedures of this Division;
- 5) That, by reason of the review and verification that I conducted, I hereby affirm and confirm the truthfulness and veracity of all the entries in the rank list that our committee has assessed and evaluated.
- 6) That I take the responsibility of facing administrative process in the event that I miss advertently and inadvertently, the inclusion of qualified applicants to the registry of qualified applicants;
- 7) That this Affidavit is executed to attest to the truth of the foregoing facts and other purposes that this Affidavit may serve.

IN WITNESS WHEREOF, I have hereunto set my hand and affix my signature this _____ at _____, Philippines.

Affiant
(Signature over Printed Name)

SUBSCRIBED AND SWORN to before me this _____ at _____, Philippines, affiant is personally known to this notary public.



Republic of the Philippines
Department of Education

21 JAN 2016

DepEd ORDER
 No. **3, s. 2016**

**HIRING GUIDELINES FOR SENIOR HIGH SCHOOL (SHS) TEACHING
 POSITIONS EFFECTIVE SCHOOL YEAR (SY) 2016-2017**

To: Undersecretaries
 Assistant Secretaries
 Bureau and Services Directors
 Regional Directors
 Schools Division Superintendents
 Public Elementary and Secondary Schools Heads
 All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017**, which aims to clearly define the application, selection, and appointment process of SHS teachers as well as to establish professional standards and evaluation criteria which will ensure that highly competent individuals with the appropriate qualifications and specializations are hired to teach in (SHSs).
2. All DepEd Orders and other related issuances, rules and regulations, and provisions which are inconsistent with these guidelines are hereby repealed, rescinded, or modified accordingly.
3. Immediate dissemination of and strict compliance with this Order is directed.


BR. ARMIN A. LUISTRO FSC
 Secretary

Encls.:
 As stated

Reference:
 None

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

APPOINTMENT
 POLICY
 RECRUITMENT

SCHOOLS
 SELECTION
 TEACHERS

R: Sally: DO-hiring guidelines for SHS teaching positions effective SY 2016-2017
 0793-December 7, 2015

HIRING GUIDELINES FOR SENIOR HIGH SCHOOL (SHS) TEACHING POSITIONS

I. Rationale

The Department of Education (DepEd) recognizes that the success of any education system greatly relies on the competence of its teachers. Hence, one of the primary issues the Department aims to address through its comprehensive implementation of the K to 12 Basic Education Program is the need for highly competent teachers in senior high schools. The program plans to achieve this objective through setting professional standards that will better ensure that the teachers hired are able to significantly contribute to the development of lifelong learners.

Faithful to the merit and fitness principle of the Civil Service Doctrine of the Constitution and DepEd's continuing thrust to enhance the quality of basic education, these hiring guidelines are hereby promulgated for teaching positions in the senior high school consistent with the pertinent provisions of existing laws, rules and regulations.

II. Scope

1. These guidelines, which shall apply to the filling-up of newly-created and/or natural vacancies for teaching positions in public senior high schools, shall cover the following areas/aspects:
 - a. Announcement of vacancies and receiving of applications;
 - b. Verification and validation of submitted documents ;
 - c. Evaluation criteria and selection process of qualified applicants;
 - d. Appointment of qualified applicants; and
 - e. Monitoring of Schools Division Offices (SDOs) compliance by Regional Offices (ROs)
2. For applicants who are already teaching with the DepEd either in elementary or junior high schools (JHS), DepEd Order No. 66, s. 2007 on the "Revised Guidelines on the Appointment and Promotion of Other Teaching, Related Teaching and Non-Teaching Positions" shall apply, except for "Part III. Computation of Points" of said DepEd Order. "Part VII. Evaluation Criteria and Computation of Points" of this Order shall apply instead.

III. Definition of Terms

1. **Bona fide resident** refers to an applicant who has been residing for at least six (6) months at the barangay, municipality, city or province in which the school being applied to for a teaching position is located, as evidenced by the Personal Data Sheet (CSC Form 212, Revised 2005) and a Voter's Identification Card or any proof of residency deemed acceptable by the School Screening Committee.
2. **Displaced HEI applicant** refers to applicant who has a minimum teaching experience of at least one (1) complete academic year in an HEI as of academic year (AY) 2014-2015 and has been displaced as a result of the implementation of RA 10533 otherwise known as the "Enhanced Basic Education Act of 2013."

3. **Higher Education Institution (HEI)** refers to an educational institution, private or public, undertaking operations of higher education program/s with an organized group/s of students pursuing defined studies in higher education, receiving instructions from teachers, usually located in a building or group/s of buildings in a particular site specifically intended for educational purposes.
4. **Permanent** refers to the employment status issued to a person who meets all the minimum qualification requirements of the position to which he/she is being appointed, including the appropriate eligibility prescribed, in accordance with the provisions of law, rules and standards promulgated in pursuance thereof. This includes all level of positions (As amended by CSC MC No. 15, s. 1999).
5. **Provisional** refers to the employment status issued to a teacher who meets all the requirements of the position except eligibility (professional teaching license).
6. **Published Work** refers to a copyrighted work, as enshrined in RA 8293 otherwise known as the "Intellectual Property Code of the Philippines" made available to the public by sale or other transfer of ownership, or by rental, lease, or lending on an unrestricted basis. This includes works that are literary, scholarly, scientific and/or artistic in nature published in a book, journal, anthology, textbook, newsletter, newspaper, magazine, or any other recognized publication medium.
7. **Qualification Standards (QS)** refers to the minimum and basic requirements for positions in the government. These shall serve as the basic guide in the selection of personnel and in the evaluation of appointments to all positions in the government.
8. **Qualified applicant** refers to a person who meets the evaluation and selection criteria in accordance with DepEd policy, rules and regulations set forth in these guidelines.
9. **Registry of Qualified Applicants (RQA)** refers to the official list of applicants who obtained an overall score of seventy (70) points and above based on the criteria and as a result of the evaluation and selection process set herein.
10. **Senior High School** refers to an educational institution, public or private, undertaking educational operations offering Grades 11 and 12 with specialized upper secondary education based on the defined tracks and strands under the K to 12 program of the Enhanced Basic Education with students pursuing defined studies and receiving instruction from teachers, usually located in a building or group/s of building in a particular physical or cyber site.
11. **Senior High School Teacher** refers to a person who meets the minimum requirements whether on full-time or part-time basis including industrial arts and vocational teachers and all other persons performing supervisory, managerial and/or administrative functions in all schools and educational offices at the district, division, regional and central levels and qualified to practice teaching under RA 7836 and/or those performing functions in support of education such

as standard setting, policy and programs formulation, research and sector monitoring and evaluation.

A DepEd teacher having both JHS and SHS teaching loads will only be considered an SHS teacher (with an SHS item) if he/she has satisfied all requirements, successfully undergone the application process for a SHS teaching position, and has a predominantly SHS teaching load, that is, more than fifty percent (50%) of his/her teaching load are those of SHS.

12. **Part-time Senior High School Teacher** refers to a practitioner in a field related to an SHS track/strand who teaches in SHS. Part-time SHS teachers may teach in one or more schools within the division, provided that the total teaching load will not exceed one-half of the regular teaching load. Prior to application, practitioner-SHS applicants currently employed by the national government or local government unit shall seek approval from the head of his/her unit to teach in SHS with supporting evidence thereto.
13. **SHS Subject Groups** are related SHS subjects grouped according to needed teacher specialization/preparation, such that all the subjects in any track/strand offered by the school can be taught by qualified teachers. The SHS subject groups shall be the basis for preparing the SHS Registry of Qualified Applicants. SHS teacher applicants should also indicate the SHS subject group they intend to teach in their application letter. Ideally, SHS teachers should be able to teach most, if not all, of the subjects in the same group. SHS teachers may also teach subjects from different groups provided that he/she qualified to do so.

For the purposes of these guidelines, the SHS Subject Groups are as follows:

Group I. HUMSS and the following subject groupings:

- Mass Com - Social Studies - English
↓
ask applicant where his
- I-A: Oral Communication, Reading and Writing, English for Academic and Professional Purposes, Practical Research
 - I-B: Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino, Pagbasa at Pagsusuri ng Iba't ibang Teksto sa Pananaliksik, Pagsulat sa Filipino sa Piling Larangan
 - I-C: 21st Century Literature from the Philippines and the World; Contemporary Philippine Arts from the Region; Understanding Culture, Society and Politics; Introduction to the Philosophy of the Human Person and related specialized HUMSS subjects
 - I-D: Media and Information Literacy; Empowerment Technologies (for the Strands)

Group II. ABM and Entrepreneurship, Research and Work Immersion

Group III. STEM and the following subject groupings:

- III-A: General Mathematics, Statistics and Probability and related specialized STEM subjects
- III-B: Earth Science, Earth and Life Science, Physical Science and related specialized STEM subjects

Group IV. TVL and the following specializations:

IV-A: Specialized TVL/Agri-Fisheries

IV-B: Specialized TVL/Industrial Arts

IV-C: Specialized TVL/ICT

IV-D: Specialized TVL/Home Economics

Group V. Sports and the following subjects:

- Physical Education and Health, Personal Development and related specialized Sports Subjects

Group VI. Arts and Design

IV. Announcement of Vacancies

1. The complete list of all vacant SHS positions shall be disseminated by the DepEd Central Office to the Schools Division Offices (SDOs) and schools offering Grades 11 and 12.
2. The SDO's Personnel Division shall publish the vacant positions in the CSC Bulletin of Vacant Positions and through other modes of publication such as agency website and newspaper and post the same in at least three (3) conspicuous places in the SDO, its website, and in the schools concerned for at least ten (10) calendar days. The date of posting shall be indicated in the notice.
3. The publication of vacant positions per track and strand shall include the documentary and eligibility requirements, qualification standards (QS), evaluation criteria, application processes and procedures, and the deadline for submission of application for the respective positions. The deliberation by the Division Selection Committee shall be made not earlier than ten (10) days from the date of publication of vacant position. It shall be valid until six (6) months reckoned from the date of publication; thus, appointments shall be made within this period. Otherwise, it shall be republished and open for application until the right candidate for the position is chosen.
4. The SDO's Personnel Division shall transmit the lists of vacant SHS teaching positions with corresponding QS to CSC not later than the 10th day of every month. It shall include the specific job title, job requirements, and job description.

V. Application Process and Documentary Requirements

1. Applicants shall register to the Department's online system at application.deped.gov.ph, where they must encode their Personal Data Sheet (PDS) and select the division(s) where they want to be ranked. Once submitted, a Unique Applicant Number (UAN) will be issued. In the submission of application requirements, the UAN shall be indicated, if available.

1.1 Each division shall assign an e-mail address (either its official division office's e-mail or its HR's e-mail) where the system will forward the applications.

1.2 Applications without the UAN indicated shall still be accepted by the SDO. Applicants who are unable to submit the UAN may still go through the evaluation process, be ranked in the Registry of Qualified Applicants, and be hired. However, the UAN shall be submitted to the SDO once it is available.

2. An applicant shall submit to the SDO or the school head of the SHS (either standalone SHS or complete secondary school) where a teacher shortage or vacancy exists, a written application, supported by the following documents:

| | Applicants for Permanent Positions | Applicants for Part-Time Positions |
|---|--|---|
| Mandatory requirements | <ul style="list-style-type: none"> Letter of intent which shall indicate the following information: <ol style="list-style-type: none"> Statement of purpose/ expression of interest Subject group he/she intends to teach Preferred school(s), if any CSC Form 212, Revised 2005 (Personal Data Sheet) in two (2) copies with the latest 2x2 ID picture Certified photocopy of certificates of relevant specialized trainings, if any Certified copy of Voter's ID and/or any proof of residency National Bureau of Investigation (NBI) clearance Omnibus certification of authenticity and veracity of all documents submitted, signed by the applicant | |
| Additional requirements | <ul style="list-style-type: none"> Certified photocopy of Diploma on Bachelor's degree Certified photocopy of Transcript of Records with at least 15 units of specialization in relevant strand/specialized subject Certified photocopy of Professional Regulation Commission (PRC) professional ID card/certificate of registration /license Certified photocopy of ratings obtained in the Licensure Examination for teachers (LET)/Professional Board Examination for Teachers (PBET) | <ul style="list-style-type: none"> Written approval from his/her head of unit if he/she is currently employed by the national government or the local government unit. |
| Additional requirements for TVL teacher-applicants | <ul style="list-style-type: none"> Technical Education and Skills Development Authority (TESDA) National Certificate (NC) of at least one level higher than course to be taught in subject to be taught (e.g. NC-III in SMAW to teach SMAW-NC-II) or same level if there is no NC level higher. Exceptions are given to applicants for courses with no National Certificates (e.g. Handicraft courses) | |

| | Applicants for Permanent Positions | Applicants for Part-Time Positions |
|--|---|---|
| Additional requirements for TVL teacher-applicants | <ul style="list-style-type: none"> • Certified photocopy of Trainers Methodology Certificate (TMC), if available | |
| Additional requirement for Arts and Design and Sports Tracks teacher-applicants | <ul style="list-style-type: none"> • Certified photocopy of Certification of Proficiency/Recognition from recognized and respectable relevant associations/organizations/guild | |
| Additional requirement for HEI/TVI faculty | <ul style="list-style-type: none"> • Certified photocopy of Certification of Status of Employment/Service Record from HEI/TVI | |

3. Academic personnel applicants from HEIs must present a Certificate of Service Rendered and of Good Standing from his or her previous employer with the information listed below, if available.
 - a. Employee's name
 - b. Job title
 - c. Duration of services rendered by the applicant employee
4. Applicants who have already submitted the complete requirements during the Call for Expressions of Intent shall not be required to resubmit. However, they may submit additional/updated documents (e.g. new certificates, portfolio pieces, etc.). Applicants who have submitted partial or incomplete requirements shall be required to submit the lacking necessary documents.

VI. Evaluation and Selection Committees

1. The Schools Division Superintendent (SDS) shall issue a Memorandum organizing and designating the members of the following committees for expanded junior high schools:
 - a. School Screening Committee
 - b. Division Selection Committee
 - 1.1 Standalone senior high schools shall only have a Division Selection Committee. Thus, for said schools, all functions of the School Screening Committee, as detailed in Item 6.2.1, shall be performed by the Division Selection Committee.

2. School Screening Committee (SSC)

2.1 Composition

Chair:

- School Head

Members:

- Head Teacher for Core and/or Track subjects as needed based on the school's vacancies / Subject coordinators
- Three (3) teachers from the different learning areas as needed based on the school's vacancies
- President or authorized representative of the School Governing Council (SGC) or the Parents-Teachers Association (PTA)

Committee members shall be identified by the School Head using the abovementioned designations. The School Head shall then transmit the Composition of the SSC to the Schools Division Superintendent for the issuance of a corresponding Designation Order.

2.2 Functions

- Ensures that the updated lists of vacancies are regularly posted at conspicuous places, on the websites of schools, at teacher education training institutions, higher education institutions (HEIs), and industry and private institutions at all times. The step-by-step procedure in applying for SHS teaching positions, including a copy of this Order, must be posted as well.
- Receives applications and documents.
- Verifies and certifies as to completeness, veracity, accuracy, and authenticity of documents. This verification includes but is not limited to interviewing or getting additional information from applicants' referees and/or the issuing bodies from which they obtained certifications and other documents.
- Informs applicants about schedules, timelines, and deadlines at least seven (7) days in advance. Documentary proof of announcements, notifications, and communications shall be kept.
- Issues a certification to each applicant that it has received the application specifying the documents that have been submitted in support of the application. (Annex of Standardized Certification that includes the checklist of requirements must be included.)
 - The SSC shall not refuse acceptance of any application. If any of the required documents are incomplete or invalid, the Committee shall immediately notify the applicant to facilitate the complete and proper submission of documents.
 - All applications, even those found to be incomplete or inauthentic, must still be forwarded to the Division

Selection Committee (DSC), albeit such submissions must be noted and marked by the Committee.

- f. Produces copies of the received applications and documents before submitting the original submissions to the Division Selection Committee. The copies are then to be compiled and/or bound, with a table of contents and proper pagination, and are to be kept in the Office of the School Head for records purposes.

3. Division Selection Committee (DSC)

3.1 Composition

Chair:

- Assistant Schools Division Superintendent (ASDS)

Members:

- One (1) Education Program Supervisor/Specialist
- Division Chapter President of NAPSSHI or NASSPHIL
- Authorized representative of an accredited or recognized teachers' association, organization, or union
- Authorized representative of a duly-accredited or – recognized organization/industry proficient and knowledgeable in the track/learning area needed based on the school's vacancies (*not needed for the evaluation of core subject applicants*)
- One (1) Regional Education Supervisor as Process Observer

In an SDO where there is more than one (1) ASDS, the ASDS in charge of Academics shall be designated as the Chair.

In an SDO where there is no ASDS, the Superintendent shall designate the Chief of the Curriculum and Instruction Division or the School Governance and Operations as the Chair of the Division Selection Committee.

The official in charge of personnel actions shall provide secretariat services and maintain the minutes of proceedings of the selection and deliberation process. The minutes shall be signed by the Chair and all members of the Division Selection Committee.

3.2 Functions

- a. Receives from the School Screening Committee the list of applicants with the corresponding documents.
- b. Verifies the documents submitted by the School Screening Committee as to completeness, accuracy, authenticity, and veracity.
- c. Evaluates applicants based on the criteria set forth in these guidelines.
- d. Ensures that applicants are notified at least seven (7) days before the scheduled conduct of evaluation procedures such as Demonstration Teaching, English Proficiency Test, and Interview. Documentary proof of announcements, notifications, and communications shall be kept.

- e. Reviews and consolidates the results of the individual ratings of applicants based on the scores they obtain in each criterion for evaluation.
- f. Prepares separate division-wide RQAs for each core subject and track.
- g. Sends to each applicant a written communication detailing the scores he or she has received for each evaluation criterion as well as the final overall rating, signed by the Chair
- h. Submits the complete results of the evaluation of applicants, including pertinent records of deliberations to the SDO's Personnel Division.

VII. Evaluation Criteria and Computation of Points

Teacher applicants shall be evaluated according to the criteria detailed below. The Division Selection Committee, upon recommendation of the School Screening Committee, shall ensure that each applicant is evaluated based on his or her preferred SHS subject group.

| CRITERIA | Academic and Core Subjects | TVL Groups IV- A, IV-B, IV- C and IV-D | Arts and Design Group V | Sports Group VI |
|---|--|---|----------------------------------|--------------------|
| | Groups I-A, I-B, I- C, I-D,II, III-A and III-B | | | |
| a. Education | 20 | 15 | 15 | 15 |
| b. Teaching/Industry/ Workplace Experience | 15 | 20 | 20 | 20 |
| c. Specialized Training | 10 | 20 | 15 | 15 |
| d. Interview | 15 | 15 | 15 | 15 |
| e. English Communication Skills | 10 | 5 | 5 | 5 |
| f. Portfolio/Outstanding Achievements | 10 | 10 | 15 | 15 |
| g. Demonstration Teaching | 20 | 15 | 15 | 15 |
| TOTAL | 100 | 100 | 100 | 100 |

1. The same criteria shall apply to applicants without professional teaching license.
2. **Education – 20 points for applicants of the ACADEMIC track and CORE SUBJECTS; 15 points for applicants of the TVL, ARTS and DESIGN, and SPORTS track subjects**
 - 2.1 Education shall be rated in terms of the applicant’s academic achievement in his or her undergraduate studies. Thus, all subjects with corresponding units must be included in the computation. Rating of Education for all applicants shall be based on the percentage rating equivalents below.

| Final Percentage Rating Obtained in Tertiary Education | Equivalent Points for Academic Track and Core Subject Applicants | Equivalent Points TVL, Arts and Design, and Sports Applicants |
|---|---|--|
| 96.00 – 100.00 | 15.00 | 11.25 |
| 94.00 – 95.99 | 14.00 | 10.50 |
| 91.00 – 93.99 | 13.00 | 9.75 |
| 89.00 – 90.99 | 12.00 | 9.00 |
| 86.00 – 88.99 | 11.00 | 8.25 |
| 83.00 – 85.99 | 10.00 | 7.50 |
| 80.00 – 82.99 | 9.00 | 6.75 |
| 77.00 – 79.99 | 8.00 | 6.00 |
| 75.00 – 76.99 | 7.00 | 5.25 |
| 70.00 – 74.99 | 6.00 | 4.50 |
| 65.00 – 69.99 | 5.00 | 3.75 |
| 60.00 – 64.99 | 4.00 | 3.00 |

- 2.2 A transmutation scheme shall be developed for applicants coming from schools with different grading systems.
- 2.3 Applicants for the **Academic Track and Core Subjects** who have completed 15 units of specialized subjects in the track/strand/subject being applied for shall be given +1 point while those who completed 18 units shall be given +2 points. Applicants who have completed the academic requirements for a Master’s degree in the track/strand/subject being applied for shall be given +3 points, while applicants with a Master’s degree in the track/strand/subject shall be given +5 points.
- 2.4 Applicants for the **Academic Track and Core Subjects** who have complete academic requirements for a Doctorate relevant to the track/strand/subject being applied for shall be given +6 points, while applicants with a Doctorate (PhD or EdD) relevant to the track/strand/subject shall be given +8 points.
- 2.5 Applicants for the **TVL, Arts and Design, and Sports track subjects** who have completed 15 units of specialized subjects relevant to the track/strand/subject being applied for shall be given +1 point while those who completed 18 units shall be given +2 points. Applicants who have completed the academic requirements for a Master’s degree in the track/strand/subject being applied for shall be given +3 points, while applicants with a Master’s degree in the track/strand/subject shall be given +4 points.
- 2.6 Applicants for the **TVL, Arts and Design, and Sports tracks** who have complete academic requirements for a Doctorate in the track/strand/subject being applied for shall be given +5 points, while applicants with a Doctorate (PhD or EdD) in the track/strand/subject shall be given +6 points.

2.7 If the points obtained by an applicant exceed the total number of points for the criterion, a perfect rating of 20 (for Academic Track and Core Subjects) or 15 (for TVL, Arts and Design, and Sports tracks) shall be given.

3. Teaching/Industry/Workplace Experience – 15 points for applicants of the ACADEMIC TRACK and CORE SUBJECTS; 20 points for applicants of the TVL, ARTS and DESIGN, and SPORTS tracks

At least one (1) year of professional experience in the field(s) under the track/strand/subject being applied for shall be given 0.50 point for every month of employment beginning on the 13th month of employment.

Example:

TVL applicant with two (2) years or (24 months) experience shall be given 6 points.

$$[(24 - 12) \times 0.50] = 6.0 \text{ points}$$

Certificate(s) of employment or business permits (if self-employed) shall be used to determine the validity of workplace experience. Practitioners may present other proof deemed acceptable by the Division Selection Committee.

Applicants who have performed duties and functions higher than the position being applied for shall be given additional +2 points. Examples: Teacher who has served as a Department Head, a mechanic who has performed supervisory functions, an artist who is the president of a guild, and others as deemed acceptable by the DSC.

Teaching experience of applicants affected or displaced from an HEI (either contractual or permanent) shall be given additional points on top of the score obtained from the above points system, as follows:

- At least 1 year of experience = +1 point
- More than 1 year to less than 3 years of experience = +3 points
- 3 or more years of experience = +5 points

If the points obtained by an applicant exceed the total number of points for the criterion, a perfect rating of 15 (for Academic Track and Core Subjects) or 20 (for TVL, Arts and Design, and Sports tracks) shall be given.

4. Specialized Training – 10 points for applicants of the ACADEMIC track and CORE SUBJECTS; 20 points for applicants of the TVL track subjects; 15 points for applicants of the ARTS and DESIGN, and SPORTS tracks subjects

4.1 Rating of Core Subjects, Academic, Arts and Design, and Sports applicants

Applicants must have attended training relevant (a) to the courses in the track/strand/subject being applied for, and/or (b) for skills development in fields related to the work, duties, and functions of a secondary

education teacher. Thus, only seminars, trainings, workshops, and symposia directly related to such shall be credited.

In the assignment of points, one (1) point shall be given for every training/seminar/workshop/symposium of at least two (2) days; and two (2) points for every certification from a recognized association/guild. These shall be duly supported by documents.

Documentary proof of knowledge in using technology or software that may aid in teaching specialization shall be given +2 points on top of the score obtained, not to exceed 10 points.

4.1.1 For Arts and Design applicants, certifications listed below shall be given +2 points each on top of the score obtained, not to exceed 15 points:

- a. Certification for fellowships abroad
- b. Participation in local arts congresses (sponsored by NCCA or CCP)
- c. Participation in art exhibitions or performances whether group, solo, held in the country or abroad.
- d. Certification from any respectable and highly regarded national and/or international art-related professional organizations (e.g. Kasibulan, Agos Kulay, Portrait Artists Guild of the Philippines, Art Association of the Philippines, Society of Philippine Sculptors, etc.).

4.1.2 For Sports applicants, certifications listed below shall be given +2 points each on top of the score obtained, not to exceed 15 points.

- a. Certified by the Red Cross in Standard First Aid and Basic Life Support-Cardiopulmonary Resuscitation (BLS-CPR)
- b. Certified Instructor in group or individual training (yoga, suspension training) by a reputable organization
- c. Certification from any respectable and highly regarded and international Physical Education, Health, Fitness, Sports, Recreation, and Dance associations or organizations (e.g. the National Sports Association, American College of Sports Medicine, National Strength and Conditioning Association, National Association for Sports Medicine, or the American Council on Exercise).

4.1.3 For applicants to schools located in indigenous peoples (IP) communities and/or serving IP learners, a certificate or any form of attestation from the IP elder(s)/leader(s) recognized by the community shall be accepted.

- 4.2 Rating of TVL applicants
- TVL applicants must at least hold a National TVET Trainer Certificate (NTTC) from TESDA, which means:
- a. National Certificate (at least one level higher than course to be taught) in subject to be taught, and
 - b. Trainers Methodology Certificate (TMC) I or II

The following points system shall be used for TVL applicants:

| NC level requirement of course to be taught | NC level held by applicant | | | |
|---|----------------------------|----|-----|----|
| | I | II | III | IV |
| I | 0 | 18 | 19 | 20 |
| II | 0 | 0 | 19 | 20 |
| III | 0 | 0 | 0 | 20 |
| IV | 0 | 0 | 0 | 20 |

For courses that have no NC level higher, a maximum of 20 points shall be given to applicants who have the highest attainable NC level.

Holders of TMC I shall receive +3 points on top of the score obtained, while holders of TMC II shall receive +4 points.

Practitioners without NTTC and applicants for courses that have no National Certificates shall be rated and assessed through demonstration by industry partners or duly recognized TESDA Technology Institutions and/or Technical-Vocational Institutions (TVIs), with which the SDO shall partner.

5. Interview – 15 points for applicants of ALL tracks

The Division Selection Committee shall interview applicants and ensure that all have equal opportunities to be assessed. Applicants shall be interviewed on topics such as:

- K to 12 Program/Senior High School
- Professional experience
- Instructional skills
- Technology/computer skills
- Classroom discipline
- Classroom management
- Knowledge of content/materials
- Planning skills
- Relationships with administration, staff, parents, and students
- Personal qualities

The Committee shall rate applicants from *Satisfactory (S)*, *Very Satisfactory (VS)*, to *Outstanding (O)*, using standards and equivalent points listed below for each of the three (3) listed competencies indicated thereafter.

| Outstanding (O) 5 points | Very Satisfactory (VS) 3 points | Satisfactory (S) 1 point |
|--|--|--|
| <i>Applicant's response contained many, if not all, of the target behaviors. His/her responses indicate well-developed skills and aptitude for that competency, which would most likely lead to job success. The person's responses are of superior quality for this job.</i> | <i>Applicant's response covered some of the target behaviors, but not quite at the level that would be ideal for that competency. Still, the quality of the person's answers leads you to believe that he/she would be successful with some additional exposure and/or training.</i> | <i>Applicant's response contained very few of the target behaviors. Either the behaviors he/she discussed were not at, or even close to, the level indicated in the target behaviors, or the person did not give you enough information for you to have confidence that he/she has that competency at the level needed for success.</i> |

The interview/interview questions should center on the following three competencies. Be guided by the indicators corresponding to each of the competencies:

| |
|---|
| I. Teaching Ability: Demonstrates appropriate knowledge of content and pedagogy |
| <ul style="list-style-type: none">• Conveys ideas and information clearly• Reflects on successes and failures• Provides reasonable examples of:<ul style="list-style-type: none">- effective lesson-planning, instructional strategies, and/or student assessment- making content meaningful to students in the area- concrete, ambitious goals for student achievement- addressing the multiple and varied needs of students- maintaining high expectations for students when confronted with setbacks |
| II. Classroom Management: Demonstrates ability to encourage positive student behavior and to deal effectively with negative student behavior |
| <ul style="list-style-type: none">• Explains the accountability of the teacher for classroom environment and cultures• Discusses with deep understanding of unique/emerging needs of adolescent students and the potential challenges involved in teaching in senior high school students• Conveys willingness to try innovative or multiple strategies to address challenges |

| |
|--|
| <ul style="list-style-type: none"> Provides reasonable examples of: <ul style="list-style-type: none"> encouraging positive student behavior dealing effectively with negative student behavior strategies to deal with uncommon classroom management challenges |
| III. School Fit: Demonstrates skills and needs for development that can be a good fit with the school |
| <ul style="list-style-type: none"> Interacts with interviewer in appropriate or professional manner Shows respect for the opinions of others Expresses personal and professional expectations and/or preferences that are in line with the school culture Shows appreciation of how families impact student performance Provides reasonable examples of: <ul style="list-style-type: none"> strategies for creating positive relationships with administrators, faculty, students Interests and skills that match the school's culture and needs |

The number of points attained for each of the three (3) listed competencies (*Teaching Ability, Classroom Management, School Fit*) shall be added to get the Interview rating.

6. English Communication Skills – 10 points for applicants of the ACADEMIC track and CORE SUBJECTS; and 5 points for the TVL, ARTS and DESIGN, and SPORTS tracks subjects

English communication skills will be measured through the English Proficiency Test (EPT) which shall be administered to applicants by the Bureau of Education Assessment (BEA). The respective Division Testing Coordinators shall coordinate with BEA regarding the conduct and schedule of the exam in their division, which should ideally be within December to January.

The total percentage score obtained by an applicant shall be multiplied by the weight points, as follows:

| | | | |
|----------|------------------|---|--|
| Example: | Percentage Score | = | 82% or 0.82 |
| | Weighted Points | = | 10 for Academic Track and Core Subject applicants |
| | | = | 5 for TVL, Arts and Design, and Sports track applicants |
| | Rating | = | 0.82 x 10 = 8.2 points for Academic Track and Core subject applicants |
| | | = | 0.82 x 5 = 4.1 points for TVL, Arts and Design, and Sports track applicants |

7. Portfolio / Outstanding Achievements – 10 points for CORE SUBJECTS, ACADEMIC and TVL tracks subjects; 15 points for ARTS and DESIGN and SPORTS tracks subjects

Submission of portfolio and/or outstanding achievements/accomplishments is encouraged. These may include but are not limited to the following:

| SUBMISSION CATEGORIES (relevant to field/specialization applying for) | POINTING SYSTEM (max. of 10 pts.) | | |
|---|--------------------------------------|-------------------|------------------------|
| | Subnational Level | National Level | International Level |
| • Published work | 1 pt. each | 2 pts. each | 5 pts. each |
| • Recognized Innovations and Accomplishments in Research and Development | 1 pt. each | 2 pts. each | 3 pts. each |
| • Prizes, Awards, Recognitions, Letters of Commendation for <ul style="list-style-type: none">o theses or major academic paperso exemplary performanceo work and/or academic projects | 1 pt. each | 2 pts. each | 3 pts. each |

If the applicant exceeds 10 points upon computation of two or more submissions, a perfect rating of 10 shall be given.

ARTS and DESIGN applicants may also submit the pieces listed below, as applicable and related to the subject being applied for. These shall be rated and assessed by the SDO’s industry partner specializing in Arts and Design. However, only a maximum total of five (5) points may be awarded for the following:

- Drawings from direct observation (still lifes, figure drawings, landscapes, etc.)
- 2D media: Design, drawing, painting, photography, printmaking, and mixed media
- Digital media: Computer animation, video, audio, interactive art, and Internet-based products
- Sculpture, ceramics, metalsmithing (photo)
- Typography, textiles, perspective, fashion drawings, product, furniture
- Performance, conceptual work, or other work not easy to categorize
- Series of video works that demonstrate conceptual and aesthetic development and technical competence. Submissions may not exceed a total of 10 minutes. Clips of different projects within this 10-minute limit may be included.
- Two- to three-minute video of best work
- Five-minute film the applicant has directed, written, produced, or significantly contributed. If necessary, it is acceptable to include multiple clips of different projects within the five-minute limit.
- Resume listing all productions in which applicant has been involved, and when and where it was produced

- Audio and/or visual recording of performance
- Novel, poem, drama, short story, novella, myth, graphic novel, non-fiction biography/autobiography, essay, narrative nonfiction, speech, textbook, and other literary subgenres and forms not listed

Practitioners/experts applying for teaching positions in any track may also submit the following:

| SUBMISSION CATEGORIES | POINTING SYSTEM (max. of 5 pts.) | | |
|--|-------------------------------------|----------------|---------------------|
| | Subnational Level | National Level | International Level |
| <ul style="list-style-type: none"> • Government-issued business permit(s), if self-employed | 2 pts. | | |
| <ul style="list-style-type: none"> • Certificate(s) or proof of proficiency issued by a duly-recognized body, including guilds and sports organizations | 1 pt. | 2 pts. | 3 pts. |
| <ul style="list-style-type: none"> • Certificate(s) of recognition from a duly-recognized body including guilds and sports organizations | 2 pts. | 3 pts. | 4 pts. |
| <ul style="list-style-type: none"> • Certificate(s) of accreditation from a duly-recognized body including guilds and sports organizations | 3 pts. | 4 pts. | 5 pts. |

8. Demonstration Teaching – 20 points for ACADEMIC and CORE SUBJECTS; 15 points for TVL, ARTS and DESIGN, SPORTS track subjects

Applicants shall be evaluated according to the rubrics indicated on pages 16 to 21.

| OBSERVABLE INDICATORS AND CORRESPONDING POINTS | | | | |
|---|---|--|--|---|
| A. Lesson Planning and Preparation | | 4 points | 3 points | 2 points |
| 1. Selecting Instructional Objectives | Teacher's objectives reflect high level learning related to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit practical/ workable methods of assessment. | Teacher's objectives represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit practical/ workable methods of assessment. | Teacher's objectives are of moderate value or suitability for students in the class, consisting of a combination of objectives and activities, some of which permit practical/ workable methods of assessment. | Teacher's objectives represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit practical/ workable methods of assessment. |
| 2. Mapping Coherent Instruction | All of the elements of the instructional design support the stated instructional objectives, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure. | Most of the elements of the instructional design support the stated instructional objectives and engage students in meaningful learning, and the lesson or unit has a clearly defined structure. | Some of the elements of the instructional design support the stated instructional objectives and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure. | The various elements of the instructional design do not support the stated instructional objectives or engage students in meaningful learning and the lesson or unit has no defined structure. |
| 3. Instructional Materials, Resources, and Technology | All materials and resources support the instructional objectives and key concepts, and most engage students in meaningful learning. There is evidence of | All materials and resources support the instructional objectives and key concepts, and most engage student in meaningful learning. | Some of the materials and resources support the instructional objectives and key concepts, and some engage | Materials and resources do not support the instructional objectives and key concepts or engage students in |

| | | | | |
|--------------------------------------|--|--|---|--|
| | student participation in selecting or adapting materials. | Technology used to enhance and support instruction. | students in meaningful learning. | meaningful learning. |
| B. Classroom Management | 4 points | 3 points | 2 points | 1 point |
| 1. Managing Classroom Procedures | Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning. | Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time. | Classroom routines and procedures have been established, but function unevenly or inconsistently, with some loss of instruction time. | Classroom routines and procedures are partly inefficient, resulting in the loss of much instructional time. |
| 2. Organizing Physical Space | Teacher's classroom is safe and students contribute to ensuring that the physical environment supports the learning of all students. | Teacher's classroom is safe and learning is accessible to all students; the teacher uses physical resources well and ensures that the physical arrangement supports the learning activities. | Teacher's classroom is safe and essential learning accessible to all students but the future arrangement only partially supports the learning activities. | Teacher makes poor use of the physical environment resulting in unsafe or inaccessible conditions for some students. There is poor alignment between the physical arrangement and the lesson activities. |
| C. Teaching-Learning Process | 4 points | 3 points | 2 points | 1 point |
| 1. Knowledge of Content and Pedagogy | Teacher's knowledge of content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when | Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional | Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student | Teacher displays little understanding of the subject or structure of the discipline, or of content-related pedagogy. |

| | | | | |
|--------------------------------------|---|---|--|--|
| | describing instruction or seeking causes for student misunderstanding. | practices reflect current pedagogical knowledge. | misconceptions. | |
| 2. Questioning and Discussion Skills | Teacher formulates many of the high-level questions and assumes responsibility for the participation of all students in the discussion. | Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.. | Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation. | Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion. |
| 3. Students' Learning | Students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. There is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their | The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually | The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged. | The learning tasks and activities, materials, resources, instructional groups and/or technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested. |

| | | | | |
|-------------------------------------|---|---|---|---|
| | understanding. | engaged. | | Activities are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally. |
| 4. Students' Response to Activities | All students are cognitively engaged in the activities and in their exploration of content. Students initiate or adapt activities and projects to enhance understanding. | Most activities are appropriate to students. Almost all students are cognitively engaged in them. | Some activities are appropriate to students and engage them cognitively but others do not. | |
| 5. Learning Activities | Learning activities are highly relevant to students and instructional objectives and key concepts. They progress coherently, producing a unified whole and reflecting recent professional research. | Most of the learning activities are suitable to students and instructional objectives and key concepts. Progression of activities in the unit is fairly even, and most activities reflect recent professional research. | Only some of the learning activities are suitable to students or instructional objectives and key concepts. Progression of activities in the unit is uneven, and only some activities reflect recent professional research. | Learning activities are not suitable to students or instructional objectives and key concepts. They do not follow an organized progression and do not reflect recent professional research. |
| D. Language Proficiency | | | | |
| 1. Use of language | Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson. | Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests. | Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or | Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors: vocabulary may be inappropriate, vague, or used incorrectly, |
| | 4 points | 3 points | 2 points | 1 point |

| | | | | |
|---|--|---|--|--|
| | | | backgrounds. | leaving students confused. |
| 2. Conveyance of Information and Ideas | Conveys information and ideas with clarity. | Conveys information and ideas with considerable clarity. | Conveys information and ideas with limited clarity. | Presents orally using correct intonation and body language to clarify a message. |
| E. Assessment of Learning Outcomes | 4 points | 3 points | 2 points | 1 point |
| 1. Congruence with Instructional Objectives | The assessment is completely congruent with the instructional objectives and key concepts, both in content and process. | All the instructional objectives and key concepts are assessed through the proposed plan, but the approach is more suitable to some goals than to others. | Some of the instructional objectives and key concepts are assessed through the proposed approach, but many are not. | Content and methods of assessment lack congruence with instructional objectives and key concepts. |
| 2. Assessing Student Learning | Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. | Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students. | Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole. | Teacher's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional objectives. The results of assessment have minimal impact on the design of future instruction. |

| F. Reinforcement of Learning | 4 points | 3 points | 2 points | 1 point |
|--|--|---|---|--|
| 1. Providing Opportunities to Strengthen Students' Written Work, Performance Tasks, and Quarterly Assessment | The teacher integrated and carried out the plan for reinforcing learning through well-defined agreement and established connection to next lesson. | The teacher integrated and carried out the plan for reinforcing learning through well-defined task as an agreement and but unable to establish connection to the next lesson. | The teacher integrated agreement in the plan without traces of reinforcing learning and connecting it to the next lesson. | The teacher failed to integrate and carry out the provision for reinforcing learning of the lesson taught. |

The number of points attained for each of the fifteen (15) listed components shall be added and then divided by sixty (60). The quotient shall then be multiplied by 0.20 (or 20% for Academic track and core subject applicants) or by 0.15 (or 15% for TVL, Arts and Design, and Sports tracks applicants). The product shall then be multiplied by 100.

Example:
Sum of points attained for the 15 components by Arts and Design applicant = 45
[(45 / 60) x 0.15] x 100 = 11.25
Score for Demonstration Teaching = 11.25 / 15

Applicants shall undergo Demonstration Teaching specifically for subject/s under the SHS subject group for which they are applying.

VIII. CONSTITUTING AND UTILIZING THE REGISTRY OF QUALIFIED APPLICANTS (RQA)

1. The RQA is the list of applicants qualified for appointment, which shall be used in filling up new items and natural vacancies for SHS teaching positions. It shall be valid for a period of one (1) year.
 - 1.1 However, if and only if the all applicants in the RQA have been appointed and there are still available positions, the SDO shall appoint applicants following the guidelines in Items VIII.10-12.
2. The cutoff score for inclusion in the RQA is seventy (70) points.
3. Six (6) separate RQAs shall be prepared by the Division Selection Committee according to the six (6) SHS Subject Groups as defined in Item II.13.
4. The RQAs should 1) show the full names (in alphabetical order) and specializations of qualified applicants, 2) show both the results of each criterion and the final overall rating, 3) indicate the date of posting, and 4) be signed by the SDS.
5. Subject area specialization of the qualified applicants shall be the primary consideration. Thus, applicants to be appointed must be qualified to teach the subject area specialization needed by the school.
6. Only applicants with professional teaching licenses from PRC shall be given permanent appointments.
7. Pursuant to Section 12 of RA 10533, qualified academic personnel affected or displaced from employment from HEIs as a result of the adoption and implementation of the Act shall be given first priority in hiring. Thus, per RQA, displaced HEI faculty (with the specializations needed by the school) shall be appointed first before all other qualified applicants may be appointed.
8. For SY 2016-2017, the RQAs must be posted by the last week of February 2016. Applicants may be appointed in March 2016.
9. For SY 2016-2017, hiring for teachers for the core subjects shall be prioritized. For SY 2017-2018, hiring for teachers for the specialized subjects shall then be prioritized. For SY 2018-2019 onwards, hiring shall be based on the division and schools' needs.
10. In cases where all those in the RQA have been appointed there are still available positions, applicants with eligibility (professional teaching license) who obtained ratings of 65.00 to 69.99 points may be given permanent appointments.
11. If all those without eligibility who obtained ratings of 65.00 to 69.99 points have been appointed and assigned to their respective stations and there are still available positions, applicants who obtained 65.00 to 69.99 points but are without eligibility may be given contractual appointments.

12. In cases where all those who obtained 65.00 to 69.99 (Items VIII.10-11) have been appointed and assigned to their respective stations and there are still available positions, the concerned Schools Division Office shall coordinate with a neighboring SDO whose RQA has not yet been exhausted and facilitate their applicants' deployment to the Division, subject to the applicants' written concurrence. If an applicant refuses to be deployed to the other division, no deployment shall be effected. The evaluation process shall not be repeated; the scores given by the neighboring SDO shall be honored.

IX. RELEASE OF THE REGISTRY OF QUALIFIED APPLICANTS (RQA)

The Schools Division Superintendent (SDS) shall:

1. Post the signed and complete results (RQA) in at least three (3) conspicuous places in the Schools Division Office and on the website of the Schools Division Office. The RQAs must have the contents indicated in Section VIII.4.
2. Provide the school district, secondary schools, and other interested parties with copies of the RQAs for posting in public places and in their areas of jurisdiction.

X. DETERMINATION OF RANK AND SALARY TO BE OFFERED TO QUALIFIED APPLICANTS

1. Once the RQA has been released, the Division Selection Committee shall determine and directly communicate with the qualified applicants regarding the following concerns:
 - a. Teaching rank and salary to be offered based on applicant's qualifications, following the qualification standards set in Annex A (Qualifications Standards) of this Order. However, only Teacher I positions may be offered to qualified fresh graduates (those who have successfully completed a course of study or training within one year from the date of graduation).
 - b. Options for status of employment based on applicant's preference and eligibility
 - i. Permanent
 - Allowed if applicant obtains a rating of 70 and above; and possesses requirements under Education, Experience, Training, and Eligibility set in Annex A; or
 - If applicant is a licensed teacher who obtains a rating between 65.00 and 69.99, and the SDO has exhausted its RQA and there are still positions to be filled. (See Item VIII.10.)
 - ii. Provisional
 - Allowed if applicant obtains a rating of 70 and above; and possesses requirements under Education, Experience, and Training set in Annex A. Eligibility

requirement (passing the LET) must be gained within the first five (5) years of teaching SHS.

iii. Contractual

- Allowed if applicant obtains a rating of 70 and above but opts to have a contractual appointment; or
- If applicant lacks the Eligibility requirement but obtains an RQA rating between 65.00 and 69.99, and the SDO has exhausted its RQA, appointed eligible applicants who obtained 65.00 to 69.99 points, and there are still positions to be filled. (See Item VIII.11.)

XI. APPOINTMENT OF APPLICANTS

As the appointing authority, the SDS shall:

1. Ensure that hiring of qualified teachers (permanent, provisional, or contractual) are according to Civil Service rules and regulations;
2. Advise newly-hired teachers to report for their first day of work, provided that appointment papers are already in order; and
3. Provide the Regional Office with the list of hired applicants with the respective employment status, teaching ranks, and salary grades, to which the applicants should have concurred.

XII. MONITORING OF DIVISION COMPLIANCE

Regional Directors shall regularly monitor and ensure strict compliance with the provisions of these hiring guidelines, as follows:

1. Dissemination and discussion of these guidelines with teachers, school heads, district supervisors, superintendents, and other schools division officials;
2. Preparation of schools to receive and acknowledge applications;
3. Organization of Division Selection Committees and School Screening Committees;
4. Briefing and orientation of members of these committees regarding their roles and functions;
5. Preparation of scoring sheets, interview guides, and tests of applicants;
6. Briefing and information sharing with local governments and other local stakeholders in teacher hiring;
7. Preparation of a report on the observations, both positive and negative, in actual division practices in implementing these guidelines; and
8. Submission of said report on a quarterly basis to the Office of the Secretary through the Personnel Division.

ANNEX A
SENIOR HIGH SCHOOL (SHS) QUALIFICATION STANDARDS (QS)
FOR THE ACADEMIC TRACK AND CORE SUBJECTS

| POSITION TITLE & SALARY GRADE | EDUCATION REQUIREMENTS | EXPERIENCE REQUIREMENTS | TRAINING REQUIREMENTS | ELIGIBILITY REQUIREMENTS |
|---|---|---|--|--|
| Teacher I (Senior High School) [SG 11] | Bachelor's degree majoring in the relevant strand/subject; or any Bachelor's degree with at least 15 units of specialization in relevant strand/ subject | None required. | None required. | <ul style="list-style-type: none"> Regular applicants for a permanent position: RA 1080 (Teacher); if not, they must pass the LET within five (5) years of hiring |
| Teacher II (Senior High School) [SG 12] | Bachelor's degree majoring in the relevant strand/subject; or any Bachelor's degree plus at least 6 units towards a Master's degree in relevant strand/subject | None required. | None required. | |
| Teacher III (Senior High School) [SG 13] | Bachelor's degree majoring in the relevant strand/ subject; or any Bachelor's degree plus at least 12 units towards a Master's degree in relevant strand/ subject | 1 year of relevant teaching/industry work experience | 4 hours of training relevant to the subject area specialization | |
| Master Teacher I (Senior High School) [SG 18] | Master's degree in relevant strand/subject | 4 years of relevant teaching/industry work experience | 8 hours of training relevant to the subject area specialization | <ul style="list-style-type: none"> Regular applicants for a contractual position: None required Practitioners (part-time only): None required |
| Master Teacher II (Senior High School) [SG 19] | Master's degree in relevant strand/subject | 5 years relevant teaching/industry work experience | 12 hours of training relevant to the subject area specialization | |
| Master Teacher III (Senior High School) [SG 20] | Master's degree in relevant strand/core or specialized subject plus 12 units towards a Doctorate in relevant strand/subject | 5 years relevant teaching/industry work experience | 16 hours of training relevant to the subject area specialization | |
| Master Teacher IV (Senior High School) [SG 21] | Master's degree in relevant strand/specialized subject plus 18 units Doctorate towards a Doctorate in relevant strand/specialized subject | 6 years relevant teaching/industry work experience | 20 hours of training relevant to the subject area specialization | |

ANNEX A
SENIOR HIGH SCHOOL (SHS) QUALIFICATION STANDARDS (QS)
FOR THE SPORTS TRACK

| POSITION TITLE & SALARY GRADE | EDUCATION REQUIREMENTS | EXPERIENCE REQUIREMENTS | TRAINING REQUIREMENTS | ELIGIBILITY REQUIREMENTS |
|---|---|--|--|---|
| Teacher I (Senior High School) [SG 11] | Bachelor's degree majoring in fields under the Track; or any Bachelor's degree plus 15 units of specialization in fields under the Track | None required. | None required. | <ul style="list-style-type: none"> Regular applicants for a permanent position: RA 1080 (Teacher); if not, they must pass the LET within five (5) years of hiring Regular applicants for a contractual position: None required Practitioners (part-time only): None required |
| Teacher II (Senior High School) [SG 12] | Bachelor's degree majoring in fields under the Track; or any Bachelor's degree plus 15 units of specialization in fields under the Track | 1 year relevant teaching/industry work experience | 4 hours of training relevant to the courses in the Strand | |
| Teacher III (Senior High School) [SG 13] | Bachelor's degree majoring in fields under the Track; or any Bachelor's degree plus 18 units of specialization in fields under the Track | 2 years relevant teaching/industry work experience | 4 hours of training relevant to the courses in the Strand | |
| Master Teacher I (Senior High School) [SG 18] | Bachelor's degree majoring in fields under the Track; or any Bachelor's degree plus 18 units of specialization in the Strand; and 18 units for a Master's degree in in fields under the Track | 3 years relevant teaching/industry work experience | 8 hours of training relevant to the courses in the Strand | |
| Master Teacher II (Senior High School) [SG 19] | Bachelor's degree majoring in fields under the Track; or any Bachelor's degree plus 18 units of specialization in the Strand; and 24 units for a Master's degree in in fields under the Track | 4 years relevant teaching/industry work experience | 8 hours of training relevant to the courses in the Strand | |
| Master Teacher III (Senior High School) [SG 20] | Completion of academic requirements for a Master's degree in fields under the Track | 5 years relevant teaching/industry work experience | 16 hours of training relevant to the courses in the Strand | |
| Master Teacher IV (Senior High School) [SG 21] | Completion of academic requirements for a Master's degree in fields under the Track | 6 years relevant teaching/industry work experience | 16 hours of training relevant to the courses in the Strand | |

ANNEX A
SENIOR HIGH SCHOOL (SHS) QUALIFICATION STANDARDS (QS)
FOR THE TECHNICAL-VOCATIONAL LIVELIHOOD (TVL) TRACK

| POSITION TITLE & SALARY GRADE | EDUCATION REQUIREMENTS | EXPERIENCE REQUIREMENTS | TRAINING REQUIREMENTS | ELIGIBILITY REQUIREMENTS |
|---|---|--|--|---|
| Teacher I (Senior High School) [SG 11] | Bachelor's degree holder; or graduate of technical-vocational course(s) in the area of specialization | None. | At least NC II *Appropriate to the specialization | <ul style="list-style-type: none"> Regular applicants for a permanent position: RA 1080 (Teacher); if not, they must pass the LET within five (5) years of hiring Regular applicants for a contractual position: None required Practitioners (part-time only): None required |
| Teacher II (Senior High School) [SG 12] | Bachelor's degree holder; or graduate of technical-vocational course(s) in the area of specialization | None. | At least NC II + TMC I *Appropriate to the specialization | |
| Teacher III (Senior High School) [SG 13] | Bachelor's degree holder; or graduate of technical-vocational course(s) in the area of specialization | 1 year relevant teaching/industry work experience | At least NC III + TMC I *Appropriate to the specialization | |
| Master Teacher I (Senior High School) [SG 18] | Bachelor's degree holder; or graduate of technical-vocational course(s) in the area of specialization | 2 years relevant teaching/industry work experience | At least NC IV + TMC I *Appropriate to the specialization | |
| Master Teacher II (Senior High School) [SG 19] | Bachelor's degree holder; or graduate of technical-vocational course(s) in the area of specialization | 3 years relevant teaching/industry work experience | At least NC III + TMC II *Appropriate to the specialization | |
| Master Teacher III (Senior High School) [SG 20] | Bachelor's degree holder; or graduate of technical-vocational course(s) in the area of specialization | 4 years relevant teaching/industry work experience | At least NC IV + TMC II *Appropriate to the specialization | |
| Master Teacher IV (Senior High School) [SG 21] | Bachelor's degree holder; or graduate of technical-vocational course(s) in the area of specialization | 5 years relevant teaching/industry work experience | At least NC IV + TMC II *Appropriate to the specialization | |



Republic of the Philippines
Department of Education

23 MAY 2016

DepEd ORDER
No. **32**, s. 2016

ADDENDUM TO DEPED ORDER NO. 3, S. 2016
(Hiring Guidelines For Senior High School (SHS) Teaching
Positions Effective School Year (SY) 2016-2017)

To: Undersecretaries
Assistant Secretaries
Bureau and Services Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) hereby issues this **Addendum to DepEd Order No. 3, s. 2016 (Hiring Guidelines for Senior High School [SHS] Teaching Positions)** to supplement and clarify provisions of the said Order.
2. Pursuant to Republic Act 10533, Civil Service Commission Memorandum Circular (CSC MC) No. 03, s. 2001 (Revised Policies on Merit Promotion Plan), DepEd Order (DO) No. 29, s. 2002 (Merit Selection Plan of the Department of Education), and other relevant issuances, the following provisions of the said Order are hereby reiterated, modified and/or deleted, as follows:

A. Legal Basis

As provided in RA 10533 as well as its Implementing Rules and Regulations (IRR), DO No. 43, s. 2015, the DepEd shall hire, as may be relevant to the particular subject:

- (a) Graduates of science, mathematics, statistics, engineering, music and other degree courses with shortages in qualified Licensure Examination for Teachers (LET) applicants to teach in their specialized subjects in the elementary and secondary education. Qualified LET applicants shall also include graduates admitted by foundations duly recognized for their expertise in the education sector and who satisfactorily complete the requirements set by these organizations: *Provided*, that they pass the LET within five (5) years after their date of hiring; *Provided, further*, that if such graduates are willing to teach on part-time basis, the provisions of LET shall no longer be required;
- (b) Graduates of technical-vocational courses to teach in their specialized subjects in the secondary education: *Provided*, that these graduates possess the necessary certification issued by TESDA; *Provided, further*, that they undergo appropriate in-service training to be administered by the DepEd or higher education institutions at the expense of the DepEd;



Republic of the Philippines
Department of Education

23 MAY 2016

DepEd ORDER
No. **32**, s. 2016

ADDENDUM TO DEPED ORDER NO. 3, S. 2016
(Hiring Guidelines For Senior High School (SHS) Teaching
Positions Effective School Year (SY) 2016-2017)

To: Undersecretaries
Assistant Secretaries
Bureau and Services Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) hereby issues this **Addendum to DepEd Order No. 3, s. 2016 (Hiring Guidelines for Senior High School [SHS] Teaching Positions)** to supplement and clarify provisions of the said Order.
2. Pursuant to Republic Act 10533, Civil Service Commission Memorandum Circular (CSC MC) No. 03, s. 2001 (Revised Policies on Merit Promotion Plan), DepEd Order (DO) No. 29, s. 2002 (Merit Selection Plan of the Department of Education), and other relevant issuances, the following provisions of the said Order are hereby reiterated, modified and/or deleted, as follows:

A. Legal Basis

As provided in RA 10533 as well as its Implementing Rules and Regulations (IRR), DO No. 43, s. 2015, the DepEd shall hire, as may be relevant to the particular subject:

- (a) Graduates of science, mathematics, statistics, engineering, music and other degree courses with shortages in qualified Licensure Examination for Teachers (LET) applicants to teach in their specialized subjects in the elementary and secondary education. Qualified LET applicants shall also include graduates admitted by foundations duly recognized for their expertise in the education sector and who satisfactorily complete the requirements set by these organizations: *Provided*, that they pass the LET within five (5) years after their date of hiring; *Provided, further*, that if such graduates are willing to teach on part-time basis, the provisions of LET shall no longer be required;
- (b) Graduates of technical-vocational courses to teach in their specialized subjects in the secondary education: *Provided*, that these graduates possess the necessary certification issued by TESDA: *Provided, further*, that they undergo appropriate in-service training to be administered by the DepEd or higher education institutions at the expense of the DepEd;

- (c) Faculty of HEIs be allowed to teach in their general education or subject specialties in the secondary education: *Provided*, that the faculty must be a holder of a relevant Bachelor's degree, and must have satisfactorily served as a full-time HEI faculty; and
- (d) The DepEd and private education institutions may hire practitioners, with expertise in the specialized learning areas offered by the Basic Education Curriculum, to teach in the secondary level: *Provided*, that they teach on part-time basis only.

B. Definition of Terms

The following terms and definitions are added to Item III (Definition of Terms) of DO 7, s. 2016:

Track – refers to the specific program in SHS a learner may choose based on his/her interests and aspirations. SHS has four (4) tracks, namely: Academic, Technical-Vocational Livelihood, Arts and Design, and Sports. A track is further classified into strands.

Strand – refers to the specialized curricular offerings under a particular track.

Industry – the aggregate of manufacturing, business and commercial activities and productive enterprises in a particular field, often named after its principal product (e.g. the agriculture industry, the food industry). Applied and specialized SHS subjects relate to specific industries.

C. Basic Policies

It is reminded that the following rules and regulations must be strictly observed:

- I. Consideration for promotion of qualified employees with pending administrative case shall be pursuant to Section 42, Rule 8 of CSC Resolution No. 1101502 dated November 8, 2011;
- II. Promotion within six (6) months prior to compulsory retirement shall not be allowed except as otherwise provided by law;
- III. All qualified next-in-rank employees in the organizational unit where the vacancy exists shall be automatically considered candidates for promotion to the next higher position; and
- IV. Performance Rating
 - a. For appointment by promotion, the performance rating of the appointee for the last three (3) rating periods prior to the effectivity date of the appointment should be at least Very Satisfactory; and
 - b. For appointment by transfer, the performance rating for the last three (3) rating periods immediately preceding the transfer from the former office should be at least Very Satisfactory.

D. Announcement of Vacancies

The last two (2) sentences of Item IV.3 of DO 3, s. 2016 shall be deleted and replaced with the following:

The publication of a particular vacant position shall be valid until filled but not to extend beyond six (6) months reckoned from the date the position was published.

In the issuance of appointments, the requirement for publication is deemed complied with if the process of application and screening started within six (6) months from publication and if the vacancy is filled not later than nine (9) months from date of publication.

Should no appointment be issued within the nine (9)-month period, the agency has to cause the republication of the said vacant position.

E. Evaluation and Selection Committees

The following provisions are added to Item VI (Evaluation and Selection Committees) of DO 3, s. 2016:

I. Composition of the Personnel Selection Board (PSB)

In the evaluation of SHS teacher-applicants who are already with the DepEd, the PSB per DO 66, s. 2007 is hereby expanded to include either:

- a. An authorized representative of a duly-accredited or -recognized organization/industry proficient and knowledgeable in the track/learning area needed in the evaluation of Academic track/core subjects applicants; or
- b. An Education Program Supervisor/Specialist for the subject area needed in the evaluation of TVL, Arts & Design, and Sports tracks applicants.

II. Functions and Responsibilities:

- a. The SDO shall prepare a "Disclosure of No Relationship Form," which PSB and Division Selection Committee (DSC) members shall accomplish. In the event that a PSB or DSC member is related to an applicant by consanguinity or affinity, he/she shall inhibit himself/herself from the evaluation and deliberation of the particular applicant's qualifications;
- b. Only quorum (50%+1) of the DSC is required to proceed with the evaluation and deliberation process; and
- c. The PSB shall evaluate and deliberate en banc.

F. English Proficiency Test (EPT)

In reference to Item VII.6 (English Communication Skills), it is clarified that those who have taken the English Proficiency Test in 2014 or later may opt not to retake the test. The Division Testing Coordinator shall request from the Bureau of Education Assessment (BEA) the official scores of applicants who declared that they have taken the EPT in 2014 or later.

G. Contractual Appointments

It is clarified that contractual appointments are governed by Civil Service Law and policies (Sec. 2(e), Rule III of CSC Memorandum Circular No. 40, s. 1998, as amended).

H. Certification for the Appointment of Non-LET Passers

In cases where the appointment of a qualified non-LET passer is to be submitted to the CSC, the Schools Division Superintendent shall personally certify that:

- I. Qualified LET passers from the division's Registry of Qualified Applicants (RQA) per DO 3, s. 2016 have been exhausted; and that the appointee(s) is/are qualified per DO 3, s. 2016;
- II. Efforts to recruit, screen, and select appropriate candidates have been fully exerted; and
- III. There are highly meritorious and justifiable reasons cited to support such appointment.

The certification shall be submitted to CSC in support of pertinent appointment documents. Enclosed is a template for the said certification.

I. Protest Procedures

Pursuant to Item 2 of CSC MC No. 4, s. 2010 dated February 8, 2010, a protest on appointment shall no longer be acted upon through the grievance machinery. The same shall be initially appealed to the appointing authority who issued the appointment, then to the Civil Service Commission Regional Office, and then to the Civil Service Commission Proper. Hence, Part XIII ("Grievance and Protest Procedures") shall be modified as such, with the term "Grievance" deleted.

J. Effectivity

The following statements are added to Item XIV (Effectivity) of DO 3, s. 2016:

The Hiring Guidelines for SHS teaching positions effective SY 2016-2017 enclosed in DO 3, s. 2016 and this addendum thereto shall take effect immediately after approval of the CSC Regional Office.

All other subsequent amendments to said hiring guidelines shall be submitted to the CSC Regional Office, for approval.

K. Commitment

The DepEd commits to implement and abide by the provisions of the Hiring Guidelines for SHS Teaching Positions Effective SY 2016-2017 enclosed in DO 3, s. 2016 and this addendum thereto.

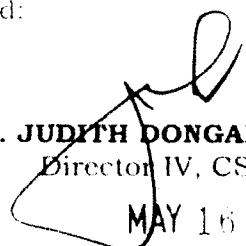
It is understood that said Hiring Guidelines and this addendum thereto shall be the basis of expeditious action on appointments.

A portion for the approval/signature of the CSC Regional Director should also be provided therein.

3. All other Orders, Memoranda, and other related issuances inconsistent with this Order are deemed modified accordingly effective immediately.
4. Immediate dissemination of and strict compliance with this Order is directed.


BR. ARMIN A. LUISTRO FSC
Secretary

Approved:


ATTY. JUDITH DONGALLAO-CHICANO
Director IV, CSC-NCR
MAY 16 2016

Encl.:

As stated

References:

DepEd Order (Nos. 3 and 7, s. 2016, 43, s. 2015, 66, s. 2007, and 29, s. 2002)

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

APPOINTMENT
CHANGE
POLICY
RECRUITMENT TEACHERS
SCHOOLS
SELECTION
TEACHERS



Republic of the Philippines
Department of Education

CERTIFICATION

In connection with the appointment dated _____ of
_____ as _____ of the _____, this is to certify
that:

- Efforts to recruit, screen, and select appropriate candidates have been fully exerted;
- Qualified LET passers from the division's Registry of Qualified Applicants (RQA) per DepEd Order No. 3, s. 2016 have been exhausted; and that the appointee(s) is/are qualified per DO 3, s. 2016;
- Upon deliberation of the qualified applicants, no candidate matched the requirements of the position to be filled in the division; and
- (Cite highly meritorious and justifiable reasons to support the appointment)*

Issued this _____ day of _____ as an additional requirement to support the appointment.

Schools Division Superintendent

*If more than two (2) appointees, put in matrix format and attach as Annex.



Republic of the Philippines
Department of Education

13 OCT 2017

DepEd ORDER
No. **51**, s. 2017

**AMENDED QUALIFICATION STANDARDS FOR SENIOR HIGH SCHOOL TEACHING
POSITIONS IN THE TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
AND OTHER CLARIFICATIONS ON THE HIRING GUIDELINES**

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

1. The Department of Education (DepEd) hereby issues the enclosed **Amended Qualification Standards for the Senior High School Teaching Positions in the Technical-Vocational-Livelihood Track and Other Clarifications on the Hiring Guidelines** to clarify provisions of the existing policies on recruitment, selection, and hiring of senior high school (SHS) teachers.
2. The amended qualification standards shall be the basis for the appointment to SHS positions in the technical-vocational-livelihood track. The additional criteria, mechanisms, and procedures stated shall serve as guide for DepEd offices and schools, teacher-applicants, and other stakeholders.
3. DepEd Order Nos. 3, 27, 32, and 49, s. 2016, and other related issuances, rules and regulations, and provisions, which are consistent with these guidelines are hereby repealed, rescinded, or modified accordingly.
4. Moreover, this policy shall take effect immediately after its issuance.
5. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

References: DepEd Order Nos.: (3, 27, 32 and 49 s. 2016)
To be indicated in the Perpetual Index under the following subjects

AMENDMENT
APPOINTMENT
HIRING
QUALIFICATIONS

RECRUITMENT
SELECTION
SENIOR HIGH SCHOOL
TEACHERS

DJP, DO Amended OS for SHS Teaching Positions in TVL track
0884 - September 18/22, 2017

(Enclosure to DepEd Order No. 51, s. 2017)

**AMENDED QUALIFICATION STANDARDS FOR THE SENIOR HIGH SCHOOL
TEACHING POSITIONS IN THE TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
AND OTHER CLARIFICATIONS ON THE HIRING GUIDELINES**

I. Rationale

Faithful to the merit and fitness principle of the Civil Service Doctrine of the Constitution and the Department of Education's (DepEd) thrust to enhance the quality of basic education, the Department issued DepEd Order (DO) No. 3, s. 2016 entitled *Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017*, DO No. 27, s. 2016 entitled *Qualification Standards for Senior High School (SHS) Teaching Positions in the Department of Education (DepEd)*, DO No. 32, s. 2016 entitled *Addendum to DepEd Order No. 3, s. 2016*, and DO No. 49, s. 2016 entitled *Guidelines on the Hiring of Contractual (Full-Time and Part-Time) Teachers in Senior High School* aimed at defining the application, selection, and appointment process of Senior High School (SHS) teachers as well as establishing professional standards and evaluation criteria to ensure that highly competent individuals with the appropriate qualifications and specializations are hired to teach in SHSs.

Pursuant to the recently issued Civil Service Commission (CSC) Resolution No. 1701192 on the *Amended Qualification Standards (QS) for the SHS Teaching Positions in the Technical-Vocational-Livelihood (TVL) Track* and CSC Resolution No. 1701009 on the *2017 Omnibus Rules on Appointments and Other Human Resource Actions*, and other relevant issuances, there is a need to amend and clarify specific provisions in the existing recruitment, selection, and hiring guidelines for SHS teachers, as stipulated in the DepEd Orders enumerated above.

II. Scope

This Order provides for the amended Qualification Standards (QS) for the SHS teaching positions in the Technical-Vocational Livelihood (TVL) track. It also clarifies specific provisions of the previously issued guidelines on recruitment, selection, and appointment of SHS teachers in all public SRISSs, particularly on the professional eligibility and documentary requirements as well as the application and appointment procedures.

III. Definition of Terms

In accordance with the CSC Resolution No. 1701009 dated June 16, 2017 on the *2017 Omnibus Rules on Appointments and Other Human Resource Actions*, the following terms and definitions are added to Item III (Definition of Terms) of DO No. 3, s. 2016:

1. **Provisional** refers to an appointment issued to an appointee to a teaching position who meets all the requirements of the position except the Eligibility but only in the absence of a qualified eligible actually available who is willing to accept the appointment, as certified by the Schools Division Superintendent. It shall not

be effective beyond the school year during which it was issued¹. The appointment shall be subject to reappointment (renewal).

2. **Contractual** refers to an appointment issued to an appointee to a teaching position who shall teach specialized subjects in secondary education on a part-time basis. The inclusive period shall be indicated on the appointment for purposes of crediting services. Appointees to contractual teaching positions shall not be required to possess RA No. 1080 (Teacher) Eligibility.

IV. Policy Statement

The DepEd hereby adopts this Order to amend the QS for the SHS teaching positions in the TVL track, and to clarify specific provisions of previously issued guidelines on the recruitment, selection, and appointment of SHS teachers. These guidelines shall provide guidance to all DepEd offices and schools, teacher applicants, and other stakeholders on the hiring process of SHS teachers.

V. Procedures

A. Amended Qualification Standards (QS) for the SHS Teaching Positions in the TVL Track

1. The CSC has promulgated Resolution No. 1701192 dated August 7, 2017 on the *Amended Qualification Standards (QS) for the SHS Teaching Positions in the Technical-Vocational-Livelihood (TVL) Track*. Enclosed are the following documents:

- a. Summary Table of the Amended QS for the SHS teaching positions in the TVL track; and
- b. CSC Resolution No. 1701192 dated August 7, 2017.

Hiring to the said positions should meet the requirements stated in the amended QS, subject to existing guidelines on the appointment and promotion of teaching positions.

The amended QS shall be applied to appointments issued to teaching positions during SY 2016-2017 which have been pending with the CSC. The Schools Division Office (SDO) shall also be allowed to file a Motion for Reconsideration to their respective CSC Regional Offices (RO) on the disapproved/invalidated appointments prior to the approval of the amended QS, or an Appeal to the Commission proper if the Motion for Reconsideration has already been denied by the CSC RO prior to the approval of the amended QS.

¹ For this purpose, the school year shall cover twelve (12) months with the date of appointment as the reckoning date.

B. Professional Teachers RA No. 1080 Eligibility

2. In accordance with CSC Resolution No. 010005 dated January 03, 2001, Professional Teachers (Secondary Level) RA No. 1080 Eligibility can be considered appropriate for appointment to teacher positions in both elementary and secondary levels, however, the Professional Teachers (Elementary Level) RA No. 1080 Eligibility is appropriate only for appointment to teacher positions in the elementary level. Pursuant to Republic Act (RA) No. 10533, also known as the *Enhanced Basic Education Act of 2013*, secondary education consists of junior high school (JHS) education and SHS education. Thus, only Professional Teachers (Secondary Level) RA No. 1080 Eligibility shall be considered appropriate for appointment to teacher positions in the SHS.

C. Application Process and Documentary Requirements

3. The online application through the Department's online system (application.deped.gov.ph) shall no longer be necessary. An application letter supported by the documents enumerated in Item V.2 of DO No. 3, s. 2016 shall be submitted to the SDO or the school head of the SHS where a teacher shortage or vacancy exists.

4. Additional requirements for TVL teacher-applicants, stipulated in Item V.2 of DO No. 3, s. 2016, are amended as follows:

- a. Technical Education and Skills Development Authority (TESDA) National Certificate (NC) of at least the **same level** as the course to be taught in the subject to be taught (e.g. NC-II in SMAW to teach SMAW-NC-II). Exception to this rule is given to applicants to courses with no NCs (e.g. Handicraft courses).
- b. Certified photocopy of Trainers Methodology Certificate (TMC) I, if available.

5. Pursuant to DOLE-DepEd-TESDA-CrED Joint Guidelines on the Implementation of the Labor and Management Component of RA No. 10533, displaced faculty from Higher Educational Institutions (HEI) or Technical-Vocational Institutions (TVI) shall submit the following requirement in addition to the certified true copy of Certification of Status of Employment/Service Record from HEI/TVI as required in Item V.2 of DO No. 3, s. 2016:

- a. Certificate of Displacement duly signed by the authorized representative of the HEI/TVI (*template attached as Annex A*).

D. Hiring of Contractual Teachers

6. In accordance with the revised definition of *Contractual* appointment as provided in this Order, DO No. 49, s. 2016 is hereby rescinded to cover only hiring of contractual teachers on a part-time basis.

As provided in Item X.1.b.iii (Determination of Rank and Salary to be Offered to Qualified Applicants) of DO No. 3, s. 2016, a contractual appointment may be issued to an applicant who obtains a rating of 70 and above but opts to have a contractual appointment; and an applicant who lacks the Eligibility requirement but obtains a rating between 65.00 and 69.99, and in the event that there are still positions to be filled after the SDO has exhausted its Registry of Qualified Applicants (RQA) and has already appointed eligible applicants who obtained 65.00 to 69.99 points; provided, however, that the contractual appointment to be issued is strictly on a part-time basis.

E. Teachers with Provisional Appointment

7. As provided in Item X.1.b.ii (Determination of Rank and Salary to be Offered to Qualified Applicants) of DO No. 3, s. 2016, a provisional appointment may be issued to an applicant who does not possess the Eligibility requirement but possesses all other requirements under the CSC-approved QS, and has obtained a rating of 70 and above. Pursuant to Section 8 of RA No. 10533, the Eligibility requirement must be obtained within five (5) years after the date of hiring. The following provisions are added to clarify previous provisions relating to teachers with provisional appointments:

- a. Once a teacher with a provisional appointment acquires the Eligibility requirement within five (5) years after date of first hiring, the status of his/her appointment shall immediately be changed to permanent. The SDO shall facilitate the change in status of appointment to this effect.
- b. If a teacher with a provisional appointment fails to acquire the Eligibility requirement with five (5) years after the date of first hiring, his/her item shall be deemed vacant, and the SDO must publish the said vacancy to allow new applicants to apply for the position.
- ✓ c. A teacher with a provisional appointment shall be entitled to the same compensation and allowances received by permanent personnel, including membership in the GSIS, health insurance, employees' compensation insurance, membership in PAG-IB G Fund, vacation and sick leaves and the monetization, and payment of terminal leave benefits. Furthermore, since the effectivity of a provisional appointment is one (1) school year, defined in this Order as twelve (12) months with the date of appointment as the reckoning date, a teacher with a provisional appointment shall receive the aforementioned compensation and allowances during the summer break.

F. Hiring of DepEd Teachers from Elementary and Junior High School Level

8. For applicants who are already teaching with DepEd either in elementary or JHS, Item II.2 (Scope) of DO No. 3, s. 2016 is clarified as follows:

- a. DO No. 66, s. 2007 entitled *Revised Guidelines on the Appointment and Promotion of Other Teaching, Related Teaching and Non-Teaching Positions* shall apply for applicants for Teacher I to III positions, and MEC Order No.

10, s. 1979 entitled *Implementing Rules and Regulations for the System of Career Progression for Public School Teachers* shall apply for applicants for Master Teacher I to IV positions, except for the provision on the Computation of Points of said Orders. Part VII (Evaluation Criteria and Computation of Points) as specified in DO No. 3, s. 2016 shall apply instead.

- b. In accordance with Chapter 3 Item 8.4.2 of the *Manual on Position Classification and Compensation*, if a teacher is appointed to a position of equivalent rank or of the same salary grade as the previous position, the employee shall receive his/her present salary. To this effect, the Step Increment incurred by the teacher shall be carried over into his/her new position.
- c. All appointments issued in violation of the *Policy on the Three-Salary Grade Limitation on Promotion* (quantum leap) shall be disapproved/invalidated, except when the promotional appointment falls within the purview of any of the exceptions enumerated in Section 97 of the *2017 Omnibus Rules on Appointments and Other Human Resource Actions*. In the selection process, SDOs shall strictly observe these exceptions and provide reasonable justifications to avoid disapproval or invalidation of appointments.

VI. Monitoring and Evaluation

The Bureau of Human Resource and Organizational Development (BHROD) in the Central Office, Regional Human Resource Development Division (HRDD) in the Regional Offices, and the School Governance and Operations Division (SGOD) in the SDOs, shall monitor and evaluate the implementation of this Order. They shall continuously gather feedback and policy recommendations on the recruitment, selection, and hiring of SHS teachers from the concerned offices and stakeholders to further enhance the provisions of the DepEd hiring policies.

VII. References

1. DO No. 3, s. 2016, "*Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017*"
2. DO No. 27, s. 2016, "*Qualification Standards for Senior High School (SHS) Teaching Positions in the Department of Education (DepEd)*"
3. DO No. 32, s. 2016, "*Addendum to DepEd Order No. 3, s. 2016*"
4. DO No. 49, s. 2016, "*Guidelines on the Hiring of Contractual (Full-Time and Part-Time) Teachers in Senior High School*"
5. CSC Resolution No. 1701009 (June 16, 2017), "*Omnibus Rules on Appointments and Other Human Resource Actions*"

6. CSC Resolution No. 1701192 (August 7, 2017), "Amended Qualification Standards (QS) for the SHS Teaching Positions in the Technical-Vocational-Livelihood (TVL) Track"

7. CSC Resolution No. 010005 (January 03, 2001), "Appropriateness of Professional Teachers (Secondary level) RA 1080 Eligibility for Appointment to the Position of Teacher I (Elem. Level)"

8. DOLE-DepEd-TESDA-CHED Joint Guidelines on the Implementation of the Labor and Management Component of RA No. 10533

9. DO No. 66, s. 2007, "Revised Guidelines on the Appointment and Promotion of Other Teaching, Related Teaching and Non-Teaching Positions"

10. MEC Order No. 10, s. 1979, "Implementing Rules and Regulations for the System of Career Progression for Public School Teachers"

11. Manual on Position Classification and Compensation

DEPARTMENT OF EDUCATION
AMENDED QUALIFICATION STANDARDS FOR SENIOR HIGH SCHOOL TEACHING POSITIONS
FOR THE TECHNICAL-VOCATIONAL LIVELIHOOD (TVL) TRACK

| POSITION TITLE | SG | EDUCATION REQUIREMENTS | EXPERIENCE REQUIREMENTS | TRAINING REQUIREMENTS | ELIGIBILITY REQUIREMENTS |
|--|----|--|---|---|--|
| Teacher I (Senior High School) | 11 | Bachelor's degree; or completion of technical-vocational course(s) in the area of specialization | None required | At least NC* II *Appropriate to the specialization | |
| Teacher II (Senior High School) | 12 | Bachelor's degree; or completion of technical-vocational course(s) in the area of specialization | 6 months of relevant teaching or 6 months of industry work experience | At least NC* II + TMC** I *Appropriate to the specialization | • Applicants for a permanent appointment RA 1080 (Teacher), if not RA 1080 eligible, they must pass the LET within five (5) years after the date of first hiring |
| Teacher III (Senior High School) | 13 | Bachelor's degree; or completion of technical-vocational course(s) in the area of specialization | 1 year of relevant teaching or 1 year of industry work experience | At least NC* II + TMC** I *Appropriate to the specialization | |
| Master Teacher I (Senior High School) | 18 | Bachelor's degree; or completion of technical-vocational course(s) in the area of specialization | 1 year of teaching experience and 6 months of relevant industry work experience | At least NC* II + TMC** I *Appropriate to the specialization | • Applicants for a contractual position: None required |
| Master Teacher II (Senior High School) | 19 | Bachelor's degree; or completion of technical-vocational course(s) in the area of specialization | 1 year of teaching experience and 1 year of relevant industry work experience | At least NC* II + TMC** I *Appropriate to the specialization | |
| Master Teacher III (Senior High School) | 20 | Bachelor's degree; or completion of technical-vocational course(s) in the area of specialization | 2 years of teaching experience and 1 year of relevant industry work experience | At least NC* II + TMC** I *Appropriate to the specialization | • Practitioners (part-time only): None required |
| Master Teacher IV (Senior High School) | 21 | Bachelor's degree; or completion of technical-vocational course(s) in the area of specialization | 2 years of teaching experience and 2 years of relevant industry work experience | At least NC* II + TMC** I *Appropriate to the specialization | |

*NC – National Certificate

**TMC – Trainer's Methodology Certificate

† They shall be issued provisional appointments which shall be effective not beyond the school year during which the appointments were issued. For this purpose, school year shall cover twelve (12) months with the date of appointment as the reckoning date. The appointment shall be subject to reappointment (renewal).

(As approved in CSC Resolution No. 1701192 dated August 7, 2017)



QUALIFICATION STANDARDS

Re: Amended QS of Senior High School
Teaching Positions, Technical-Vocational
Livelihood (TVL) Track, Department of Education

X-----X

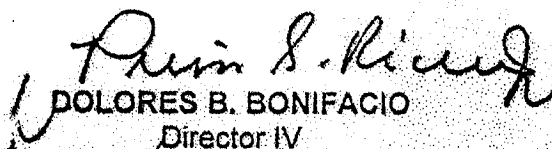
NOTICE OF RESOLUTION

Sir/Madam:

The Commission promulgated on August 7, 2017 Resolution No. 1701192 on the above-cited case, copy attached. Its original is on file with this Commission.

August 9, 2017.

Very truly yours,


DOLORES B. BONIFACIO
Director IV

Commission Secretariat and Liaison Office

Copy furnished:

Undersecretary Jesus L. R. Mateo
Department of Education
DepEd Building, Meralco Avenue
1600 Pasig City

Secretary Leonor M. Briones
Department of Education
DepEd Building, Meralco Avenue
1600 Pasig City

Director II Henry B. Pelajo
Civil Service Commission Field Office-Makati
7th Floor Building 2, Makati City Hall
Poblacion
1200 Makati City

Director IV Judith D. Chicano
Civil Service Commission National Capital Region
No. 25 Kaliraya Street, Banawe
1100 Quezon City

RELEASED

Date :

AUG 09 2017

csc/ssd/sfb/rdi

In a Race to Serve: Responsive, Accessible, Courteous and Effective Public Service

CSC Building, IBP Road, Constitution Hills, 1126 Quezon City • ☎ 931-7935, 931-7939/931-8092 • ✉ csephil@webmail.csc.gov.ph • 🌐 www.csc.gov.ph

The existing qualification standards for the SHS teaching positions in the TVL Track provided under CSC Resolution No. 1600358 promulgated on April 05, 2016, (QS Re: teaching positions for Senior High School, Department of Education), are as follows:

| Position Title | SG | Education | Experience | Training | Eligibility |
|---|----|---|--|--|--|
| Teacher I (Senior High School) | 11 | Bachelor's degree holder; or graduate of technical-vocational course(s) in the area of specialization | None required | At least NC* II *Appropriate to the specialization | <ul style="list-style-type: none"> Applicants for a permanent appointment RA 1080 (Teacher); if not RA 1080 eligible¹, they must pass the LET within (5) years after the date of first hiring Applicants for a contractual position: None Required Practitioners (part-time only): None required |
| Teacher II (Senior High School) | 12 | Bachelor's degree holder; or graduate of technical-vocational course(s) in the area of specialization | None required | At least NC* II +TMC** I *Appropriate to the specialization | |
| Teacher III (Senior High School) | 13 | Bachelor's degree holder; or graduate of technical-vocational course(s) in the area of specialization | 1 year relevant teaching/industry work experience | At least NC* III +TMC** I *Appropriate to the specialization | |
| Master Teacher I (Senior High School) | 18 | Bachelor's degree holder; or graduate of technical-vocational course(s) in the area of specialization | 2 years relevant teaching/industry work experience | At least NC* IV +TMC** I *Appropriate to the specialization | |
| Master Teacher II (Senior High School) | 19 | Bachelor's degree holder; or graduate of technical-vocational course(s) in the area of specialization | 3 years relevant teaching/industry work experience | At least NC* III +TMC** II *Appropriate to the specialization | |
| Master Teacher III (Senior High School) | 20 | Bachelor's degree holder; or graduate of technical-vocational course(s) in the area of specialization | 4 years relevant teaching/industry work experience | At least NC* IV +TMC** II *Appropriate to the specialization | |
| Master Teacher IV (Senior High School) | 21 | Bachelor's degree holder; or graduate of technical-vocational course(s) in the area of specialization | 5 years relevant teaching/industry work experience | At least NC* II +TMC** II *Appropriate to the specialization | |

*NC – National Certificate

** TMC – Trainer's Methodology Certificate

As represented by Undersecretary Mateo, in his letter dated April 21, 2017, the above-cited existing QS particularly the training requirement for the TVL track rendered appointments to same positions impossible as "some specializations offered by TESDA are only up to NC II and/or TMC I."

Undersecretary Mateo further represented that the NCII and TMC I requirements were discussed at length with the Technical Education and Skills Development Authority (TESDA) National Institute for Technical Education and Skills Development and Qualification and Standards Office. As a result, the training requirements were lowered to ensure that appointments are possible for all subject positions under the TVL tracks with corresponding increase in experience requirements for the overall QS of SHS TVL teachers to still be comparable to those of the other tracks.

Sealed True Copy:

SEYMOUR R. PAJARES
Chief Personnel Specialist

Commission Secretariat & Liaison Office

¹ They shall be issued provisional appointments which shall be effective not beyond the school year during which the appointments were issued. The appointment shall be subject to reappointment (renewal).

In the same letter, Undersecretary Mateo requests that once the proposed amended QS for SHS TVL teaching positions are approved, they will be applied retroactively to all pending appointments submitted to the Commission since the previous school year.

In an earlier letter dated February 1, 2017 addressed to Chairperson Alicia Dela-Rosa Bala, Undersecretary Mateo sought reconsideration of the invalidated appointments of teachers from the Schools Division Office (SDO) of Catanduanes and SDO Meycauayan, to wit:

"The appointment of 11 teachers from SDO of Catanduanes for the position of Teacher III were invalidated on the basis of not meeting the training requirement which, xxx is at least NC III and TMC I (appropriate to the specialization). However, upon further review by the Central Office and as raised by various field offices and applicants, some specializations offered by TESDA are only up to NC II and/or TMC I. Thus, meeting the QS specifically the training requirements, would be impossible for these specializations." (underscoring supplied for emphasis)

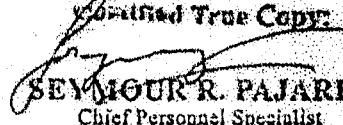
Undersecretary Mateo further represented that the current number of regular teaching complement cannot address the demands for teachers particularly for the K-12 Senior High School Curriculum. Further, the DepEd is still faced with at least 30,000 vacant teaching positions for filling up.

Relevant to the request of DepEd is the Philippine Qualifications Framework which provides that the completion of technical-vocational courses shall merit the conferment of National Certificate II only. Inasmuch as the completion of technical-vocational course(s) shall be considered as appropriate education for SHS positions, thus, requiring at least NC II as training requirement shall ensure alignment of the QS.

On the Trainer Methodology Certification (TMC) requirement, the Commission validated DepEd's representation through a review of the TESDA's Training Regulations Manual. The review revealed that Trainers Methodology Certificate Level I (TMC I) consists of competencies that a Technical and Vocational Education and Training (TVET) trainer and assessor must achieve. Hence, a holder of TMC I is considered to be a qualified and competent TVET Trainer/Technical Trainer, Training Facilitator/Coordinator and Competency Assessor.

On the other hand, Trainers Methodology Certificate Level II (TMC II) consists of competencies a TVET trainer or technical trainer must achieve in performing functions as training designer/developer. Therefore, a holder of TMC II is considered to be a qualified and competent Curriculum designer, instructional designer and Training designer/developer.

C

Confirmed True Copy

SEYMOUR R. PAJARES
Chief Personnel Specialist
Commission Secretariat & Liaison Office

Considering the nature of the work of SHS teaching positions vis-a-vis the description of TMC I and TMC II, it clearly shows that TMC I is the appropriate training requirement for the SHS teaching positions in the TVL track.

With regard to DepEd's request for the retroactive application of the amended QS once approved, it is emphasized that the present policy of the Commission provides that the reckoning period in determining the qualifications of an appointee shall be on the date of the issuance of the appointment. However, the Commission recognizes the fact that there was inadvertence in the formulation of the QS which the DepEd now seeks to rectify along with the exigency of recruiting and assessing teachers for the SHS TVL Track.

Based on the foregoing, the Commission finds merit to the DepEd's commitment and willingness to resolve its oversight in the qualification standards by working closely with the TESDA to propose the amendment in the qualification standards for the experience and training requirements. Hence, based on the facts gathered as evidenced by the disapproved/invalidated appointments, the application of the amended QS to the issued appointment may be considered and given a curative effect due to the urgency of the requirement and its impact to appointment to SHS teaching positions in the DepEd.

Section 22, Chapter 5, Title I-A, Book V of Executive Order No. 292 provides that:

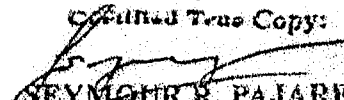
*"(2) The establishment, administration and maintenance of qualification standards shall be the responsibility of the department or agency, with the assistance and approval of the Civil Service Commission and in consultation with the Wage and Position Classification Office."
(Underscoring supplied)*

Paragraph 3, Policy No. 2, Part I (General Policies) of CSC Resolution No. 030962 (Revised Policies on Qualification Standards), dated 12 September 2003 states that:

"Agencies are encouraged to set specific or higher standards for their positions. These standards shall be submitted to the Commission for approval, and once approved, they shall be adopted by the Commission as qualification standards in the attestation of appointments of the agency concerned."

An evaluation of the proposed amended qualification standards for the experience and training requirements reveals that the amended experience and training qualification standards are necessary and appropriate in the performance of the duties and responsibilities of the subject positions.

C

Certified True Copy:

SEYMOUR R. PAJARES
Chief Personnel Specialist
Commission Secretariat & Liaison Office

WHEREFORE, the Commission **RESOLVES** to **APPROVE** the following amended qualification standards for the subject positions in the SHS teaching positions in the TVL Track of the DepEd:

| Position Title | SG | Education | Experience | Training | Eligibility |
|--|----|--|---|--|--|
| Teacher I (Senior High School) | 11 | Bachelor's degree; or completion of technical-vocational course(s) in the area of specialization | None required | At least NC II *Appropriate to the specialization | <ul style="list-style-type: none"> Applicants for a permanent appointment: RA 1080 (Teacher); if not RA 1080 eligible², they must pass the LET within (5) years after the date of first hiring |
| Teacher II (Senior High School) | 12 | Bachelor's degree; or completion of technical-vocational course(s) in the area of specialization | 6 months of relevant teaching or 6 months of industry work experience | At least NC* II +TMC** I *Appropriate to the specialization | |
| Teacher III (Senior High School) | 13 | Bachelor's degree; or completion of technical-vocational course(s) in the area of specialization | 1 year of relevant teaching or 1 year of industry work experience | At least NC* II +TMC** I *Appropriate to the specialization | |
| Master Teacher I (Senior High School) | 18 | Bachelor's degree; or completion of technical-vocational course(s) in the area of specialization | 1 year of teaching experience and 6 months of relevant industry work experience | At least NC* II +TMC** I *Appropriate to the specialization | <ul style="list-style-type: none"> Applicants for a contractual position: None Required Practitioners (part-time only): None required |
| Master Teacher II (Senior High School) | 19 | Bachelor's degree; or completion of technical-vocational course(s) in the area of specialization | 1 year of teaching experience and 1 year of relevant industry work experience | At least NC* II +TMC** I *Appropriate to the specialization | |
| Master Teacher III (Senior High School) | 20 | Bachelor's degree; or completion of technical-vocational course(s) in the area of specialization | 2 years of teaching experience and 1 year of relevant industry work experience | At least NC* II +TMC** I *Appropriate to the specialization | |
| Master Teacher IV (Senior High School) | 21 | Bachelor's degree; or completion of technical-vocational course(s) in the area of specialization | 2 years of teaching experience and 2 year of relevant industry work experience | At least NC* II +TMC** I *Appropriate to the specialization | |

*NC - National Certificate

** TMC - Trainer's Methodology Certificate

The Commission **FURTHER RESOLVES** to apply the approved QS to appointments issued for the subject positions during SY 2016-2017 which have been pending with the Commission. The DepEd is not precluded from filing a Motion for Reconsideration or Appeal to the respective CSCRO or to the Commission proper on the disapproved/invalidated appointments to subject positions prior to the approval of this amended QS.

Certified True Copy:

SEYMOUR R. PAJARES
Chief Personnel Specialist
Commission Secretariat & Liaison Office

² They shall be issued provisional appointments which shall be effective not beyond the school year during which the appointments were issued. The appointment shall be subject to reappointment (renewal).

The Commission **RESOLVES FURTHERMORE**, that the approved qualification standards shall be the bases of the Civil Service Commission in attesting appointments and in evaluating other human resource actions for the subject positions in the Department of Education.

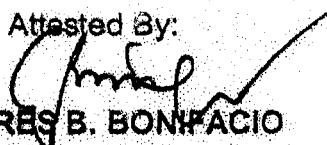
Copies of this resolution shall be disseminated to the Civil Service Commission Regional and Field Offices concerned.

Quezon City.

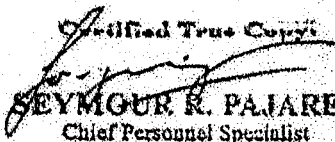

ALICIA dela ROSA-BALA
Chairperson


ROBERT S. MARTINEZ
Commissioner


LEOPOLDO ROBERTO W. VALDEROSA, JR.
Commissioner

Attested By:

DOLORES B. BONIFACIO
Director IV
Commission Secretariat and Liaison Office

HRPSOM/PECLT/DOCLM/Mya
Amendment TVL SHS Teaching Positions
AO: 04252017 PD04252017


SEYMOUR R. PAJARES
Chief Personnel Specialist
Commission Secretariat & Liaison Office

[LETTERHEAD OF THE SCHOOL]

CERTIFICATE OF DISPLACEMENT

This is to certify that <<Name of Grantee>> was a <<Full-time/Part-time>> faculty member/personnel of the <<Name of School>>. He/She was hired on <<date started>> and taught/served in the <<Department>> under the <<College/School>>. His/Her service record is as follows:

| Inclusive Dates | Teaching Load/Hours per Week | Rank & Status |
|-----------------|------------------------------|---------------|
| | | |
| | | |
| | | |

Further, he/she will no longer be connected with the Institution effective <<date of effectivity>>. This is to certify that this displacement was undertaken through <<mode of termination¹>>, and was due to the implementation of RA 10533, or the Enhanced Basic Education Act of 2013.

This certificate is issued at the request of <<Name of Grantee>>, and issued this <<Date of Issuance>> to be used for the processing of his/her application for employment in the Department of Education.

<Name and Signature of Authorized Representative>

<Position>

<School>

<Dry Seal>

¹ The mode of termination may be in the form of redundancy, end of contract, etc.