



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF BULACAN

August 23, 2021

DIVISION MEMORANDUM

NO. 153, s2021

UPDATING OF SCHOOL/CLUSTER ICT DESIGNATION FOR SY 2021- 2022

To: Division Chiefs
Elementary and Secondary School Heads
All Others Concerned

1. Relative to the memorandum released by the Office of the Undersecretary for Administration entitled **"DESIGNATION OF DISTRICT AND SCHOOL INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) COORDINATORS"**, this Office requires all schools to update the designation of ICT Coordinators to improve strategic ICT support, in preparation for the School Year 2021-2022.
2. Each school must designate 1 or 2 School ICT coordinators based on the category stated below who will handle the following:

2.1 **ICT Coordinator** in-charge of **School ICT Equipment (DCP)** and other ICT related programs and projects (ICT Innovation in Infrastructure/Governance, Studio Inventory, CoVid Vaccination Tracker, DepEd Commons, DepEd LMS and other Official Platforms); and

2.2 **ICT Coordinator** in-charge of **Data Management** and other various **Information Systems** (ICT innovation in Curriculum/Processes, eBEIS, LIS, DepEd Issued Accounts Administration, Learner Accounts Distribution, etc.)

| No. of Teachers | No. of School ICT Coordinator(s) |
|-----------------|----------------------------------|
| 15 and below | 1 |
| 16 and above | 2 |

Note: The number of teachers in the school will determine the number of school ICT coordinators to be designated. Junior and Senior High School, Stand Alone and Annex Schools shall have separate ICT coordinators following the table above to determine the number of allowable school ICT coordinators.

3. **DepEd Memorandum no. 291, s2008** states that all advisory assignments and/or special assignments for the entire school year combined shall be considered as one teaching load. In line with this, Public School Heads are strictly advised to properly distribute special assignments to all teachers. Assigning more than one coordinatorship/advisorship/special task to just one teacher is strongly discouraged.
4. In the exigencies of service in the case of schools with small teacher population, a teacher may hold more than one (1) special assignment, provided that:
 - 4.1 all (100%) of teachers have already been given with a special assignment;
 - 4.2 the teacher fully accepts the additional assignment without any reservation; and
 - 4.3 the teacher's welfare is not, in any way, compromised.



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SCHOOLS DIVISION OF BULACAN

5. **DECS Order 39, s1990** states that all Master Teachers I and II shall be given full teaching loads, hence designation as District/School ICT is prohibited, in order for them to focus on their tasks as master teachers especially in conducting researches and coaching co-teachers as indicated in their KRAs as provided in the Philippine Professional Standards for Teachers (PPST) per **DO 42, s2017**.
6. **OUA Memo 00-0821-0017** reiterates that Teacher-Broadcasters and members of the DepEd TV production team should be deloaded and the nature of their work shall commensurate as regular teaching load, hence designation of Teacher-Broadcasters and members of the production team as School ICT Coordinator is not allowed, for them to focus on their tasks given by the Central Office.
7. All School Heads are requested to furnish a soft copy of the designation form duly signed by the signatories and received by the Public Schools District Supervisors, the PSDS shall forward the designation form(Annex A) together with the summarized ICT coordinators' list in (Annex B) through this google form link: <https://forms.gle/LzkGiWvCZbdEWk3M6> not later than August 31,2021.
8. For queries and concerns, please contact Ronald G. Salvador, Administrative Assistant II of OSDS-ICTS Unit through 0918-264-3346 or (044).760 4473 or via email at ictsbulacan@deped.gov.ph.
9. For widest dissemination and strict compliance.


ZENIA G. MOSTOLES, EdD, CESO V
Schools Division Superintendent

References:

DO 42, s2017
DO 39, s1990
DM 36, s2019
DM 291, s2008
OUA Memo 00-0821-0017
Unnumbered OUA Memo June 26, 2019



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ANNEX A : CLUSTER SCHOOLS / SCHOOL ICT DESIGNATION FORM

**DESIGNATION OF SCHOOL INFORMATION AND
COMMUNICATIONS TECHNOLOGY (ICT) COORDINATOR**

Name: _____

Position: _____

Designation:

- ☐ Cluster Schools ICT Coordinator
☐ School ICT Coordinator (ICT-related programs and projects)
☐ School ICT Coordinator (Data Management and Information System support)

District: _____

School: _____

Address: _____

In the exigency of service, you are hereby designated as the Information and Communications Technology (ICT) Coordinator of _____ effective immediately.

You are also being unloaded of your usual teaching load to four (4) hours daily to focus and concentrate on ICT Functions and Duties in your school/district with specific provisions of DepEd Memorandum No. 291 s. 2008 and addendum under DepEd Order No. 53 s. 2003. (References: RA 1880, CSC 9155, Magna Carta for the Public-School Teachers, Civil Service Code).

QUALIFICATIONS:

- ❖ Minimum 3 years Teaching experience
- ❖ Oriented in Basic Computer Software and Applications
- ❖ Oriented in basic Software and Hardware Installations
- ❖ Extensive experience in Educational Technology
- ❖ Strong interpersonal, communication, analytical and problem-solving skills.

DUTIES AND FUNCTIONS:

A. On ICT and School Infrastructure Management

- Ensure utilization and maintenance of E-classroom including ICT equipment such as laptop, projectors, and speakers among others.
- Report problems and concerns about ICT packages on school to the supplier and SDO ICT Unit.
- Coordinate with the School Property Custodian in the inventory of all school ICT equipment.
- Assist in the preparation of School Improvement Plan or Annual Implementation Plan.



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B. On ICT Programs and Projects

- Spearhead the implementation of ICT Literacy via school LAC session.
- Maintain the effective use of the E-classroom and monitor the utilization of the other ICT equipment such as laptops, projectors, and speakers, among others.
- Maintain school LIS/BEIS account (username and password) and mentor LIS/EBEIS online encoding.
- Provide assistance and/or facilitate in the early accomplishment of different ICT-related DepEd Programs like LRMDs, e-class Record, DepEd Email Account, eHRIS, and the like.

C. On Partnership and Stakeholders Management

- Forge ICT-related MOU/ MOA with private organizations, SUCs, LGUs, and/or Public/ Private Schools.

D. On ICT Technical Assistance

- Provide technical assistance among peers, learners, and school heads with regard to the positive use of ICT in teaching and learning, and governance.
- Coordinate with District ICT and Division IT officer on the monitoring and evaluation of ICT programs and projects to ensure effective feedback and collaboration.

SPECIFIC FUNCTIONS

- a. Manage and maintain the ICT system and infrastructure of the School/Cluster Schools to support operations.
- b. Manage and implement ICT programs and projects in the School/ Cluster Schools to ensure data validity and effective utilization of the system.
- c. Formulate plans for the School/Cluster Schools to effectively allocate the necessary ICT resources of the division to support regional and national strategy, operations, programs, and projects.
- d. Participate and communicate with the Division and other Schools/Cluster Schools ICT Coordinators with regard to the implementation/accomplishment of the Division/ Region/National ICT-related programs.





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REGION III
SCHOOLS DIVISION OF BULACAN

Recommended by:

School Head

Recommending approval:

RICHARD C. BIGLETE
Information Technology Officer I

APPROVED:

ZENIA G. MOSTOLES, EdD, CESO V
Schools Division Superintendent

CONFORME:

Signature over Printed Name
(Designated District/School ICT Coordinator)



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Department of Education

SCHOOLS DIVISION OFFICE OF BULACAN

DISTRICT OF _____

[illegible]

Recommended by:

Public Schools District Supervisor

Email:



Republika ng Pilipinas
Kagawaran ng Edukasyon
Tanggapan ng Pangalawang Kalihim

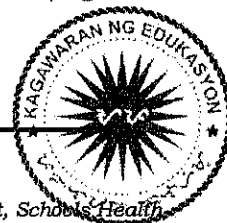
MEMORANDUM

26 June 2019

For: **Regional Directors
Schools Division Superintendents
Chiefs, ESSD and SGOD
Public Schools District Supervisors
Principals and Head Teachers
All Others Concerned**

Subject: **DESIGNATION OF DISTRICT AND SCHOOL
INFORMATION AND COMMUNICATIONS
TECHNOLOGY (ICT) COORDINATORS**

1. With the conclusion of the Rapid Assessment of DepEd Computerization Program (DCP) Implementation, it was observed that most of the participants were just delegated as ICT Coordinators with no official designation by their respective school heads.
2. Relative to the succeeding release of DepEd Orders, Memoranda, and Advisories on Information and Communication Technology (ICT), the accomplishment of the coordinators' tasks was borne by a regular teacher who acts as a school/district ICT coordinator in addition to his/her regular teaching load.
3. Hence, with the goal of the Department for an effective management and implementation of ICT-related programs and projects, **all school heads are directed to designate two (2) School ICT coordinators** to handle the following:
 - a Preventive maintenance of the school's ICT Equipment and be in-charge of other ICT-related programs and projects; and
 - b Data Management and various Information Systems (e.g., LIS/EBEIS, EHRIS, etc.).



Office of the Undersecretary for Administration

(Administrative Services, Information and Communications Technology, Disaster Risk Reduction and Management, Schools Health, Youth Formation, Baguio Teachers' Camp, Education Facilities/School Buildings)
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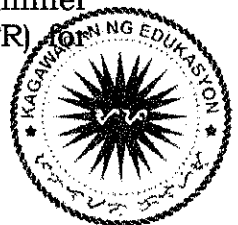
If the Administrative Assistant/Registrar is available, the School Head has the discretion to assign him/her to handle the Data Management. All other duties and functions of Administrative Assistant pursuant to previous issuances of whether shall remain enforced.

4. In order to ensure the proper implementation on the designation of the School ICT Coordinators, the following guidelines are issued:

- a For Teachers designated as School ICT Coordinators but continue to have regular teaching loads (of at least 2 but not beyond 4 hours) shall render services on part-time basis and shall remain in the teachers' leave basis. Any work done within the school premises in excess of 8 hours during the regular school days shall be given additional compensation or overtime pay;
- b When funds are not available for the grant of additional compensation or overtime pay, vacation service credits may be granted for services rendered beyond the required working hours during regular school days, which is exclusive of the 15 days limitation under DepEd Order No. 53, s. 2003.
- c The specific provision of DepEd Memorandum No. 291, s 2008 and the addendum under DepEd Order No. 16, s. 2009 shall be enforced in this regard, and;
- d Teachers designated on part-time basis as School ICT Coordinator and who are required to render services during the summer vacation to conduct preventive maintenance of E-Classroom/ Computer Laboratory and ICT Equipment Inventory after the closing and before the opening of classes for each semester shall likewise be granted vacation service credits of not more than 15 days, also of the exclusive 15 days' limitation.

5. The following procedures/ requirements must be observed:

- a The designation of a teacher to perform as the School ICT Coordinator whether on part-time or full-time basis shall be recommended by the School Head to the Schools Division Superintendent (SDS) for approval;
- b Only duly designated School ICT Coordinator may be paid additional compensation or overtime pay or may be granted vacation service credits under these guidelines;
- c The School Head shall submit to the SDS the request to grant of vacation service credits, clearly indicating the total number of days served by the designated School ICT Coordinator during the summer vacation together with the duly signed daily time record (DTR)



approval;

- d The discretion to determine the allowable number of vacation service credits that may be allowed is vested with the SDS;
- e The accumulated vacation service credits of teachers shall be used to offset absences of teachers due to illness. Subject to availability of funds and approval of the SDS, monetization or payment of the money value of unused vacation service credits may be allowed, using the approved formula for the computation, conversion, and reversion under existing CSC rules and regulations.
- f Furthermore, designated District/School ICT Coordinators shall perform duties and responsibilities related to DepEd ICT programs and shall not be treated merely as District/School secretariat.

6. The qualifications, duties, responsibilities, and privileges of District/School ICT Coordinator is enclosed.

7. All Schools Division Offices, thru the Division Information Technology Officer in coordination with the Public Schools District Supervisors/District Coordinating Principals, are directed to **establish a District ICT Council to be headed by two (2) School ICT Coordinators duly elected among School ICT Coordinators within the district or may be designated by the Division ITO.** The members of the District ICT Council shall be the officially designated School ICT Coordinators.

8. For those divisions with no districts, a **Division ICT Core Team may be established to be headed by the Division ITO.**

9. Immediate and wide dissemination of this memorandum is desired.


ALAIN DEL B. PASCUA
Undersecretary



Brigada Eskwela Best Implementing School Award

To give due recognition to schools whose efforts in the implementation of the Brigada Eskwela program are exemplary, the Department of Education (DepEd) shall be awarding the **Brigada Eskwela Best Implementing Schools** in the following categories:

Elementary Level

| Category | Number of Teachers (National) | Number of Teachers (NCR) |
|---------------|----------------------------------|-----------------------------|
| Small School | 9 and below | 40 and below |
| Medium School | 10 - 29 | 41 – 80 |
| Large School | 30 - 50 | 81 – 120 |
| Mega School | 51 and above | 121 and above |

Secondary Level

| Category | Number of Teachers (National) | Number of Teachers (NCR) |
|---------------|----------------------------------|-----------------------------|
| Small School | 15 and below | 40 and below |
| Medium School | 16 - 30 | 41 – 80 |
| Large School | 31 - 50 | 81 – 120 |
| Mega School | 51 and above | 121 and above |

Note: Integrated School (Kindergarten to Grade 12) may choose which category level they intend to participate in the selection.

Hall of Fame Awards shall be given to schools which were awarded as Best Implementing Schools for three consecutive years.

The selection of the Brigada Eskwela Best Implementing Schools shall be evaluated in accordance with the following criteria:

Criteria of Selection – Best Implementing Schools

1. Scope of Work – 30%

Scope of work is based on the school BE plan and physical facilities repair and maintenance needs assessment such as Repair Works, Maintenance Works, New Improvements and Beautification/Landscaping/Learners Kiosk Installation that are identified/included in the School Annual Implementation Plan. The computation is based on the percentage of work completed multiplied by 30%.

2. Diverse Volunteer Participation – 25%

The diversity of participation shall consider the group affiliation of volunteers with the following percentage assignment:

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KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS
(DEPARTMENT OF EDUCATION, CULTURE AND SPORTS)
Manila

April 24, 1990

DECS ORDER
No. 39, s. 1990

DEPLOYMENT AND ASSIGNMENT OF PUBLIC SCHOOL TEACHERS

To: Regional Directors
Schools Superintendents

1. In order to answer the demands of teacher items both in the elementary and secondary schools and in anticipation of a significant increase in enrolment, the following guidelines are hereby formulated effective school year 1990-1991.
2. These guidelines shall be in conformity with RA 4670, the Magna Carta for Public School Teachers, whereby teachers are allowed a maximum of six hours of actual teaching and that anything beyond shall be compensated by overtime pay or honorarium, correspondingly.
3. In the computation, however, of actual teaching load a credit of 1 teaching load shall be given to: advisorship of a class, school paper or co-curricular activity. Coaching or handling of special/remedial classes shall be credited on the same scheme.
4. Organization of classes shall be on a minimum of at least 40 pupils/students per class and a maximum of 55 to ensure quality education. Any fraction after a total of 110 pupils assigned to two classes shall be allowed an organization of another class.
5. In the case of a new class or of classes in far-flung barrios, a class of 15 pupils shall be allowed. A combination of two grades with 40-55 pupils is encouraged.
6. As a matter of policy, maximizing the utilization of available resources should be resorted to as follows:
 - a. Primary classes should be on a 1:1 ratio.
 - b. Intermediate classes shall be on a 5:3 or 3:2 ratio.
 - c. Secondary teachers load shall be:
 - (1) Language and science laboratory teachers be given a minimum of 6 teaching loads but not beyond 8 loads for 40-minute periods and 4 teaching loads for a 60-minute period but not beyond 6 loads.
 - (2) Other secondary non language and laboratory teaching loads shall be at a minimum of seven loads at forty minutes and a maximum of 9 teaching loads or a total of 360 minutes. Subjects taught at one hour or 1-1/2 hours based on the 1973 revised curriculum be guided by the foregoing prescribed teaching loads.

7. Other non-academic teachers shall now be involved in actual teaching as follows:

- a. All teachers on detail in non-DECS and DECS offices shall be recalled and given corresponding teaching loads.
- b. Special teachers, head teachers and principals I shall also be assigned teaching loads as follows:
 - (1) Librarian, canteen teachers, guidance and property custodians in a school with a student population of 2,000 and above shall not be given teaching loads. All the rest should be given at least 2 and not beyond 4 teaching loads.
 - (2) School and/or district coordinators should be given corresponding teaching loads of at least 2 and not more than 4 loads.
 - (3) Elementary/secondary school head teachers and department heads and secondary and elementary principals I should be given 2-4 teaching loads if they handle less than 14 teachers.
 - (4) All Master Teachers I and II be given full teaching loads, except those with special projects or researches, in which case a minimum of 4 teaching loads be given.

8. Effective this school year central school vacancies should be deployed to remote barangays especially in schools with multigrade and/or combination classes. This can be done divisions/districts wise.

9. Should there be identified excess teachers in a division, the Regional Director shall submit a recommendation for the transfer of the items to another division within the region upon previous approval by DEM and the DECS. Excess secondary teachers in vocational schools and SUC's shall be looked into for proper utilization in neighboring schools.

10. This Office shall release items only after above guidelines have been duly complied with.

11. All other laws and regulations inconsistent with the provisions of any or all of this Order are hereby rescinded or amended accordingly. Immediate dissemination is urgently requested.

(SGD.) ISIDRO D. CARINO
Secretary

Reference:

BPS Circular: No. 6, s. 1967
Attachment: 1-2--(M.O. 1-87)
To be indicated in the Perpetual Index under the following subjects:

APPOINTMENT, EMPLOYMENT, REAPPOINTMENT
LEGISLATION
SCHOOLS
TEACHERS



Republic of the Philippines
Department of Education

11 AUG 2017

DepEd ORDER
No. **42**, s. 2017

**NATIONAL ADOPTION AND IMPLEMENTATION OF THE PHILIPPINE
PROFESSIONAL STANDARDS FOR TEACHERS**

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

1. In line with the new professional standards for teachers, the Department of Education (DepEd), through the Teacher Education Council (TEC), issues this DepEd Order entitled **National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)**.

2. The DepEd recognizes the importance of professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning. It is committed to supporting teachers, and taking cognizance of unequivocal evidence that good teachers are vital to raising student achievement. Quality learning is contingent upon quality teaching. Hence, enhancing teacher quality becomes of utmost importance for long term and sustainable nation building.

3. The changes brought about by various national and global frameworks such as the K to 12 Reform, ASEAN Integration, globalization, and the changing character of the 21st century learners necessitate the improvements and call for the rethinking of the National Competency-Based Teacher Standards (NCBTS); hence, the development of the PPST.

4. The PPST aims to:

- a. set out clear expectations of teachers along well-defined career stages of professional development from beginning to distinguished practice;
- b. engage teachers to actively embrace a continuing effort in attaining proficiency; and
- c. apply a uniform measure to assess teacher performance, identify needs, and provide support for professional development.

5. The PPST shall be used as a basis for all learning and development programs for teachers to ensure that teachers are properly equipped to effectively implement the K to 12 Program. It can also be used for the selection and promotion of teachers. All performance appraisals for teachers shall be based on this set of standards.

6. The regional offices shall be supported by their training and development personnel to organize and orient all the schools divisions within their jurisdiction for the PPST. In addition, it shall take charge of the monitoring and evaluation at the division level implementation. The schools division office shall have the same functions and responsibilities in the school districts and secondary schools.

7. Reporting of the orientation and related activities shall be done by the regional office to the Office of the Secretary through the Teacher Education Council.

8. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

References:

N o n e

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

BASIC EDUCATION
POLICY
PROGRAMS
SCHOOLS
TEACHERS

DOMAINS/ STRANDS/ INDICATORS FOR DIFFERENT CAREER STAGES

Domain 1. Content Knowledge and Pedagogy

Domain 1 recognizes the importance of teachers' mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. This Domain encompasses teachers' ability to apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. It takes into account teachers' proficiency in Mother Tongue, Filipino and English in the teaching and learning process, as well as needed skills in the use of communication strategies, teaching strategies, and technologies to promote high-quality learning outcomes.

| <i>Strands</i> | Beginning Teachers | Proficient Teachers | Highly Proficient Teachers | Distinguished Teachers |
|--|---|--|---|--|
| Strand 1.1 Content knowledge and its application within and across curriculum areas | 1.1.1 Demonstrate content knowledge and its application within and/or across curriculum teaching areas. | 1.1.2 Apply knowledge of content within and across curriculum teaching areas. | 1.1.3 Model effective applications of content knowledge within and across curriculum teaching areas. | 1.1.4 Model exemplary practice to improve the applications of content knowledge within and across curriculum teaching areas. |
| Strand 1.2 Research-based knowledge and principles of teaching and learning | 1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning. | 1.2.2 Use research-based knowledge and principles of teaching and learning to enhance professional practice. | 1.2.3 Collaborate with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy. | 1.2.4 Lead colleagues in the advancement of the art and science of teaching based on their comprehensive knowledge of research and pedagogy. |
| Strand 1.3 Positive use of ICT | 1.3.1 Show skills in the positive use of ICT to facilitate the teaching and learning process. | 1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process. | 1.3.3 Promote effective strategies in the positive use of ICT to facilitate the teaching and learning process. | 1.3.4 Mentor colleagues in the implementation of policies to ensure the positive use of ICT within or beyond the school. |



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Republika ng Pilipinas
Kagawaran ng Edukasyon
Tanggapan ng Pangalawang Kalihim

OUA MEMO 00-0821-0017

MEMORANDUM

02 August 2021

For: **Regional Directors and BARMM Education Minister
Schools Division Superintendents
School Heads
All Others Concerned**

Subject: **DELOADING AND ISSUANCE OF SPECIAL ORDER OF DEPED
TV TEACHER BROADCASTERS (ON-CAM AND OFF-CAM)
AND PRODUCTION PERSONNEL AND RECOGNITION OF
DEPED TV TEACHER-BROADCASTERS (ON-CAM AND OFF-
CAM) AS NATIONAL DEMONSTRATION TEACHER**

This is to remind all concerned that the following Teacher-Broadcasters and members of the DepEd TV production team should be deloaded and given full support in their efforts to produce DepEd TV episodes which are fundamental to the successful implementation of the Basic Education Learning Continuity Plan.

A. Nature of Engagement

Based on **DM-PHROD-2020-00294**, the qualified teaching personnel selected as Teacher-Broadcasters shall be engaged through reassignment to DepEd Central Office Information Communication and Technology Service (CO-ICTS), in accordance with the Civil Service Commission (CSC) Omnibus Rules on Appointments and Other Human Resource Actions (ORAOHRA) and other applicable CSC rules and laws, such as Republic Act (R.A.) No. 4670 or the Magna Carta for Public School Teachers, and subject to the approval of the Schools Division Superintendent (SDS) as the Head of Office of the teacher's original station.

1. In processing the reassignment of qualified Teacher-Broadcasters and members of the DepEd TV Remote Team, the processes on Section IV.B.1.d (School Personnel) of DepEd Order 8 s. 2021, also known as Revised Signing Authorities for Administrative and Financial Matters in the Department of Education will be used as a basis of reassignment.
2. Upon concurrence of the SDS, the appropriate reassignment papers (Special



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Office of the Undersecretary for Administration (OUA)

*[Administrative Service (AS), Information and Communications Technology Service (ICTS),
Disaster Risk Reduction and Management Service (DRRMS), Bureau of Learner Support
Services (BLSS), Baguio Teachers Camp (BTC), Central Security & Safety Office (CSSO)]*

Department of Education, Central Office, Meralco Avenue, Pasig City
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Email: usec.admin@deped.gov.ph; Facebook/Twitter @depedtayo

Order) shall be processed and facilitated by the Schools Division Office (SDO) concerned and approved by the SDS. Details of the reassignment paper shall include the following:

- i. Name of personnel
 - ii. Original station
 - iii. Receiving office
 - iv. Place of assignment
 - v. Duration of reassignment
 - vi. Provision on the salary and benefits
 - vii. Provision on renewal of reassignment within one (1) year; and
 - viii. Other provision and/or instruction, as necessary/applicable.
3. The salary and benefits of the reassigned teaching personnel shall still be drawn from the SDO where their plantilla item is lodged. Other miscellaneous expenses, such as travel, board and lodging (as needed), and communication expenses, shall be charged to the funds of CO-ICTS, subject to applicable accounting and auditing rules and regulations.
 4. The overall supervision of the Teacher-Broadcasters reassigned to the CO-ICTS shall be under the Office of the Undersecretary for Administration (OUA), through the ICTS –Office of the Director.

B. Effectivity/Duration of Engagement (Reassignment)

1. The reassignment of the Teacher-Broadcasters shall be six (6) months to one (1) year, depending on the specific engagement and function of each teacher-broadcaster. The CO-ICTS, through OUA, shall clearly communicate the exact period of engagement to the SDOs, school/CLC, and personnel concerned, subject to the approval of the SDS.
 - A. The duration of reassignment of teacher-broadcasters shall be at least six (6) months. Extension of reassignment after the 6-month period may be allowed, subject to the approval of the SDS, provided that the total duration of the reassignment after such extension shall not exceed one (1) year pursuant to Section 13.a of the CSC ORAOHRA.
 - B. In light of the implementation of the Basic Education – Learning Continuity Plan (BE-LCP) starting SY 2020-2021, it is understood that the nature of work of the Teacher-Broadcasters shall **commensurate as regular teaching load**, as prescribed in RA No. 4670 or the Magna Carta for Public School Teachers, within the period of their reassignment.

C. General Guidelines for the RPMS Alternative Classroom Observation

- A. The alternative classroom observations for RPMS is considered only for SY 2020-2021 due to the absence of or limited capacity for face-to-face learning. There should be two (2) classroom observations for the entire school year.



Hence, ratees should submit two classroom observation tool (COT) rating sheets/inter-observer agreement forms as MOV for objectives that require such (i.e., Objectives 1, 5, and 7). The alternative classroom observations should follow this timeframe:

- a. CO 1 – between January and March 2021
- b. CO 2 – between April and May 2021

B. In lieu of the classroom observation of the teacher-broadcasters (on-cam and off-cam) and members of the production team will use their DepEd TV video episodes (Observation of a video lesson) this is pursuant to **DM-PHROD-2021-0010** following the guidelines below:

- A video lesson must be SLM-based or MELC-aligned. A teacher can use any recording device to record herself/himself while teaching a lesson.
- A video lesson can be stored in a cloud (e.g., Google Drive) or any storage device (e.g., flash drive), or uploaded to an online classroom (e.g., Google Classroom) or a Learning Management System.

C. The BHRD and the ICTS-Educational Technology Unit established a Technical Working Group which will work on the RPMS-PPST of the teacher-broadcasters and members of the DepEd TV Remote Team. The ICTS-Educational Technology Unit provided the Terms of Reference, Job Descriptions and list of MOVs of the teacher-broadcasters and members of the production team.

D. The role of the teacher-broadcasters play an important role in the delivery of basic education learning continuity plan. In this regard, the teacher-broadcasters (on-cam and off-cam) will be considered as a **National Demonstration Teacher** following the alternative classroom observation processes as stipulated in the **DM-PHROD-2021-0010**.

The Office of the Schools Division Superintendent shall submit a report on actions taken within the next five working days to the ICTS-EdTech Unit.

See attached Annex A for the comprehensive list of teacher-broadcasters and members of the production team and Annex B for the Terms of Reference for the teacher-broadcaster and members of the production team.

For all future correspondence and queries on the above-mentioned subject, please contact Mr. Salvador E. Manansala I, Educational Technology Specialist of the Information and Communications Technology Service – Educational Technology (ICTS-EdTech) Division, through 0929 182 8660 or email at salvador.manansalai@deped.gov.ph.

For immediate and appropriate action.


ALAIN DEL B. PASCUA

Undersecretary



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