



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


DIVISION MEMORANDUM

No. 157 s. 2023

To : Assistant Schools Division Superintendents
SGOD and CID Chiefs
Education Program Supervisors
HRMPSB Members
Public Schools District Supervisors
Elementary, JHS and SHS Principals/OICs
All Others Concerned

**IMPLEMENTATION OF THE NEW RECRUITMENT, SELECTION AND APPOINTMENT
OF SDO BULACAN**

1. This Office informs all concerned that the new guidelines on Recruitment, Selection and Appointment is now in effect and being implemented following the 15 days after publication of DepEd Order No. 007, s. 2023. Attached are the issuances for reference and guidance.
2. This further informs that the existing promotion and reclassification guidelines to higher teaching positions in the Elementary and Secondary levels, including SHS, shall remain in effect, unless otherwise modified or amended by subsequent policies. (Sec. 78 of D.O. No. 007, s. 2023)
3. Likewise, seminar-workshops will be conducted soon.
4. Immediate dissemination of this Memorandum is desired.


NORMA P. ESTEBAN, EdD, CESO V
Schools Division Superintendent *u*

April 18, 2023
HR/hrmo





Republic of the Philippines
Department of Education

22 APR 2022

DepEd ORDER
No. **019**, s. 2022

THE DEPARTMENT OF EDUCATION MERIT SELECTION PLAN

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

1. The Department of Education (DepEd) issues the enclosed **Merit Selection Plan** which establishes a competency-based Agency Merit Selection Plan to ensure that in all governance levels the Department hires and retains the right people for the right job at the right time, by strictly adhering to the principles of merit, fitness, competence, equal opportunity, transparency, and accountability.
2. The basic principles, policies, general procedures, and roles that govern the recruitment, selection, and placement system of the Department shall guide its personnel and stakeholders in the selection, hiring, appointment, and promotion of individuals in the teaching, school administration, related teaching, and non-teaching positions in all governance levels.
3. All DepEd Orders, rules and regulations, and other related issuances, to include but not limited to the following, and/or provisions therein, which are inconsistent with this Order and its provisions, are hereby repealed, rescinded, or amended accordingly:
 - a. DepEd Order (DO) No. 29, s. 2002, *Merit Selection Plan of the Department of Education*
 - b. MEC No. 10, s. 1979, *Implementing Rules and Regulations for the System of Career Progression for Public School Teachers*
 - c. MEC No. 29, s. 1979, *Clarification on Guidelines for Implementing the Career Progression System (Master Teacher Program)*
 - d. MECS Order No. 62, 1983, *Further Implementation of the Career Progression System for Public School Teachers (Master Teacher Plan)*
 - e. MECS Order No. 1, 1985, *Additional Master Teacher Positions*
 - f. DECS Order No. 70, s. 1988, *Revised Policy on Master Teacher for Secondary Schools*
 - g. DECS Order No. 57, s. 1997, *Further Implementation of the Career Progression System for Master Teacher*
 - h. DECS Order No. 5, s. 1998, *Reclassification of Regular Teacher and Principal Items to Special Education (SPED) Teacher and Special School Principal Items*

- gg. DO No. 32, s. 2016, Addendum to DepEd Order No. 3, s. 2016 (Hiring Guidelines for Senior High School [SHS] Teaching Positions Effective SY [SY] 2016-2017)
- hh. DO No. 41, s. 2016, Additional Guidelines to DepEd Order No. 19, s. 2016 (Guidelines on the Organizational Structures and Staffing Patterns of Stand-Alone and Integrated Public Senior High Schools [SHS])
- ii. DO No. 49, s. 2016, Guidelines on the Hiring of Contractual (Full-Time and Part-Time) Teachers in Senior High School
- jj. DO No. 50, s. 2016, Hiring Guidelines for Teacher I Positions in Schools Implementing Indigenous Peoples Education Effective School Year 2016-2017
- kk. DO 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

4. This policy and its subsequent amendments, if any, upon approval of the CSC Regional Office concerned, shall take effect 15 days after its publication in the DepEd website and shall be registered with the Office of the National Administrative Register (ONAR).

5. Immediate dissemination of and strict compliance with this Order are directed.



[Signature]
LEONOR MAGTOLIS BRIONES
 Secretary

Approved:

[Signature] FEB 16 2022
JUDITH A. DONGALLO-CHICANO
 Director IV
 Civil Service Commission -
 National Capital Region

Encl.:
 As stated

References:
 As stated

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

APPOINTMENT
 EMPLOYMENT
 HIRING
 POLICY
 RECRUITMENT
 SELECTION

III. Definition of Terms

6. For purposes of this policy, the following terms are defined and understood as follows:

- a. **Accountability** refers to the obligation of DepEd officials and employees to accept responsibility for the selection of employees in adherence to the basic principles stated herein, to explain, clarify, and justify human resource (HR) actions, disclose the results in a transparent manner, and be responsible for one's actions.
- b. **Background Investigation** refers to the verification of an applicant's credentials, behavior, and previous performance, if any, by validating the information and records declared by the applicant in their Personal Data Sheet (PDS) such as contacting their identified reference person/s in their current or previous workplace or through other means/methods.
- c. **Behavioral Events Interview (BEI)** refers to the conduct of direct inquiry with the applicant, focusing on their display of desired behavior/s when subjected to specific situations or conditions in their previous and/or current workplace.
- d. **Bona Fide Resident** refers to an applicant who is a resident for at least six (6) months in a barangay, municipality, city, or province, in that order, where the vacancy exists, as evidenced by the applicant's PDS and Voter's ID or any proof of residency.
- e. **Comparative Assessment** refers to the procedure or method of determination of top candidates for possible appointment. It involves the use of multiple evaluation techniques to evaluate the competencies of a qualified applicant vis-à-vis the competencies required by the position to be filled.
- f. **Comparative Assessment Result (CAR)** refers to the report prepared by the HRMPSEB that shall guide the appointing officer/authority, in the exercise of sound discretion, in selecting, insofar as practicable, the candidate deemed most qualified for appointment. It shall contain the complete list of all candidates for appointment, highlighting the top five (5) ranking candidates based on the total scores obtained from the evaluative assessments.
- g. **Comparative Assessment Result of the Registry of Qualified Applicants (CAR-RQA)** refers to the CAR for teaching positions, containing only the candidates who have met the cut-off score as specified in the teacher hiring guidelines.
- h. **Competence** refers to the ability to perform tasks efficiently and effectively by exhibiting behaviors that demonstrate the necessary knowledge, skills, and attitude.
- i. **Competencies** refer to knowledge, skills, attitudes, and key behaviors that are necessary for the efficient and effective performance of the duties and responsibilities of a position.
- j. **Education** refers to formal or non-formal academic, technical, or vocational studies that enable an applicant to successfully perform the duties and responsibilities of a position.
- k. **Eligibility** refers to the result of passing a merit and fitness test which may be determined as far as practicable by competitive examination, or based on highly

- u. **Key Result Areas (KRA)** refers to a broad category of general outputs or outcomes. It is the mandate or function of the office and/or individual employee. The KRA is the reason why a position or job exists. It is an area where the individual employee is expected to focus on.
- v. **Learning and Development (L&D)** refers to formal or non-formal training courses and human resource development (HRD) interventions, such as but not limited to coaching, mentoring, job rotation, seminars, or workshops, that are part of the applicant's individual/career development plan aligned with existing competency standards or their current tasks and functions.
- w. **Management** refers to the leadership, functional guidance, control, and oversight of an organizational unit's people, resource, and/or policy, and the exercise of planning, organizing, directing, and coordinating functions.
- x. **Merit** refers to the necessary qualifications and competencies to perform the duties and responsibilities of the position to be filled.
- y. **Next-in-Rank Position** refers to a position which, by reason of the hierarchical arrangement of positions in the agency, is determined to be in the nearest degree of relationship to a higher position as contained in the agency's System of Ranking Positions (SRP).
- z. **Non-Teaching Position** refers to a position whose primary duties and responsibilities contribute to the delivery of basic education services and achievement of agency outcomes, but do not involve nor directly support the actual conduct of teaching or delivery of instruction.
- aa. **Open Ranking System** refers to the transparent, participative conduct of comparative assessment and evaluation, where applicants are made aware of the processes and corresponding results.
- bb. **Outstanding Accomplishments** refer to meritorious contributions of an applicant, such as ideas, inventions, or discoveries which were duly recognized by an authorized body.
- cc. **Performance** refers to the assessment of how tasks, duties and responsibilities are carried out or accomplished as evidenced by performance rating document or other means of verification (MOVs).
- dd. **Placement** is the process of assigning a successful candidate to specific unit, location, or workplace.
- ee. **Policy-Determining Position** refers to a position which vests in the incumbent the power to formulate policies for the government or any of its agencies, subdivisions, or instrumentalities, like that of the member of the cabinet, as may be determined by the CSC.
- ff. **Potential** refers to the capacity and ability of an applicant to assume the duties and responsibilities of the position to be filled, and those higher positions that are more technical in nature.
- gg. **Primarily Confidential Position** refers to a position, determined by law or declared by the CSC, duties and responsibilities of which imply not only confidence in the aptitude of the appointees but primarily close intimacy which

among employees, and developing cooperation and ensuring a well-coordinated workforce.

- tt. **System of Ranking Positions** refers to the hierarchical arrangement of positions from highest to lowest, which shall be a guide the determination of which position is next-in-rank, taking into consideration the following: a) organizational structure; b) salary grade allocation; c) classification and functional relationship of positions; and d) geographic location.
- uu. **Teaching Position** refers to a position that is directly engaged in teaching or in the delivery of instruction in the elementary and secondary levels (junior high school and senior high school), whether on full-time or part-time basis, in schools and learning centers.
- vv. **Transparency** refers to the availability to the public of relevant, reliable, and timely information on recruitment, selection, and placement.

IV. Policy Statement

7. It is the policy of the Department to strictly adhere to the principles of *Merit, Competence, Fitness, Accountability, Transparency* and *Equal Opportunity*. Consistent with this policy, **The Department of Education Merit Selection Plan** is hereby established to ensure that the Department, in all governance levels, hires and retains the right people for the right job at the right time.

V. Procedure

A. Publication and Posting of Vacancy

8. In accordance with the provisions of Republic Act (RA) No. 7041, otherwise known as "*An Act Requiring Regular Publication of Existing Vacant Positions in Government Offices, Appropriating Funds Therefor, and for Other Purposes,*" and its implementing rules and regulations, all vacant positions in all governance levels in the Department, including vacant executive/managerial positions in the second and third level, that are authorized to be filled, together with their corresponding qualification standards and plantilla item numbers, shall be published in the CSC website and posted in at least three (3) conspicuous places for a period of at least 10 calendar days. In addition, the vacancy shall also be required to be posted through other modes, such as but not limited to the DepEd website, newspaper of local and/or national circulation, job search websites, online job portals, social media, and job fairs in order to reach a wider range of applicants and to further promote transparency and equal opportunity of the process.
9. Publication of a vacant position in the CSC website shall require the submission of Civil Service (CS) Form No. 9, Revised 2018, along with the list of the documentary requirements enumerated in Part V(B) Item 20 of this Order, in electronic and printed copies to the concerned CSC Field Office (CSC FO).
10. The QS of the parenthetical title shall be used in the publication of vacant generic positions.

14. The reckoning date of publication or posting shall be the publication or re-publication date reflected in the CSC website. Announcement or posting of vacancies through any other modes shall be done on the same day of publication or re-publication in the CSC website.
15. The publication of a particular vacant position shall be valid until filled, but not to extend beyond nine (9) months, reckoned from the date of publication or re-publication in the CSC website. Should no appointment be issued within the nine-month period, the Head of Office or the designated authorized official, through the HRMOs, shall cause the re-publication and re-posting of the vacant position.
16. The following positions are exempt from the publication and posting requirements:
 - a. Primarily confidential;
 - b. Policy-determining;
 - c. Coterminous with that of the appointing officer/authority, including other non-career positions such as contractual and casual identified under Section 9, Subtitle A, Title I, Book V of EO No. 292;
 - d. Reappointment (change of status to permanent) of those appointed on temporary status for Category II positions under CSC MC No. 11, s. 1996, as amended;
 - e. Reappointment (change of status to permanent) of teachers who are appointed on provisional status; and
 - f. Those to be filled by existing regular employees in the agency in case of reorganization/rationalization; provided, the approved staffing pattern is posted in the agency bulletin boards and other conspicuous places in its central and regional/field offices.
17. A position occupied by a holder of a temporary appointment, except positions under Category II of CSC MC No. 11, s. 1996, as amended, shall be continuously re-published and re-posted until filled by a permanent appointee.
18. A teaching position occupied by a holder of a provisional appointment shall be re-published and re-posted every six (6) months, reckoned from the date the vacant position was last published pursuant to CSC Resolution No. 2100451 dated June 15, 2021.
19. An anticipated vacancy may be published in case of retirement, resignation, or transfer. Pursuant to Section 30 of ORAOHRA, the publication of anticipated vacancies should not be earlier than 30 days prior to retirement, resignation, or transfer; except for anticipated vacant teaching positions which may be published earlier than the herein stated prescribed period pursuant to CSC Resolution No. 1800582 dated June 13, 2018.

B. Submission and Receipt of Applications

20. All interested applicants to vacant positions, whether internal or external to DepEd, shall submit the following documentary requirements to the respective HRMOs, through the Records Division/Section/Unit or the sub-committee designated by the Head of Office to perform the function of receiving application documents, on or before the deadline indicated in the memorandum:
 - a. Letter of intent addressed to the Head of Office, or to the highest human resource officer designated by the Head of Office;
 - b. Duly accomplished PDS (CS Form No. 212, Revised 2017) with Work Experience Sheet;

27. The IER shall be posted in at least three (3) conspicuous physical places. The personal information of the applicants, except for the name, qualifications in terms of Education, Training, Experience, Eligibility, and Competency (if applicable), and remark whether *Qualified* or *Disqualified*, shall not be made public in accordance with RA No. 10173, otherwise known as the Data Privacy Act of 2012. Applicants shall be notified of the results of the initial evaluation through a written notice served through official communication channels, such as but not limited to personal service, postal mail, courier service, or electronic mail using the official e-mail account of the office, official social media accounts, and other means of communication that can be verified, recorded, and preserved. Telephone call and short messaging service may be used only to accompany the aforementioned official communication channels.

28. Per the recommendation of the HRMO, sub-committee/s in the schools, districts, or offices, as deemed practicable, may be designated by the Head of Office to assist in the initial evaluation of applicants. However, results of the initial evaluation, particularly the determination of the qualified and disqualified, shall remain the sole accountability of the HRMO.

D. Comparative Assessment of Applicants

29. All applicants who passed the initial evaluation shall be subject to the comparative assessment of the HRMPSB, except for the following appointments:

- a. Substitute appointment due to its short duration and emergency nature;
- b. Reappointment due to change in employment status from provisional or temporary to permanent upon meeting the deficiency, or to renew the appointment of a provisional or temporary employee; provided that upon publication, there are no qualified applicants for the position to be filled, and the incumbent's performance rating for the last rating period is at least Very Satisfactory; or
- c. Appointments to casual, contractual, coterminous, and other non-career positions as identified under Section 9, Subtitle A, Title I, Book V of EO No. 292.

30. The deliberation of the HRMPSB shall not be made earlier than 10 calendar days from the date of publication and posting of a particular vacant position.

31. An Open Ranking System shall be adopted to ensure transparency in the process and results of the comparative assessment wherein applicants must be present to witness the actual evaluation for which the scores of all applicants present thereat shall be disclosed to all attendees. Each applicant shall also be given an opportunity to ask questions and seek clarifications on the results of their individual assessment and acknowledge receipt of their individual results during the open ranking. Upon receipt of the individual results, applicants shall affix their signature on their Individual Evaluation Sheet (IES).

The duly signed IES shall serve as acknowledgement that the applicant has undergone the application and assessment process based on applicable guidelines and that the results of the individual assessment have been discussed with the concerned applicant. The IES shall not, in any case, preclude the applicant from filing a protest relative to their application.

32. The HRMPSB Secretariat shall keep Minutes of HRMPSB Meeting/Deliberations and document the highlights of the Open Ranking. Appeals pertaining to the individual results and/or refusal of the applicant to affix their signature on the IES shall be addressed by the HRMPSB accordingly and shall be reflected in the documentation.

Outstanding Accomplishments

40. Outstanding Accomplishments must have a direct link to the Key Result Areas (KRA) of the applicant's current or previous position. These accomplishments must have led to positive results in their workplace through efficiency in operation, increased production, improved working standards, and/or savings in government spending.
41. These may include, but are not limited to, the following components, depending on the nature of the position to be filled:
- Awards and Recognition
 - Innovation or Research
 - Subject Matter Expert / Membership in a National Technical Working Group or Committee
 - Resource Speakership / L&D Program Facilitation / National Educators Academy of the Philippines (NEAP) Accreditation on Learning Facilitation
 - School-Based Management (SBM) Level of Practice for School Heads
42. Submission of documentation and MOVs as indicated in the relevant hiring guidelines shall be required from the applicant to prove that these outstanding accomplishments have led to positive results in the workplace. In case of promotion, only the outstanding accomplishments acquired since the last promotion shall be considered. For an applicant who is not currently employed, achievements and corresponding MOVs from their most recent employment may suffice.
43. Higher premium shall be given to outstanding accomplishments that are relevant to the position to be filled.

Application of Education

44. The basic education requirement for a specific position is based on its QS, as indicated in the job description of the position.
45. Application of education is the contribution made by an applicant to their workplace as a result of their learnings from education earned. Points shall be given to an applicant who has successfully applied the learnings gained from said form of education. The application of education must have led to significant positive results in the applicant's current or previous work. It can be measured by the MOVs and documentation to be submitted by the applicant, which may include, but are not limited to, the following as may be required in the specific hiring guidelines:
- Action Plan approved by the Head of Office;
 - Accomplishment Report verified by the Head of Office;
 - Certification of utilization/adoption signed by the authority concerned.
46. Higher premium shall be given to an application of education or intervention made by the applicant that is relevant to the position to be filled.

Application of Learning and Development

47. Attendance to L&D interventions shall serve as basis for meeting the number of hours required in the QS of the position to be filled. Application of L&D is a proof of the applied learnings gained from the HRD interventions done/attended which must have led to significant positive results in the applicant's current or previous work. It can be measured by the MOVs to be submitted by the applicant, which may include, but not are limited to, the following as maybe required in each specific hiring guidelines:

Comparative Assessment Result (CAR) within seven (7) calendar days, using a template as prescribed in the relevant hiring guidelines. The CAR shall contain a complete list of all candidates for appointment whose total scores obtained from the evaluative assessments are ranked from highest to lowest, highlighting the top five (5) ranking candidates.

55. For multiple vacancies of the same position title, the HRMPSB shall determine and highlight the total number of top-ranking candidates in the CAR/CAR-RQA, computed by multiplying the number of vacant plantilla items by a factor of five (5), as follows:

Total number of top-ranking candidates = number of vacant items x 5

56. For teacher hiring, the following reports shall be prepared and submitted to the appointing officer/authority:

- a. CAR. It shall contain the comparative assessment result of all candidates for appointment; and
- b. *CAR of the Registry of Qualified Applicants (CAR-RQA)*. It shall contain only the candidates who have met the cut-off score as specified in the hiring guidelines.

57. The CAR/CAR-RQA for teachers intended for a specific school year shall be valid only for the duration of the school year for which it was prepared. It shall be utilized in filling up of positions that are created or vacated in the middle of the school year; provided, that the HRMPSB shall reconvene to deliberate, and update the CAR-RQA by identifying the candidates who were already appointed.

58. In the event that all the candidates in the CAR-RQA are already appointed and there are still vacant positions, the Head of Office shall order the conduct of another round of recruitment and selection process to establish a new CAR-RQA.

59. A copy of the CAR/CAR-RQA, in which candidates are listed in alphabetical order, shall be posted in at least three (3) conspicuous places in DepEd offices/schools concerned for a period of at least 10 calendar days, indicating the date of posting.

E. Appointment

60. The appointing officer/authority shall be guided by the report of the HRMPSB's CAR/CAR-RQA, and in the exercise of sound discretion, select, insofar as practicable, the candidate deemed most qualified for appointment from among the top five (5) or less, depending on the number of candidates, unless otherwise provided by law.

For multiple vacancies, the appointing officer/authority shall select from the highlighted top candidates as determined by the HRMPSB, computed by multiplying the number of vacant plantilla items by a factor of five as stipulated in Item No. 55.

61. For teachers, the appointing officer/authority may select from the candidates listed in the CAR-RQA who are ranked below the top five (5) or less per vacant position when the appointment falls within the purview of the exemptions enumerated below:

- a. The appointee may be given priority in the appointment by virtue of the Localization Law.

RA No. 8190, otherwise known as the Localization Law, grants priority in the appointment or assignment of teachers to public elementary or secondary schools to bona fide residents of the barangay, municipality, city, or province where the

68. A vacancy resulting from promotion shall not be filled up until the promotional appointment has been approved/validated by the CSC, except:

- a. Those conferred with the PRIME-HRM Bronze/Silver/Gold award¹;
- b. Teaching positions pursuant to CSC Resolution No. 1800582 dated June 13, 2018; and
- c. Other meritorious cases, as may be authorized by the Commission.

As prior notice, promotional appointments submitted to CSC that fall within the purview of the above-stated exemptions shall include a notation stating that the personnel shall be reverted to their former position in case the promotional appointment is disapproved/invalidated. Furthermore, appointment to a vacant position resulting from promotional appointment shall bear a notation that the appointment is subject to CSC attestation of the promotional appointment of the incumbent of the previous position.

69. Any promotional appointment to a position exceeding three (3) salary grades, pay or job grades higher than the appointee's present position shall be prohibited; except when the promotional appointment falls within the purview of the exceptions provided in Section No. 97 to 101 of the ORAOHR and CSC MC No. 18, s. 2016 titled *Policy Guidelines on the Three-Salary Grade Limitation on Promotion*, as follows:

- a. The position occupied by the person is next-in-rank to the vacant position as identified in the Agency MSP and SRP;
- b. The vacant position is a lone or entrance position, as indicated in the agency staffing pattern;
- c. The vacant position is hard to fill, such as Accountant, Medical Officer/Specialist, Attorney, or Information Technology Officer/Computer Programmer positions;
- d. The vacant position is unique and/or highly specialized, such as Actuarial, Airways Communicator positions;
- e. The candidates passed through a deep selection process, taking into consideration the candidates' superior qualifications in regard to:
 - i. educational achievements
 - ii. highly specialized trainings
 - iii. relevant work experience
 - iv. consistent high performance rating/ranking;

The vacant position belongs to the closed career system, i.e., those that are scientific, or highly technical in nature that include the faculty and academic staff of state colleges and universities, and the scientific and technical positions in scientific or research institutions, all of which establish and maintain their own merit systems; and

- f. Other meritorious cases, such as:
 - i. when the appointee is the lone applicant who meets all the requirements of the position and passed through the deep selection process;
 - ii. when the qualified next-in-rank employees waived their right over the vacant position in writing;
 - iii. when the next-in-rank position, as identified in the agency SRP is vacant;
 - iv. when the next-in-rank employee/s is/are not qualified; and

¹ Pursuant to CSC Memorandum Circular No. 21, s. 2019 or Amendment to Section 96 of the 2017 Omnibus Rules on Appointments and Other Human Resource Actions, Revised July 2018.

of duty. This shall be the basis for the review and monitoring of employee performance during the probationary period, with specific modifications as follows:

- a. The immediate supervisor (rater) shall regularly gather feedback on the appointee's performance, and conduct feedback sessions to determine appropriate interventions to improve the appointee's performance, using the prescribed Performance Monitoring and Coaching Form (PMCF);
- b. The performance appraisal/evaluation shall be done at least twice during the probationary period and within every three (3) months or six (6) months, depending on the duration of the probationary period, as required by the position;
- c. The performance review shall be conducted within 10 calendar days before the end of every rating period during the probationary period;

Illustrative examples:

<i>Employee A</i>	
<p><i>Date of appointment:</i> <i>Assumption to duty:</i> <i>Probationary period:</i> <i>Duration:</i> <i>Setting of performance targets:</i> <i>Performance periods:</i> <i>1st to 3rd month:</i> <i>Evaluation period:</i></p> <p><i>4th to 6th month:</i> <i>Evaluation period:</i></p>	<p>July 7, 2016 July 14, 2016 6 months July 14, 2016 - January 13, 2017 July 14, 2016 - July 18, 2016</p> <p>July 14, 2016 - October 13, 2016 October 4, 2016 - October 13, 2016</p> <p>October 14, 2016 - January 13, 2017 January 4, 2017 - January 13, 2017</p>

<i>Employee B</i>	
<p><i>Date of appointment:</i> <i>Assumption to duty:</i> <i>Probationary period:</i> <i>Duration:</i> <i>Setting of performance targets:</i> <i>Performance periods:</i> <i>1st to 6th month:</i> <i>Evaluation period:</i></p> <p><i>7th to 12th month:</i> <i>Evaluation period:</i></p>	<p>August 22, 2016 August 23, 2016 12 months August 23, 2016 - August 22, 2017 August 23, 2016 - August 27, 2016</p> <p>August 23, 2016 - February 22, 2017 February 13, 2017 - February 22, 2017</p> <p>February 23, 2017 - August 22, 2017 August 13, 2017 - August 22, 2017</p>

- d. The critical factors to be reviewed shall be based on the performance dimensions indicated in the RPMS and may include competency (knowledge, skills, and attitude), and job-related critical incidents, such as habitual tardiness and continuous absence from work.
- e. The performance evaluation report as evidenced by the employee's IPCR Form duly signed by the immediate supervisor (rater) shall be reviewed and certified by the Head of Office, for onward submission to the HRMO on or before the last day of the final evaluation period; and
- f. The probationer shall be furnished with copies of the records of feedback, job-related critical incidents, and performance evaluation reports with comments on their capability to meet the performance targets and work output standards and/or recommendation for the continuity of the permanent appointment of the probationer. Corresponding copies shall be included in the 201 file of the appointee.

- a. Establish the HRMPSBs for: (i) first level positions; (ii) second level, including second level executive/managerial positions; (iii) specialized and highly technical positions; and/or (iv) other purposes, as deemed necessary, through an Office Order, which should specify the membership of the HRMPSB and their roles and responsibilities;
- b. Designate sub-committee/s, insofar as practicable, to assist in the receipt of applications, initial evaluation, and comparative assessment of applicants. This shall be done in close coordination with the HRMO and HRMPSB. The designation shall bear the specific duties and responsibilities to be performed by the sub-committee/s;
- c. Ensure that all HRMPSB members undergo orientation and capacity building on the recruitment, selection, and placement process, and the relevant CSC policies on appointments and other human resource actions;
- d. Guided by the report of the HRMPSB's CAR/CAR-RQA, and in the exercise of sound discretion, select, insofar as practicable, the candidate deemed most qualified for appointment from among the top five (5) or less per vacant position;
- e. Render final decision on appointments;
- f. Issue appointments in accordance with the provisions of this policy and the ORAOHRA; and
- g. Respond to queries and/or protests pertaining to the decision on the appointments.

Human Resource Merit Promotion and Selection Board

83. The composition of the HRMPSB in the different governance levels shall be:

Governance Level	HRMPSB Members (First Level Positions)	HRMPSB Members (Second Level, including Second Level Executive/Managerial Positions)
Central Office	<p>Chairperson:</p> <p>a. Director of the office where vacancy exists</p> <p>Members:</p> <p>b. Chief of the office where vacancy exists</p> <p>c. Human Resources representative</p> <p>d. Representative of accredited employees association belonging to the first level employees</p> <p>Secretariat:</p> <p>Selected personnel from Personnel Division as designated by the HRMPSB Chair</p>	<p>Chairperson:</p> <p>a. Highest Official of the strand where vacancy exists</p> <p>Members:</p> <p>b. Director of the office where vacancy exists</p> <p>c. Human Resources representative</p> <p>d. Representative of accredited employees association belonging to the second level employees</p> <p>Secretariat:</p> <p>Selected personnel from Personnel Division as designated by the HRMPSB Chair</p>
Regional Office	<p>Chairperson:</p> <p>a. Assistant Regional Director</p> <p>Members:</p> <p>b. Chief of the office where vacancy exists</p> <p>c. Chief of the Administrative Division</p> <p>d. Chief of the Human Resource Development Division</p> <p>e. Administrative Officer V for Personnel (HRMO)</p> <p>f. Representative of accredited employees association belonging to the first level employees</p> <p>Secretariat:</p> <p>Selected personnel from HR/Administrative Division as designated by the HRMPSB Chair</p>	<p>Chairperson:</p> <p>a. Assistant Regional Director</p> <p>Members:</p> <p>b. Chief of the office where the vacancy exists</p> <p>c. Chief of the Administrative Division</p> <p>d. Chief of the Human Resource Development Division</p> <p>e. Administrative Officer V for Personnel (HRMO)</p> <p>f. Representative of accredited employees association belonging to the second level employees</p> <p>Secretariat:</p> <p>Selected personnel from HR/Administrative Division as designated by the HRMPSB Chair</p>

87. The HRMO, as member of the HRMPSB, shall not act as Secretariat to the HRMPSB. Selected personnel from the HRM office/unit, as specified in Part IV(G) Item 84 of this Order, shall perform secretariat and technical support function to the HRMPSB in the conduct of assessment of applicants, and final evaluation of candidates. The Secretariat may also conduct and evaluate the results of the BI of candidates to be submitted to the HRMO.
88. The first level representative or alternate shall participate in the screening of candidates for vacancies in the first level; while the second level representative or alternate shall participate in the screening of candidates for vacancies in the second level. The representation from accredited employees association shall vary depending on the job/occupational group of the position to be filled. Said representatives shall serve for a period of two (2) years.
89. In case there is no accredited employees association in the specific job/occupational group, the representatives shall be chosen at large by the employees belonging to the job/occupational group through a general assembly. The candidate who garnered the second highest votes shall automatically be the alternate representative.
- In case there are more than one accredited employees associations in the specific job/occupational group, the representatives and alternate representatives shall be selected and agreed upon by the accredited associations, names of whom shall be officially submitted to the Head of Office.
90. The Head of Office may establish a special set of HRMPSB for specialized and highly technical positions, or different sets of HRMPSB for its own purpose, as deemed necessary, provided that the same conforms with the prescribed composition and representation of the HRMPSB, and is/are officially constituted through an Office Order/Designation.
91. To facilitate the comparative assessment process, the Head of Office, as recommended by the HRMPSB, may designate sub-committee/s, as deemed practicable. The sub-committee/s shall serve as an assistorial body to the HRMPSB. The HRMPSB shall maintain accountability for the results of the comparative assessment of applicants.
92. The HRMPSB or sub-committee/s may employ the assistance of external or independent resource persons in determining the best and most qualified candidate for appointment.
93. Membership to the HRMPSB shall be considered a regular duty, and shall be treated with utmost priority.
94. A majority of the HRMPSB members shall constitute a quorum; provided that the Chairperson is present.

The Human Resource Management Officer

95. The HRMO is the process-owner of the recruitment, selection, and placement.
96. The HRMO shall perform the following functions:
- a. Submit the list of vacant positions authorized to be filled and their corresponding QS and plantilla item numbers using the prescribed form (CS Form No. 9, Revised 2018) in electronic and printed copies to the CSC FO;

VI. Monitoring and Evaluation

98. The BHROD-HRDD, together with its Regional and Schools Division counterparts, shall regularly monitor and evaluate existing policies, guidelines, rules, and regulations affecting all HR actions. In addition, both RO and SDO HRMPSEBs may also submit their policy recommendations whenever deemed necessary.
99. The result of the evaluation and consolidated recommendations from the HR implementors in each governance level shall be consulted with the CSC and other government agencies concerned.
100. The BHROD-HRDD shall recommend to the Office of the Secretary policy actions on HR management rules and regulations that will serve the Department's best interest.

VII. Transitory Provisions

101. To comply with the provisions of this Order and fully commit to the competency-based HR, the Department, through the BHROD, shall lead the efforts in the following areas:
 - a. Revision of Qualification Standards for DepEd-unique positions, subject to the approval of the CSC;
 - b. Issuance of further Guidelines on the Recruitment, Selection, and Appointment of first and second level personnel in the teaching, school administration, related-teaching, and non-teaching positions in all governance levels in the Department;
 - c. Development of the Agency System of Ranking Positions;
 - d. Issuance of Omnibus Guidelines on Inclusive Employment that shall operationalize the Equal Employment Opportunity Principle in DepEd;
 - e. Issuance of further Guidelines on Induction and Onboarding of newly-hired personnel;
 - f. Issuance of further Guidelines on the Transfer, Reassignment, Detail, and Designation of DepEd personnel in the first and second level positions; and
 - g. Completion of Competency Standards of DepEd Positions.
102. To ensure smooth implementation to the enhanced recruitment, selection, and appointment system, the BHROD in the CO, the HRDD in the RO, and HRDS in the SDO shall lead the conduct of orientation activities and capability building interventions for DepEd personnel, HRMOs, HRMPSEBs, appointing officers/authorities, and other stakeholders. They shall develop and implement a communication plan to include dissemination of information, education, and communication (IEC) materials.

VIII. Repealing Clause

103. All DepEd Orders, rules and regulations, and other related issuances, to include but not limited to the following, and/or provisions therein, which are inconsistent with this Order and its provisions, are hereby repealed, rescinded, or amended accordingly:

- cc. DO No. 22, s. 2015, *Hiring Guidelines for the Remaining Teaching Positions Effective School Year (SY) 2015-2016*
- dd. DO No. 3, s. 2016, *Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017*
- ee. DO No. 9, s. 2016, *Reinforcement of DepEd Order Nos. 7 and 22, s. 2015 as the Hiring Guidelines for Kindergarten to Grade 10 Teaching Positions*
- ff. DO No. 19, s. 2016, *Guidelines on the Organizational Structures and Staffing Patterns of Stand-Alone and Integrated Public Senior High Schools (SHS)*
- gg. DO No. 32, s. 2016, *Addendum to DepEd Order No. 3, s. 2016 (Hiring Guidelines for Senior High School [SHS] Teaching Positions Effective SY [SY] 2016-2017)*
- hh. DO No. 41, s. 2016, *Additional Guidelines to DepEd Order No. 19, s. 2016 (Guidelines on the Organizational Structures and Staffing Patterns of Stand-Alone and Integrated Public Senior High Schools [SHS])*
- ii. DO No. 49, s. 2016, *Guidelines on the Hiring of Contractual (Full-Time and Part-Time) Teachers in Senior High School*
- jj. DO No. 50, s. 2016, *Hiring Guidelines for Teacher I Positions in Schools Implementing Indigenous Peoples Education Effective School Year 2016-2017*
- kk. DO 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*

IX. Separability Clause

104. If any provision of this Order or the application of such provision to any person or circumstance is declared invalid, the remainder of the MSP or the application of such provision to other persons or circumstances shall not be affected by such declaration.

X. Effectivity

105. This DepEd Order and its subsequent amendments, if any, upon approval of the CSC RO concerned, shall take effect 15 days after its publication in the DepEd website and shall be registered with the Office of the National Administrative Register (ONAR).

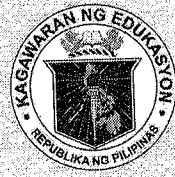


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[Signature]
LEONOR MAGTOLIS BRIONES
 Secretary

Approved:

[Signature] FEB 16 2022
JUDITH A. DONGALLO-CHICANO
 Director IV
 Civil Service Commission -
 National Capital Region



Republic of the Philippines
Department of Education

MAR 22 2023


DepEd ORDER
No. **007**, s. 2023

**GUIDELINES ON RECRUITMENT, SELECTION, AND APPOINTMENT
IN THE DEPARTMENT OF EDUCATION**

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

1. The Department of Education (DepEd) issues the enclosed **Guidelines on Recruitment, Selection, and Appointment in the Department of Education (Enclosure 1)** which upholds the principles of merit, fitness, competence, equal opportunity, transparency, and accountability pursuant to the DepEd Merit Selection Plan. The issuance of the specific guidelines is necessary to ensure the placement of the right people for the right job at the right time. It is aimed at ensuring that the organization and its human resources are able to respond to challenges and opportunities of the 21st century with focus on the delivery of quality, accessible, relevant, and liberating basic education.
2. This policy shall guide personnel and stakeholders toward a systematic and competency-based process the recruitment, selection, and appointment of personnel to positions in the First and Second levels, including Second level executive/managerial positions, in the Central Office (CO), regional offices (ROs), schools division offices (SDOs), and schools.
3. In support of the basic principles, and general policies, enclosed in this Order are the specific guidelines, procedures, and criteria, as follows:
 - a. **Criteria and Point System for Hiring to Teacher I (Kindergarten to Grade 12) Positions (Enclosure 2);**
 - b. **Criteria and Point System for Hiring and Promotion to School Administration (SA) Positions (Enclosure 3);**
 - c. **Criteria and Point System for Hiring and Promotion to Related-Teaching (RT) Positions (Enclosure 4);**
 - d. **Criteria and Point System for Hiring and Promotion to Non-Teaching (NT) Positions (Enclosure 5);** and
 - e. **Annexes A-P** (as indicated in the enclosures)
4. All Orders, rules and regulations, and other related issuances, to include but not limited to the following, and/or provisions therein, which are inconsistent with this Order and its provisions, are repealed, rescinded, or amended accordingly:

- r. DO 22, s. 2015, Hiring Guidelines for the Remaining Teaching Positions Effective School Year (SY) 2015-2016;
 - s. DO 3, s. 2016, Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017;
 - t. DO 9, s. 2016, Reinforcement of DepEd Order Nos. 7 and 22, s. 2015 as the Hiring Guidelines for Kindergarten to Grade 10 Teaching Positions;
 - u. DO 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);
 - v. DO 49, s. 2016, Guidelines on the Hiring of Contractual (Full-Time and Part-Time) Teachers in Senior High School;
 - w. DO 50, s. 2017, Amendment and Additional Information to DepEd Order Nos. 58 and 59, s. 2012 (Revised Implementing Guidelines on the Provision of Teaching Aid and Transportation Allowances to ALS Mobile Teachers and District Alternative Learning System Coordinators [DALSCs], and Revised Implementing Guidelines on the Selection and Hiring of Alternative Learning System [ALS] Literacy Volunteers); and
 - x. DO 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.
5. This Order and its subsequent amendments, if any, shall take effect 15 calendar days upon its approval, issuance, and publication on the DepEd website. Certified copies of this Order shall be registered with the University of the Philippines Law Center-Office of the National Administrative Register (UP LC-ONAR), UP Diliman, Quezon City.
 6. For more information, please contact the **Bureau of Human Resource and Organizational Development (BHRD)**, 4th Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at bhrod.hrdd@deped.gov.ph or telephone number (02) 8470-6630.
 7. Immediate dissemination of and strict compliance with this Order is directed.


SARA Z. DUTERTE
 Vice President of the Republic of the Philippines
 Secretary of the Department of Education

Encls.:
As stated

References:
As stated



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DEPED-OSEC-476130

(Enclosure No. 1 to DepEd Order No. **007**, s. 2023)

GUIDELINES ON RECRUITMENT, SELECTION, AND APPOINTMENT IN THE DEPARTMENT OF EDUCATION

I. Rationale

1. Section 2(2), Article IX(B) of the 1987 Constitution of the Republic of the Philippines provides that *"appointments in the Civil Service shall be made only according to merit and fitness."* Moreover, Section 2, Subtitle A, Title I, Book V of Executive Order (EO) No. 292, otherwise known as the Administrative Code of 1987, provides under *Recruitment and Selection of Employees* that *"opportunity for government employment shall be open to all qualified citizens and positive efforts shall be exerted to attract the best qualified to enter the service. Employees shall be selected on the basis of fitness to perform the duties and assume the responsibilities of the positions."*

2. The Civil Service Commission (CSC), as the central personnel agency of the Philippine Government, issued Memorandum Circular (MC) No. 14, s. 2018 titled, *2017 Omnibus Rules on Appointments and Other Human Resource Actions, Revised July 2018*, governing the preparation, submission of, and actions to be taken on appointments and other human resource movements in the Philippine government.

3. The Department of Education (DepEd) recently issued the CSC-approved *Merit Selection Plan of the Department of Education* as DepEd Order (DO) No. 019, s. 2022 which aligns the Department's internal system on recruitment, selection, and placement with the provisions of the *2017 Omnibus Rules on Appointment and Other Human Resource Actions (ORAOHRA)*, Revised July 2018 per CSC MC No. 14, s. 2018, and reinforces the Department's commitment with the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) per CSC MC No. 3, s. 2012. It is grounded on the policy of the Department to strictly adhere to the principles of *Merit, Competence, Fitness, Accountability, Transparency, and Equal Opportunity* in the process of recruitment, selection, and placement of personnel to positions in the organization.

4. Faithful to the merit and fitness principle of the Civil Service Doctrine of the Constitution, and the DepEd's thrust to better serve its learners and stakeholders by continuously improving itself and maintaining organizational performance and health, the Department hereby issues the ***Guidelines on Recruitment, Selection, and Appointment in the Department of Education***. This policy provides for a systematic process of recruitment, selection, and appointment of personnel to positions in the First and Second levels based on their relative qualifications and competence to perform the duties and responsibilities of the positions. It upholds the Department's policy on the *Promotion of Professionalism in the Implementation and Delivery of Basic Education Programs and Services* as stipulated in DO 047, s. 2022, as amended, which mandates that all DepEd programs and services, including its recruitment, selection, and placement processes, shall be free from any form of partisan activities. Ultimately, this policy is aimed at ensuring that the organization and its workforce are able to respond to challenges and opportunities of the 21st century with focus on the delivery of quality, accessible, relevant, and liberating basic education.

II. Scope

5. This policy provides guidance to Human Resource Management Officers (HRMOs), Human Resource Merit Promotion and Selection Board (HRMPSB), Appointing Authorities/Officers, applicants, and other stakeholders at the Central Office (CO), Regional Offices (ROs), Schools Division Offices (SDOs), and schools and community learning centers (CLCs) in the hiring and promotion of personnel to positions in the First and Second levels, including Second level executive/managerial positions. It stipulates the basic principles, general policies, and specific guidelines, procedures, and criteria in the recruitment, selection, and appointment of personnel to the following positions in the Department:

- f. **Bona Fide Resident** refers to an applicant who is a resident for at least six (6) months of a barangay, municipality, city, or province, in that order, where the vacancy exists, as evidenced by the applicant's PDS and Voter's ID or any proof of residency.
- g. **Comparative Assessment** refers to the procedure or method of determining the top candidates for possible appointment. It involves the use of multiple evaluation techniques to evaluate the competencies of a qualified applicant vis-à-vis the competencies required by the position to be filled.
- h. **Comparative Assessment Result** refers to the report prepared by the Human Resource Merit Promotion and Selection Board (HRMPSB) that shall guide the appointing authority/officer, in the exercise of sound discretion, in selecting, insofar as practicable, the candidate deemed most qualified for appointment. It shall contain the complete list of all candidates for appointment, highlighting the top five (5) ranking candidates based on the total scores obtained from the evaluative assessments.
- i. **Comparative Assessment Result of the Registry of Qualified Applicants** refers to the CAR for teaching positions, containing only the candidates who have met the cut-off score.
- j. **Competence** refers to the ability to perform tasks efficiently and effectively by exhibiting behaviours that demonstrate the necessary knowledge, skills, and attitude.
- k. **Competencies** refer to knowledge, skills, attitudes, and key behaviours that are necessary for the efficient and effective performance of the duties and responsibilities of a position.
- l. **Education** refers to the formal or non-formal academic, technical, or vocational studies that enable an applicant to successfully perform the duties and responsibilities of a position.
- m. **Eligibility** refers to the result of passing a merit and fitness test which may be determined as far as practicable by competitive examination, or based on highly technical qualifications or other tests of merit and fitness conducted by the Civil Service Commission, or other examinations jointly designed and coordinated by the departments or agencies with the assistance of or in coordination with the CSC, and other examinations such as the Professional Regulation Commission-conducted board examinations, the Supreme Court-conducted bar examinations or the Career Executive Service Board-conducted examinations.
- n. **Equal Opportunity** refers to the non-discrimination principle that allows any applicant within or outside DepEd to apply for a position, irrespective of age, sex, sexual orientation and gender identity, civil status, disability, religion, ethnicity, or political beliefs.
- o. **Evaluative Assessment** refers to the multiple evaluation techniques in the determination of competencies of an applicant vis-à-vis the required competencies of the position to be filled.
- p. **Executive/Managerial Position** refers to a second level position whose functions involve exercising management over people, resource, and/or policy, as well as planning, organizing, directing, coordinating, controlling, and overseeing the activities of an organization, unit thereof or of a group; and requires some degree of professional, technical, or scientific knowledge and experience.

- cc. **Merit** refers to the necessary qualifications and competencies to perform the duties and responsibilities of the position to be filled.
- dd. **Next-in-Rank Position** refers to a position which, by reason of the hierarchical arrangement of positions in the agency, is determined to be in the nearest degree of relationship to a higher position as contained in the agency's System of Ranking Positions.
- ee. **Non-Teaching Position** refers to a position whose primary duties and responsibilities contribute to the delivery of basic education services and achievement of agency outcomes, but do not involve nor directly support the actual conduct of teaching or delivery of instruction.
- ff. **Open Ranking System** refers to the transparent, participative conduct of comparative assessment and evaluation, where applicants are made aware of the processes and corresponding results.
- gg. **Outstanding Accomplishments** refer to meritorious contributions of an applicant, such as ideas, invention, or discovery, duly recognized by an authorized body; that have a direct link to the Key Result Areas (KRA) of the applicant's current or previous position; and have led to positive results in their workplace through efficiency in operation, increased production, improved working standards, and/or savings in government spending.
- hh. **Parenthetical Title** refers to the position title based on the actual duties and responsibilities in the Position Description Form and shall be the basis for the qualification standards (CSC Memorandum Circular No. 14, s. 2018 CSC ORAOHRA).
- ii. **Performance** refers to the assessment of how tasks, duties, and responsibilities are carried out or accomplished as evidenced by performance rating document or other means of verification.
- jj. **Placement** refers to the process of assigning a successful candidate to specific unit, location, or workplace.
- kk. **Provisional** refers to an appointment issued to an appointee 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 (SDS). It shall not be effective beyond the school year during which it was issued. The appointment may be subject to reappointment (or renewal).
- ll. **Policy-Determining Position** refers to a position which vests in the incumbent the power to formulate policies for the government or any of its agencies, subdivisions, or instrumentalities, like that of the member of the cabinet, as may be determined by the CSC.
- mm. **Potential** refers the capacity and ability of an applicant to assume the duties and responsibilities of the position to be filled, and those higher positions that are more technical in nature; measured through Behavioural Events Interview (BEI), Written Examinations (WE), Skills or Work Sample Tests (S/WST), or other measures deemed necessary by the HRMPSB.
- nn. **Primarily Confidential Position** refers to a position, determined by law or declared by the CSC, duties and responsibilities of which imply not only confidence in the aptitude of the appointees but primarily close intimacy which ensures freedom of discussion, delegation and reporting without embarrassment or freedom from misgivings or betrayals of personal trust.

bbb. **Teaching Position** refers to a position that is directly engaged in teaching or in the delivery of instruction in the elementary and secondary levels (junior high school and senior high school), whether on full-time or part-time basis, in schools and CLCs.

ccc. **Transparency** refers to the availability to the public of relevant, reliable, and timely information on recruitment, selection, and placement.

9. The following acronyms shall be used throughout this Order to mean:

a. BEI	-	Behavioral Events Interview
b. BI	-	Background Investigation
c. BHROD	-	Bureau of Human Resource and Organizational Development
d. CAR	-	Comparative Assessment Result
e. CAR-RQA	-	CAR-Registry of Qualified Applicants
f. CLCs	-	Community Learning Centers
g. CO	-	Central Office
h. CSC	-	Civil Service Commission
i. CSC FO	-	Civil Service Commission Field Office
j. HR	-	Human Resource
k. HRD	-	Human Resource Development
l. HRMO	-	Human Resource Management Officer
m. HRMPSB	-	Human Resource Merit Promotion and Selection Board
n. IER	-	Initial Evaluation Results
o. IES	-	Individual Evaluation Sheet
p. KRA	-	Key Result Areas
q. L&D	-	Learning and Development
r. MOV	-	Means of Verification
s. MSP	-	Merit Selection Plan
t. ORS	-	Open Ranking System
u. ORAOHRA	-	Omnibus Rules on Appointments and Other Human Resource Actions
v. PDS	-	Personal Data Sheet
w. PDF	-	Position Description Form
x. QS	-	Qualification Standards
y. RO	-	Regional Office
z. SDO	-	Schools Division Office
aa. SG	-	Salary Grade

IV. Policy Statement

10. It is the policy of the Department to uphold the principles of *Merit, Competence, Fitness, Accountability, Transparency, and Equal Opportunity* in the recruitment, selection, and appointment of personnel in the Department. Faithful to the DepEd's thrust to continuously improve itself and better serve its learners and stakeholders, this policy shall provide for a systematic process of hiring and promotion that shall ensure the placement of the right people for the right job at the right time. Consistent with the relevant CSC policies as adopted by DepEd in its Agency Merit Selection Plan, these guidelines shall govern the recruitment, selection, and appointment of personnel to Teacher I positions in all levels (including SHS), and school administration, related-teaching, and non-teaching positions in all governance levels. It is aimed at ensuring that the organization and its human resources are able to respond to challenges and opportunities of the 21st century with focus on the delivery of quality, accessible, relevant, and liberating basic education.

- h. Deadline of Submission of Documentary Requirements;
- i. Timeline/Schedule of Activities, including prescribed number of days on the release of evaluation results, and Other Instructions; and
- j. Protocols and procedures on the adoption of remote modalities on recruitment and selection, as deemed practicable and applicable.

17. The reckoning date of publication or posting, regardless of the mode, shall be the publication or re-publication date reflected in the CSC website. The publication of a particular vacant position shall be valid until filled, but not to extend beyond nine (9) months, reckoned from the date of publication or re-publication in the CSC website. Should no appointment be issued within the nine-month period, the HRMO, shall automatically cause the re-publication and re-posting of the vacant position.

18. For teacher hiring, the following specific provisions shall apply:

- a. The Schools Division Office (SDO) shall be allowed to announce a Call for Applications prior to the actual vacancy or creation of a teaching position and the official publication of said position. This is in accordance with the one (1) year validity of the Comparative Assessment Results – Registry of Qualified Applicants (CAR-RQA) pursuant to Part V(D) Item 57 of the DepEd Merit Selection Plan which states that the CAR-RQA for teachers intended for a specific school year shall be valid only for the duration of the school year for which it was prepared, and shall be utilized in filling up of positions that are created or vacated within the school year; provided, that the HRMPSB shall reconvene to deliberate, and update the CAR-RQA by identifying the candidates who were already appointed.
- b. An official issuance of a memorandum on the Call for Applications duly signed by SDS shall be required for this purpose. The procedure for posting and content of the Call of Application shall follow the provisions of this Order.
- c. Notwithstanding the prior establishment of the CAR-RQA, an official publication of vacancy shall be required whenever a teaching position is vacated or created, subject to applicable provisions under Part V(A) of this Order.
- d. For Senior High School (SHS) teaching positions, the publication shall include the QS for the track or tracks in each item number depending on the need of the Schools Division:

Illustrative examples:

No.	Position Title (Parenthetical Title, if applicable)	Planilla Item No.	Salary/ Job/ Pay Grade	Monthly Salary	Qualification Standards					Place of Assignment
					Education	Training	Experience	Eligibility	Competency (if applicable)	
1	Teacher 1 (Senior High School – Academic Track)	OSEC-DECSB-TCH1-420089-2017	11	27,000	Bachelor's degree in a major in the relevant strand/subject; or any Bachelor's degree with at least 15 units of specialization in the relevant strand/subject	None Required	None Required	Applicants for a permanent appointment: RA 1080 (Teacher); if not RA 1080 eligible, they must pass the LET within the five (5) years after the date of first hiring	Beginning Level on the following competencies based on PPST:	SHS – SDO Guimaras

No.	Position Title (Parenthetical Title, if applicable)	Planilla Item No.	Salary/ Job/ Pay Grade	Monthly Salary	Qualification Standards					Place of Assignment
					Education	Training	Experience	Eligibility	Competency (if applicable)	
1	Teacher 1 (Senior High School – Technical-Vocational-Livelihood Track)	OSEC-DECSB-TCH1-420089-2017	11	27,000	Bachelor's degree, or completion of technical-vocational course(s) in the area of specialization	At least NC II	None Required	Applicants for a permanent appointment: RA 1080 (Teacher); if not RA 1080 eligible, they must pass the LET within the five (5) years after the date of first hiring	Beginning Level on the following competencies based on PPST:	SHS – SDO Guimaras

- ii. Photocopy of the Performance Rating obtained from the relevant work experience, if Performance Rating in Item 20(i) is not relevant to the position to be filled, if applicable.

In consonance with RA No. 8792 or the "Electronic Commerce Act of 2000" which provides that "(e)lectronic documents shall have the legal effect, validity or enforceability as any other document or legal writing and (w)here the law requires a document to be in writing, that requirement is met by an electronic document if the said electronic document maintains its integrity and reliability and can be authenticated so as to be usable for subsequent reference," online submission of electronic copies of the above enumerated application documents may be allowed, subject to the submission of the hard copies upon request for purposes of verification.

21. Individuals who failed to submit complete mandatory documents (Items 20.a to 20.j) on the set deadline indicated in the official memorandum shall not be included in the pool of official applicants. However, non-submission of the additional documentary requirements or those that may be required by the HRMPSB (Item 20.k) shall not warrant exclusion from the pool of official applicants.

22. No additional documents shall be accepted after the set deadline, as indicated in the official memorandum.

23. All official applicants in the pool shall be assigned with application code to ensure objectivity and integrity of the process and to protect the identity of the applicants when posting the results.

24. For teacher hiring, individuals who will submit application documents after the official publication in the CSC website shall be accepted but will be accommodated in the next round of assessments.

25. The applicant assumes full responsibility and accountability for the completeness, authenticity, and veracity of the documents submitted, as evidenced by the Omnibus Sworn Statement (Item 20.j), duly signed by the applicant. The HRMO and/or sub-committee shall check and verify the completeness, authenticity, and veracity of the documents submitted. Any false and fraudulent document submitted shall be grounds for disqualification.

26. An internal applicant occupying a position considered next-in-rank shall not be automatically included in the pool of official applicants, and shall not be exempted from the submission of documentary requirements listed in Item 20.

27. Based on the recommendation of the HRMO, the head of office may designate sub-committee/s in the schools, districts, or offices, as deemed practicable, to assist in the receipt of applications and verification as to the completeness, authenticity, and veracity of the documents submitted.

C. Initial Evaluation of the Qualifications of Applicants

28. Upon receipt of the applications, an initial evaluation of the applicants' qualifications vis-à-vis the CSC-approved QS of the position to be filled shall be conducted by the HRMO. Specifically, the HRMO shall assess whether the applicants meet the minimum qualifications in terms of Education, Experience, Training, Eligibility, and Competency (if applicable) requirements.

29. The HRMO shall prepare and submit a duly signed Initial Evaluation Results (IER) (see prescribed template in Annex D) to the HRMPSB for deliberation. The IER shall contain, among others, the basic information of the applicants, actual qualifications based on submitted credentials, and a remark on whether the applicants meet the minimum qualifications per CSC-approved QS. The IER shall be comprised of two (2) lists of applicants:

- b. evaluate the Education, Training (in hours), Experience (in years) (ETE), PBET/LET/LEPT rating (for teachers), and Performance (if applicable) of applicants using the rubrics provided in this Order;
- c. assess, deliberate, and rate the applicants' qualifications and competencies in terms of Application of Education, Application of Learning and Development, and Outstanding Accomplishments, using the rubrics provided in this Order;
- d. for teacher hiring, assess, deliberate, and rate the applicants' competencies on Classroom Observable Strands/Indicators through classroom observation or demonstration teaching; and Non-Classroom Observable Strands/Indicators based on the teacher's demonstration and/or understanding of the indicators through narratives and reflections following the rubrics and protocols provided in this Order;
- e. assess the potential, characteristics or traits, and fitness (i.e., Job Fit, Location Fit, and Organizational Fit) of the applicants through the conduct of other appropriate evaluative assessments, such as but not limited to Behavioural Events Interview (BEI), Written Examinations (WE), Skills or Work Sample Tests (S/WST);
- f. adopt the use of online platforms and other remote modalities and alternative strategies in the conduct of paper evaluation, demonstration teaching, administration of the tests and examinations, BEI, meetings and deliberations, among others, as may be necessary;
- g. inform the individual applicant of the results of the deliberation using the prescribed template of the IES, wherein the applicant affixes their signature to signify their knowledge of and conformity to the process undertaken and the points given to them; and
- h. prepare and submit duly signed CAR/CAR-RQA to the appointing authority within seven (7) calendar days after all the applicants have been assessed.

36. The provisions under Part V(G) Institutional Arrangement of the Merit Selection Plan on the composition and functions of the HRMP SB shall apply. A majority of the HRMP SB shall constitute a quorum, provided that the Chairperson is present.

37. Consistent with the CSC ORAOHRA, the deliberation of the HRMP SB shall not be made earlier than 10 calendar days reckoned from the date of publication or re-publication on the CSC website.

38. For teacher hiring where the Call for Application, initial evaluation, and comparative assessment may be done prior to the actual vacancy considering the one (1) year validity of the CAR-RQA, the HRMP SB shall re-convene and deliberate the qualifications of the applicants vis-à-vis the teacher needs assessment, required learning area specialization of schools, priorities pursuant to national laws and policies, among others. In case the vacancy occurs within the school year and there are still remaining applicants in the CAR-RQA, the HRMP SB deliberation shall also include the updating of CAR-RQA and removing the names of all applicants who have already been appointed and hired.

39. An Open Ranking System shall be adopted to ensure transparency in the process and results of the comparative assessment wherein applicants or subset of applicants are present to witness the actual evaluation for which the scores of all applicants present thereat shall be disclosed to all attendees. Each applicant shall also be given an opportunity to ask questions and seek clarifications on the results of their individual assessment and acknowledge their individual results during the open ranking. Upon acknowledgement of the individual results, applicants shall be required to affix their signature on their Individual Evaluation Sheet (IES) (*see prescribed template in Annex G and Annex G-1*).

The duly signed IES shall serve as acknowledgement that the applicant has undergone the application and assessment process based on these guidelines and that the results of the individual assessment have been discussed with the concerned applicant. The IES shall not, in any case, preclude the applicant from filing a protest once the final decision on the appointment has been rendered by the appointing officer/authority.

Other evaluative assessments may include but not limited to *Ethics-Oriented and Personality Development Test* (modelled with CSC MC No. 6, s. 2017), results of which may be used by the appointing officer/authority in selecting the most qualified candidate for appointment.

A *Background Investigation (BI)* or the conduct of verification of applicant's credentials, behaviours, and previous performance, if any, by contacting the applicant's identified reference persons in his/her school/s attended, and previous or current workplace, may likewise be required by the appointing officer/authority, when deemed necessary.

Comparative Assessment Result

47. After a judicious and objective assessment of the qualified candidates, the HRMPSB shall prepare and submit to the appointing officer/authority a duly signed CAR/CAR-RQA within seven (7) calendar days after all the applicants have been assessed. The CAR shall contain a complete list of all candidates for appointment whose total scores obtained from the evaluative assessments are ranked from highest to lowest, highlighting the top five (5) ranking candidates.

48. For multiple vacancies of the same position title, the HRMPSB shall determine and highlight the total number of top-ranking candidates in the CAR/CAR-RQA, computed by multiplying the number of vacant plantilla items by a factor of five (5) as follows:

$$\text{Total number of top-ranking candidates} = \text{number of vacant items} \times 5$$

49. For Teacher I hiring, two (2) sets of reports of comparative assessment shall be prepared and submitted to the appointing officer/authority, as follows:

- a. **CAR (Annex I)**. It shall contain the comparative assessment result of all candidates for appointment; and
- b. **CAR of the Registry of Qualified Applicants (CAR-RQA) (Annex I-1)**. It shall contain only the candidates who have met the cut-off score of **50 points**.

50. Only the CAR-RQA shall be submitted to the appointing officer/authority for reference in appointment to Teacher I positions and shall be used as basis for posting of the results in at least three (3) conspicuous places and through other modes.

51. Separate sets of CAR-RQA shall be prepared and submitted by the HRMPSB according to the following:

- a. Kindergarten and Elementary (K-6);
- b. Junior High School (JHS) labelled per learning area;
- c. SHS Track 1 categorized per track:
 - i. Academic Track and Core Subjects;
 - ii. Technical Vocational Livelihood Track;
 - iii. Arts and Design; and
 - iv. Sports.

52. The HRMPSB shall indicate in the 'Remarks' column all other relevant information about the individual applicants that shall serve as guide to the appointing officer/authority in the selection of possible appointee/s. Specific information that may be supplied in the 'Remarks' column includes but not limited to the HRMPSB's notes on the applicant's potential, job fitness, organization fitness, and location fitness.

The required competencies to effectively deliver the relevant content in the appropriate key stages shall be the primary consideration in the appointment to teacher positions. For teaching positions, the 'Remarks' column of the CAR-RQA shall contain the teacher applicant's information and qualifications on the following:

a. Merit and fitness as provided for in the 1987 Philippine Constitution and EO No. 292, otherwise known as the Administrative Code of 1987.

i. *Learning Area Specialization.* Appointment may be valid when the candidates belonging to the top five (5) or top-ranking candidates do not possess the necessary learning area specialization (e.g. Kindergarten; Math, Science, and other subject areas for Secondary Level) required by the position to be filled, or the candidates belonging to the top five (5) or top-ranking candidates who possess the necessary learning area specialization required by the position to be filled have already been appointed and there are still vacant positions to be filled.

ii. *PBET/LET/LEPT.* For SHS Teacher I positions, priority shall be given to applicants who are PBET/LET/LEPT (Secondary) passers. The hiring of teachers on provisional status may be allowed only in the absence of applicants who possess the appropriate Eligibility who is available and willing to accept the appointment, as certified by the SDS.

b. Localization Law

RA No. 8190, otherwise known as the Localization Law, grants priority in the appointment or assignment of teachers to public elementary or secondary schools to bona fide residents of the barangay, municipality, city or province, in that order, where the school is located; provided, that the teacher possesses all the minimum qualifications for the position as required by law.

By virtue of Sec. 3 of the Localization Law, which grants authority to the Department to prescribe rules and regulations in the implementation of the said Act, and in order to clarify the operationalization of the Law, the order of priority shall be further defined from highest to least priority such that bona fide residents of the barangay, municipality, city, or province, in that order, shall be given priority in the appointment of teachers. Furthermore, the definition of bona fide resident shall be expanded to include a teacher applicant who has taught for at least one (1) school year in a DepEd public school located in the barangay, municipality, city, or province, in that order, where the school where the vacancy exists is located, to be validated by a service record.

c. Other laws or provisions of the law, national policy, and/or agreement entered into by DepEd with other government agencies and/or non-government institutions which grants priority in the appointment. It is reiterated that the priority in the appointment given to beneficiaries of such laws, national policies, and/or agreements shall only apply to teacher applicants listed in the CAR-RQA.

59. Only when deemed necessary, the appointing officer/authority may request for background investigation of select candidates to be conducted by the HRMO or other personnel identified by the HRMO.

60. The decision to appoint shall be rendered by the appointing officer/authority, and conferred to the HRMO through the CAR, in which the appointing officer/authority shall signify their choice of appointee/s. The same shall be the basis of the HRMO in the preparation and submission of appointment papers and documentary requirements to the CSC FO in accordance with the specific provisions of the ORAOHRA.

61. The approval of the appointment of the successful candidate/s shall be effected only by the appointing officer/authority, effectivity of which shall be in accordance with the specific provisions as provided for in the ORAOHRA.

68. All other provisions on appointment stipulated in Part V(E) Appointment of the DepEd Merit Selection Plan and rules and regulations as provided for in CSC MC No. 14, s. 2018 (ORAOHRA), as applicable, shall strictly be adhered to.

VI. Monitoring and Evaluation

69. The Head of Office shall ensure that all HRMPSB members, sub-committees, and other stakeholders are provided with adequate capability building interventions to ensure smooth implementation of this Order. They shall regularly monitor strict adherence to these guidelines. They shall establish a systematic feedback mechanism; and evaluate, address, and report implementation and policy issues that may arise.

70. Issues and concerns in relation to recruitment, selection, and appointment shall be officially documented and resolved accordingly, subject to the applicable CSC rules and regulations. The appointing officer/authority shall be guided on the decision on appointments by Rules 17 and 18 of CSC Resolution No. 1701077 dated July 3, 2017 (Rules on Administrative Cases in the Civil Service [2017 RACCS]). Furthermore, the HRMPSB shall be responsible for responding to queries and appeals related to the comparative assessment, while the HRMO shall be responsible for addressing concerns on publication and posting of vacant positions, receipt of applications, and the initial evaluation process vis-à-vis the QS.

71. The Human Resource Development Division of the Bureau of Human Resource and Organizational Development (BHROD-HRDD), together with the RO HRDD and HRD under School Governance and Operations Division (SGOD) in the SDO, shall regularly monitor and evaluate existing policies, guidelines, rules, and regulations on hiring and promotion. In addition, both RO and SDO HRMPSBs may also submit their policy recommendations whenever deemed necessary.

72. The result of the evaluation and consolidated recommendations from HRMPSB at each governance level shall be consulted with the CSC and other government agencies concerned.

73. The BHROD-HRDD shall recommend policy actions on HR management rules and regulations to the Office of the Secretary that will serve the best interest of the Department.

VII. References

74. This Order is formulated on the basis of provisions stipulated in the following issuances:

- a. Republic Act No. 4670, dated 18 June 1966, "*Magna Carta for Public School Teachers*"
- b. Executive Order No. 292, "*Instituting the Administrative Code of 1987*"
- c. CSC Memorandum Circular No. 3, s. 2012, "*Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM)*"
- d. DepEd Order No. 42, s. 2017, "*National Adoption and Implementation of the Philippine Professional Standards for Teachers*"
- e. CSC Resolution No. 1701077 promulgated 03 July 2017, "*2017 Rules on Administrative Cases in the Civil Service (2017 RACCS)*"
- f. CSC Memorandum Circular No. 14, s. 2018, "*2017 Omnibus Rules on Appointments and Other Human Resource Actions, Revised July 2018*"
- g. DepEd Order No. 19, s. 2022, "*The Department of Education Merit Selection Plan*"

IX. Separability Clause

76. If any provision of this policy or the application of such provision to any person or circumstance is declared invalid, the remainder of the policy or the application of such provision to other persons or circumstances shall not be affected by such declaration.

X. Transitory Provisions

77. DepEd Memorandum (DM) No. 041, s. 2022 or the *Transitory Measures on the Implementation of DepEd Order No. 019, s. 2022 (The Department of Education Merit Selection Plan)* required the undertaking of the following critical activities that shall guide DepEd personnel and stakeholders in preparing and setting up the necessary structural and technological mechanisms to transition to the new system of selection, hiring, appointment, and promotion of personnel in across all governance levels of DepEd:

- a. Guided by Part V(G) Institutional Arrangements, Items 81, 82, and 83 of the DepEd MSP, all appointing officers/authorities in the central, regional, and schools division offices shall establish their respective Human Resource Merit Promotion and Selection Board (HRMPSB) for the following:
 - i. First level positions;
 - ii. Second level positions, including second level executive/managerial positions;
 - iii. Specialized and highly technical positions; and/or
 - iv. Other purposes, as deemed necessary.

This shall be done through the issuance of an Office Order specifying the membership of the HRMPSB and their roles and responsibilities. Further, upon the recommendation of HRMOs and HRMPSBs, the appointing authorities shall designate sub-committees, insofar as practicable, to assist in the receipt of applications, initial evaluation, and comparative assessment of applicants. The designation shall bear the specific duties and responsibilities to be performed by the sub-committee/s. Existing HRMPSBs and sub-committees in the Department shall be reorganized and re-established pursuant to applicable MSP provisions.

- b. Capability building of DepEd personnel, HRMOs, HRMPSBs, appointing officers/authorities, and other stakeholders shall be led by the BHROD in the CO, the HRDD in the RO, and SGOD-HRD in the SDO. Moreover, they shall develop and implement a communication plan to include dissemination of information, education, and communication (IEC) materials for the RSP initiatives of the Department pursuant to Item 102, Part VII Transitory Provision of the DepEd MSP.

78. The existing promotion and reclassification guidelines to higher teaching positions in the Elementary and Secondary levels, including SHS, shall remain in effect, unless otherwise modified or amended by subsequent policies.

XI. Effectivity

79. This DepEd Order shall take effect 15 calendar days after its publication and shall be registered with the Office of the National Administrative Register (ONAR).

80. This DepEd Order shall apply to all positions that will be published and posted upon its effectivity date.

All ongoing recruitment, assessment, and selection processes based on prior publication and posting shall continue to be governed by existing guidelines, as applicable; provided that the appointments in relation thereto are issued within the 15-day grace period prior to the effectivity of this DepEd Order. Otherwise, the HRMPSB shall reassess and re-deliberate the applications based on the criteria and point system as stipulated in these guidelines.



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DEPED-OSEC-478130

(Enclosure No. 2 to DepEd Order No. **007**, s. 2023)

CRITERIA AND POINT SYSTEM FOR HIRING TO TEACHER I POSITIONS

1. These criteria and point system shall cover the selection and hiring of teacher applicants to Teacher I positions in the Kindergarten, Elementary, Junior High School (JHS), and Senior High School (SHS). For SHS, the same criteria shall apply in hiring teacher applicants under permanent, provisional, or contractual status.

2. The comparative assessment for Teacher I shall be based on the following criteria:

- a. **Education** units and/or degree relevant to the position to be filled (i.e. Kindergarten, Elementary, JHS, and SHS), that exceed the minimum requirements as defined in the CSC-approved QS;
- b. **Training** hours in Curriculum and Instruction and/or other specialized training for skills development in fields related to the work, duties, and responsibilities for Teacher I, that exceed the minimum requirements as defined in the CSC-approved QS, acquired in the last five (5) years. For SHS, training may be those relevant to the learning area, specialization, or strand;
- c. **Experience** in Teaching exceeding the minimum requirements as defined in the CSC-approved QS. For SHS, relevant industry and/or work experience may be considered;
- d. **Professional Board Examination for Teachers (PBET), Licensure Examination for Teachers (LET), or Licensure Examination for Professional Teachers (LEPT) Rating;**
- e. **PPST Classroom Observable Indicators (COI)** measured through Classroom Observation/Demonstration Teaching; and
- f. **PPST Non-Classroom Observable Indicators (NCOI)** measured through the Teacher Reflection Form (TRF).

3. The weight allocation or point system for each criterion is detailed in Table 1.

Table 1. Point System for Comparative Assessment: Teacher I Positions

Criteria	Maximum Points Possible
a. Education	10
b. Training	10
c. Experience	10
d. PBET/LET/LEPT Rating	10
e. PPST COIs (Classroom Observation/Demonstration Teaching)	35
f. PPST NCOIs (Teacher Reflection)	25
Total	100

Rubrics for Computation of Points per Criterion

4. **Education, Training, and Experience (ETE).** The points for ETE, corresponding to the applicant's qualifications exceeding the QS, shall be computed using the Increments Table (Table 2.a, 2.b, 2.c) and the Rubrics for Computation of Points for ETE (Table 3). Only those qualifications that are relevant to the position to be filled shall be given points.

Table 2.b. Increments Table - Training

Level	Range	
	From	To
1	0 hours	Less than 8 hours
2	8 hours	Less than 16 hours
3	16 hours	Less than 24 hours
4	24 hours	Less than 32 hours
5	32 hours	Less than 40 hours
6	40 hours	Less than 48 hours
7	48 hours	Less than 56 hours
8	56 hours	Less than 64 hours
9	64 hours	Less than 72 hours
10	72 hours	Less than 80 hours
11	80 hours	Less than 88 hours
12	88 hours	Less than 96 hours
13	96 hours	Less than 104 hours
14	104 hours	Less than 112 hours
15	112 hours	Less than 120 hours
16	120 hours	Less than 128 hours
17	128 hours	Less than 136 hours
18	136 hours	Less than 144 hours
19	144 hours	Less than 152 hours
20	152 hours	Less than 160 hours
21	160 hours	Less than 168 hours
22	168 hours	Less than 176 hours
23	176 hours	Less than 184 hours
24	184 hours	Less than 192 hours
25	192 hours	Less than 200 hours
26	200 hours	Less than 208 hours
27	208 hours	Less than 216 hours
28	216 hours	Less than 224 hours
29	224 hours	Less than 232 hours
30	232 hours	Less than 240 hours
31	240 hours	or more

Table 2.c. Increments Table - Experience

Level	Range	
	From	To
1	None	Less than 6 months
2	6 months	Less than 1 year
3	1 year	Less than 1 year 6 months
4	1 year 6 months	Less than 2 years
5	2 years	Less than 2 years 6 months
6	2 years 6 months	Less than 3 years
7	3 years	Less than 3 years 6 months
8	3 years 6 months	Less than 4 years
9	4 years	Less than 4 years 6 months
10	4 years 6 months	Less than 5 years
11	5 years	Less than 5 years 6 months
12	5 years 6 months	Less than 6 years
13	6 years	Less than 6 years 6 months
14	6 years 6 months	Less than 7 years
15	7 years	Less than 7 years 6 months
16	7 years 6 months	Less than 8 years
17	8 years	Less than 8 years 6 months
18	8 years 6 months	Less than 9 years
19	9 years	Less than 9 years 6 months
20	9 years 6 months	Less than 10 years
21	10 years	Less than 10 years 6 months
22	10 years 6 months	Less than 11 years
23	11 years	Less than 11 years 6 months
24	11 years 6 months	Less than 12 years
25	12 years	Less than 12 years 6 months
26	12 years 6 months	Less than 13 years
27	13 years	Less than 13 years 6 months
28	13 years 6 months	Less than 14 years
29	14 years	Less than 14 years 6 months
30	14 years 6 months	Less than 15 years
31	15 years	or more

Illustrative example:

Computation of increments based on actual Education qualification of Applicant A:

Education Qualification of Applicant A	Increments from minimum (or baseline) QS requirements using Increments Table 2.a (Education)
Bachelor of Secondary Education (BSEd) 18 units for a Master's degree in Education	Using Table 2.a, the corresponding level of Applicant A's Education qualification (18 units for a Master's degree in Education) is at Level 11 . The number of increments for Applicant A's Education qualifications shall be computed by subtracting the minimum QS level (Level 6) from the applicant's qualification level (Level 11), as illustrated below: Applicant's Educ level – QS level = Increment 11 – 6 = 5 increments

Computation of Increments based on actual Training qualification of Applicant A:

Training Qualification of Applicant A	Increments from minimum (or baseline) QS requirements using Increments Table 2.b (Training)
32 hours training on curriculum contextualization or localization and lesson planning [January 26 to 29, 2021]	The cumulative hours of the relevant training/ L&D, which are acquired within the last 3 years, shall be considered for the counting of increments. In the case of Applicant A, the 24 hours training/ L&D on curriculum contextualization or localization and lesson planning are considered relevant to the Teacher I position. Using Table 2.b, the corresponding level of Applicant A's Training qualification (24 hours) is at Level 4 . The number of increments for Applicant A's Training qualifications shall be computed by subtracting the minimum QS level (Level 1) from the applicant's qualification level (Level 4), as illustrated below: Applicant's Training level – QS level = Increment 5 – 1 = 4 increments

Computation of Increments based on actual Experience qualification of Applicant A:

Experience Qualification of Applicant A	Increments from minimum (or baseline) QS requirements using Increments Table 2.c (Experience)
Marian Academy – Teacher Associate – June 1, 2018 to present	Only those experience relevant to the position to be filled shall be considered in the computation of increments. Relevant experience shall be reckoned from the date of first day of service. In the case of Applicant A, the relevant experience (June 1, 2018 to present (date of assessment: September 20, 2022)) is 4 years and 3 months. Using Table 2.c, the corresponding level of Applicant A's Experience qualification (4 years and 3 months) is at Level 9 . The number of increments for Applicant A's Experience qualifications shall be computed by subtracting the minimum QS level (Level 1) from the applicant's qualification level (Level 9), as illustrated below: Applicant's Experience level – QS level = Increment 9 – 1 = 8 increments <i>Note: The date of HRMPSB assessment/ Open Ranking: September 20, 2022</i>

- c. After computing the number of increments from the minimum (baseline) QS requirement, the corresponding points earned by the applicant for ETE shall be determined using Table 3 (Rubrics for Computation of Points for Education, Training, and Experience).

Illustrative example:

Using Table 3 and based on the number of increments earned by Applicant A, the computation of points for ETE is as follows:

5. **PBET/LET/LEPT Rating.** Points for the PBET/LET/LEPT rating shall be computed using the formula below. This formula shall likewise apply to SHS applicants who may not have passed the PBET/LET/LEPT but may be appointed under provisional status; provided the applicant submits a Certificate of Rating.

$$\text{Points}_{\text{(PBET/LET/LEPT)}} = \frac{\text{PBET/LET/LEPT rating}}{100} \times \text{WA}_{\text{(PBET/LET/LEPT)}}$$

Illustrative example:
 $x = 82.75$
 $\text{WA} = 10$

$$\text{Points}_{\text{(PBET/LET/LEPT)}} = \frac{82.75}{100} \times 10 = 8.275 \text{ points}$$

6. **PPST Classroom Observable Indicators (COIs).** The teachers' demonstration of PPST COIs shall be assessed through the conduct of the **classroom observation/demonstration teaching** using the Classroom Observation Tool for Recruitment, Selection, and Placement (COT-RSP), focusing on Levels 2 to 6 of the COT Rubric to capture good performance in the Beginning towards Proficient career stage.

- a. *The Classroom Observable Strands/Indicators.* The selected COIs indicated in this Order shall constitute the classroom observable objectives for hiring entry level teachers, unless otherwise modified by subsequent issuances.

Table 4.a. PPST Classroom Observable Strands/Indicators for Hiring of Teacher I

1.1.2	Apply knowledge of content within and across curriculum teaching areas.
1.4.2	Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.
1.5.2	Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.
4.1.2	Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.
5.1.2	Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.

Furthermore, sub-committee/s shall include subject matter experts on the specialization of the position to be filled.

- ii. Two (2) to three (3) observers shall participate in the classroom observation.
- iii. Observer/s must not be related to the applicant within the third degree of consanguinity or affinity.
- iv. Observer/s must review the COT-RSP Rubric and the forms to be accomplished in the process of observation (i.e., Observation Notes Form, Rating Sheet, and/or Inter-Observer Agreement Form) prior to the actual conduct of the
- v. classroom observation. Only the Observation Notes Form must be brought and accomplished by the observer/s during the actual observation.
- vi. Classroom observations shall be done in an actual classroom setting with learners.
- vii. It is highly recommended that the teacher applicants be observed for the entire class duration (45 minutes to one (1) hour). However, when difficult circumstances do not allow for the ideal duration for classroom observation, such as challenges in logistics, large volume of applicants, availability of learners and observers, a minimum of 15-minute observation shall be allowed.
- viii. In the event when a face-to-face conduct of the classroom observation is not feasible, the conduct of an online observation may be allowed, as deemed necessary, provided that the protocols in Item 6.c.iv are observed.
- ix. The Rating Sheet shall be accomplished individually by each observer after the actual observation.
- x. An Inter-Observer Agreement Exercise shall be done whereby all observers, after accomplishing the Rating Sheet individually, meet to discuss the teacher applicant's rating in each indicator, and arrive at a **collegial final rating**. The final rating is not an average of each observer's ratings. It shall be based on objective, reasoned, and consensual judgment.

d. The points for the PPST COIs shall be computed as follows:

$$\text{Points}_{\text{COI}} = \frac{\text{COT rating}}{30} \times \text{WA}_{\text{COI}}$$

Where:

COT rating = Applicant's final rating obtained in the demonstration of COIs as reflected in the COT-RSP Rating Sheet or COT-RSP Inter-Observer Agreement Form

30 = Highest possible score in COT

WA = Weight Allocation for COI

Illustrative example:

COT rating = 20

WA = 35

$$\text{Points}_{\text{COI}} = \frac{20}{30} \times 35 = 23.333 \text{ points}$$

- sub-committee/s shall include subject matter experts, on the specialization of the position to be filled.
- ii. Two (2) to three (3) TRF evaluators shall rate the accomplished TRFs.
 - iii. TRF evaluator/s must not be related to the applicant within the third degree of consanguinity or affinity.
 - iv. The TRF shall be accomplished on the spot.
 - v. Teacher applicants shall be given 45 minutes to one (1) hour to accomplish the complete set of the TRFs.
 - vi. The HRMPSB shall identify a designated location, preferably a room, for teacher applicants to answer the TRF. A proctor shall be assigned to discuss the instructions and oversee the process.
 - vii. In the event when a face-to-face administration of the TRF is not feasible, the TRF may be administered online or through other platforms, as deemed necessary. The following protocols shall apply:
 1. Applicants shall be scheduled for an online platform meeting (Zoom, Google Meet, etc.)
 2. All applicants shall be required to keep their video/camera turned on at all times to allow the proctor to monitor the answering of the TRF.
 3. The TRF may be distributed through email. Applicants may submit the accomplished TRF to a designated email address.
 4. The TRF may likewise be administered using online forms such as Google Form for easier collection and organization of answers; provided that the security and confidentiality of the applicants' answers are ensured and protected. When using Google Form, the 'Locked Mode' shall be enabled to prevent the applicants from opening tabs or other applications while answering the TRF.
 5. The TRF may also be administered using individual Google Word files prepared for each applicant. Links to the individual document shall be managed and sent individually to applicants. Download, print, and copy options shall be disabled to keep document confidentiality.
 - viii. Each TRF evaluator shall individually assess the teacher applicant's demonstration and/or understanding of the indicator based on the narrative and responses. They shall focus on the content and not on the quantity of narratives or experiences. Long answers do not necessarily merit an Exemplary rating.
 - ix. TRF evaluators shall use the portion 'Comments from the Evaluator' to write down statement/s that support the given rating.
 - x. An Inter-Evaluator Agreement Exercise shall be done whereby all evaluators, after rating the TRFs individually, meet to discuss the teacher applicant's rating in each indicator, and arrive at a **collegial final rating**. The final rating is not an average of each evaluators' ratings. It shall be based on objective, reasoned, and consensual judgment.



CRITERIA AND POINT SYSTEM FOR HIRING AND PROMOTION TO SCHOOL ADMINISTRATION POSITIONS

1. The assessment for School Administration positions shall be based on the following criteria:
 - a. **Education** units and/or degree relevant to the position to be filled, exceeding the minimum requirements as defined in the CSC-approved QS;
 - b. **Training** hours relevant to the position to be filled, exceeding the minimum requirements as defined in the CSC-approved QS, acquired after the last promotion but within the last five (5) years;
 - c. **Experience** relevant to the position to be filled, exceeding the minimum requirements as defined in the CSC-approved QS;
 - d. **Performance** based on submitted performance rating covering one (1) year or 12 months performance in the current or previous job or position relevant to the position to be filled;
 - e. **Outstanding Accomplishments** acquired after the last promotion;
 - f. **Application of Education** acquired after the last promotion;
 - g. **Application of Learning and Development** acquired after the last promotion; and
 - h. **Potential** measured using other evaluative assessments.
2. The point system for evaluative assessment is detailed in Table 1.

Table 1. Point System for Evaluative Assessment: School Administration Positions

Criteria	Breakdown of Points
a. Education	10
b. Training	10
c. Experience	10
d. Performance	25
e. Outstanding Accomplishments	10
f. Application of Education	10
g. Application of Learning and Development	10
h. Potential (Written Exam, BEI)	15
Total	100

Table 2.b. Increments Table - Training

Increment Level	Range	
	From	To
1	0 hours	Less than 8 hours
2	8 hours	Less than 16 hours
3	16 hours	Less than 24 hours
4	24 hours	Less than 32 hours
5	32 hours	Less than 40 hours
6	40 hours	Less than 48 hours
7	48 hours	Less than 56 hours
8	56 hours	Less than 64 hours
9	64 hours	Less than 72 hours
10	72 hours	Less than 80 hours
11	80 hours	Less than 88 hours
12	88 hours	Less than 96 hours
13	96 hours	Less than 104 hours
14	104 hours	Less than 112 hours
15	112 hours	Less than 120 hours
16	120 hours	Less than 128 hours
17	128 hours	Less than 136 hours
18	136 hours	Less than 144 hours
19	144 hours	Less than 152 hours
20	152 hours	Less than 160 hours
21	160 hours	Less than 168 hours
22	168 hours	Less than 176 hours
23	176 hours	Less than 184 hours
24	184 hours	Less than 192 hours
25	192 hours	Less than 200 hours
26	200 hours	Less than 208 hours
27	208 hours	Less than 216 hours
28	216 hours	Less than 224 hours
29	224 hours	Less than 232 hours
30	232 hours	Less than 240 hours
31	240 hours	or more

Table 2.c. Increments Table - Experience

Increment Level	Range	
	From	To
1	None	Less than 6 months
2	6 months	Less than 1 year
3	1 year	Less than 1 year 6 months
4	1 year 6 months	Less than 2 years
5	2 years	Less than 2 years 6 months
6	2 years 6 months	Less than 3 years
7	3 years	Less than 3 years 6 months
8	3 years 6 months	Less than 4 years
9	4 years	Less than 4 years 6 months
10	4 years 6 months	Less than 5 years
11	5 years	Less than 5 years 6 months
12	5 years 6 months	Less than 6 years
13	6 years	Less than 6 years 6 months
14	6 years 6 months	Less than 7 years
15	7 years	Less than 7 years 6 months
16	7 years 6 months	Less than 8 years
17	8 years	Less than 8 years 6 months
18	8 years 6 months	Less than 9 years
19	9 years	Less than 9 years 6 months
20	9 years 6 months	Less than 10 years
21	10 years	Less than 10 years 6 months
22	10 years 6 months	Less than 11 years
23	11 years	Less than 11 years 6 months
24	11 years 6 months	Less than 12 years
25	12 years	Less than 12 years 6 months
26	12 years 6 months	Less than 13 years
27	13 years	Less than 13 years 6 months
28	13 years 6 months	Less than 14 years
29	14 years	Less than 14 years 6 months
30	14 years 6 months	Less than 15 years
31	15 years	or more

Only qualifications that are relevant to the position to be filled and which exceed the minimum (baseline) QS requirements of the position shall be given corresponding points in the computation of increments.

For positions with multiple QS requirement for Experience (e.g. HT for 1 year, MT for 2 years, TIC for 2 years, Teacher for 5 years), the HRMPSB shall identify the relevant experience **with the highest increment incurred**. This shall be the basis in determining the final score of the applicant for the Experience component.

Illustrative example:

Computation of increments based on actual Education qualification of Applicant A:

Education Qualification of Applicant A	Increments from minimum (or baseline) QS requirements using Increments Table 2.a (Education)
Master of Arts in Education (MAED)	<p>Using Table 2.a, the corresponding level of Applicant A's Education qualification (Master's degree in Public Administration) is at Level 21.</p> <p>The number of increments for Applicant A's Education qualifications shall be computed by subtracting the minimum QS level (Level 6) from the applicant's qualification level (Level 21), as illustrated below:</p> <p style="text-align: center;">Applicant's Educ level - QS level = increment 21 - 6 = 15 increments</p>

Computation of Increments based on actual Training qualification of Applicant A:

Training Qualification of Applicant A	Increments from minimum (or baseline) QS requirements using Increments Table 2.b (Training)
<p>FLEX2LEAD (for School Heads), May 24-June 04, 2021, 80 hrs.</p> <p>Capability Building Program for Teachers and School Heads organised by NEAP, March 1-5, 2021, 40 hrs.</p> <p>Division Training on the Conduct of Research (December 7-10, 2020) 32 hours</p> <p>Division Rollout of PFST-RPMS for Teachers (August 15-16, 2018) 16 hours</p> <p>National Assembly of Education: Hold It In Trust: Leading in the Time of Industry (September 25-27, 2017) 24 hours</p>	<p>The cumulative hours of the relevant training/L&D, which are acquired after the last promotion and within the last 5 years reckoned from the date of HRMPSB assessment, shall be considered for the counting of increments.</p> <p>In the case of Applicant A, all training/L&D interventions declared in his PDS are considered relevant to the School Principal I position. However, the "National Assembly of Education: Hold It In Trust: Leading in the Time of Industry" will not be credited for the computation of increments since it was earned more than 5 years from the date of HRMPSB Assessment. Applicant A's cumulative hours of relevant training/L&D shall be 152 hours. Using Table 2.b, the corresponding level of Applicant A's Training qualification (152 hours) is at Level 20.</p> <p>The number of increments for Applicant A's Training qualifications shall be computed by subtracting the minimum QS level (Level 6) from the applicant's qualification level (Level 20), as illustrated below:</p> <p style="text-align: center;">Applicant's Training level - QS level = increment 20 - 6 = 14 increments</p> <p>Note: Applicant A's last promotion as Head Teacher III: November 25, 2013 The date of HRMPSB assessment/Open Ranking: September 20, 2022</p>

Computation of Increments based on actual Experience qualification of Applicant A:

Experience Qualification of Applicant A	Increments from minimum (or baseline) QS requirements using Increments Table 2.c (Experience)
<p>Head Teacher III (August 01, 2019 to present)</p> <p>Head Teacher I (March 05, 2013 to July 31, 2019)</p>	<p>Only those experience relevant to the position to be filled shall be considered in the computation of increments. Relevant experience shall be reckoned from the date of first day of service.</p> <p>In the case of Applicant A, the relevant experiences are the following:</p> <ol style="list-style-type: none"> Head Teacher III (from August 01, 2019 to present) is 3 years and 1 month. Head Teacher I (from March 05, 2013 to July 31, 2019) is 7 years and 4 months. <p>Using Table 2.c, the corresponding level of Applicant A's Experience qualification exclusively as Head Teacher (10 years and 5 months) is at Level 21.</p> <p>The number of increments for Applicant A's Experience qualifications shall be computed by subtracting the minimum QS level of 1 year as Head Teacher (Level 3) from the applicant's qualification level (Level 14), as illustrated below:</p> <p style="text-align: center;">Applicant's Experience level - QS level = increment 21 - 3 = 18 increments</p>

- i. Education units and/or degrees in multiple or different majors may be given corresponding points on a cumulative basis; provided, that the units and/or degrees earned are relevant to the position applied for; provided further, that the subjects completed are not duplicated.
 - ii. Consistent with the provisions of the CSC ORAOHRA, units and/or degrees of Doctor of Medicine from a CHED-recognized institution may be considered master's units and/or degree for purposes of giving points, except for positions that involve practice of profession covered by board laws.
 - iii. Consistent with Legal Education Board (LEB) Resolution No. 406, s. 2019, Bachelor of Laws (LLB.) or Juris Doctor (J.D.) units and/or degree earned from law schools recognized or supervised by the LEB and its predecessor regulatory agencies shall be considered as equivalent to professional doctorate units/degrees in other non-law academic disciplines for purposes of giving points, except for positions that involve practice of profession covered by the rules governing the bar, subject to further clarificatory guidelines as may be issued by the LEB.
 - iv. Relevant training hours earned from digital/virtual/online learning may be considered, subject to the conditions prescribed in CSC Memorandum Circular (MC) No. 3, s. 2021 (*General Guidelines on Digital/Online Learning in the Public Sector*).
 - v. Relevant experience gained from part-time work of at least four (4) hours per day may be considered; provided, that the appropriate Certificate of Employment is submitted with details on the actual number of hours rendered. For purposes of giving points, the months or years of relevant experience submitted shall be transmuted to the equivalent months or years of experience based on the CSC-required eight (8)-hour per day workday.
 - vi. Relevant Experience gained from abroad or outside the Philippines may be considered provided that the applicant submits a Certificate of Employment. Those documentary requirements written in languages other than English or Filipino shall be accompanied by a complete English translation.
- f. Applicable provisions under Rule VIII Part I to IV of the CSC ORAOHRA shall apply in the appreciation of relevant Education, Training, and Experience qualifications and giving of points to ETE credentials.

4. **Performance.** Performance refers to the assessment of how tasks, duties, and responsibilities are carried out or accomplished by the applicant as evidenced by performance rating document or other means of verification. The performance rating obtained in the current or previous job or position that is relevant to the position to be filled shall be used for purposes of giving points for performance.

Table 4. Midpoint Value of the RPMS Rating

RPMS Rating Scale	Midpoint Value
Outstanding 4.500-5.000	4.75
Very Satisfactory 3.500-4.499	3.995
Satisfactory 2.500-3.499	2.995
Unsatisfactory 1.500-2.499	1.995
Poor Below 1.499	0.7495

Illustrative example:

<p><i>Vacant position:</i> School Principal I - SG 19 <i>Adjectival Performance Rating Scale in the previous job:</i> <i>Below Expectation; Needs Improvement; Good; Strong; Role Model</i></p> <p><i>Performance rating of the applicant: Strong</i></p> <p><i>x = RPMS midpoint value (Very Satisfactory) equivalent to Performance Rating = 3.995</i> <i>WA = 25</i></p> <p>Points_(performance) = 3.995/5 * 25 = 19.975</p>

For external applicants whose performance is measured using other numerical or adjectival rating systems with scales that are not aligned with the five (5)-point rating scale of the RPMS, the HRMPSB shall develop a system that transmutes the performance rating to the corresponding points comparable to the existing rubrics of the RPMS.

External applicant/s to vacant positions with experience requirement shall submit performance rating/s from previous work that is relevant to the position to be filled. Non-submission of performance rating/s for any reason gets a zero score for Performance criterion. No proxy measure shall be considered in the absence of the applicable performance rating.

5. Outstanding Accomplishments. Outstanding Accomplishments refer to meritorious contributions of an applicant, such as ideas, inventions, or discoveries which were duly recognized by an authorized body. These must have a direct link to the KRAs of the applicant's current or previous position. Outstanding accomplishments must have led to positive results in their workplace through efficiency in operation, increased production, improved working standards, and/or savings in government spending.

Table 5 below enumerates the components of Outstanding Accomplishments and the corresponding maximum points for each component.

Applicants from schools	
Division Level Search or Higher	4 points
School/Municipality/District Level Search	2 points

a.2. *Awards as Trainer/Coach.* This refers to awards gained by applicants as trainer/coach in any academic or non-academic competitions/activities.

Means of verification:

- A. Any issuance or memorandum designating the applicant as trainer/coach; and
- B. Certificate of Recognition/Appreciation as Trainer/Coach of a Winning Contestant/Event/Activity.

Rubrics:

Level	Points(Trainer/Coach Award)
Champion or Highest Placer in the National Level	3 points
Champion or Highest Placer in the Regional Level	2 points
Champion or Highest Placer in the Division/Provincial Level	1 point

For multiple awards received from the same award giving body and/or award category that are conducted in series or progressive manner, only the highest-level award shall be considered (e.g. NSPC winning coach at the division, regional, national level). Similarly, only the highest award shall be given points in cases where applicants submit multiple awards from different award giving bodies.

b. **Research and Innovation**

Means of verification:

- A. Proposal duly approved by the Head of Office or the designated Research Committee per DO No. 16, s. 2017
- B. Accomplishment Report verified by the Head of Office
- C. Certification of utilization of the innovation or research, within the school/office duly signed by the Head of Office
- D. Certification of adoption of the innovation or research by another school/office duly signed by the Head of Office
- E. Proof of citation by other researchers (whose study/research, whether published or unpublished, is likewise approved by authorized body) of the concept/s developed in the research.

Rubrics:

MOVs Submitted	Points(Innovation/Research)
A, B, C & D	4 points
A, B, C & E	4 points
Only A, B & C	3 points
Only A & B	2 points
Only A	1 point

- e. **NEAP Accredited Learning Facilitator.** This shall apply to applicants who have been given accreditation as Learning Facilitator by the National Educator Academy of the Philippines (NEAP).

Means of verification:

- A. Certificate of Recognition as Learning Facilitator issued by NEAP Regional Office
- B. Certificate of Recognition as Learning Facilitator issued by NEAP Central Office

Rubrics:

Level	Points (NEAP Learning Facilitator)
Accredited National Assessor	2 points
Accredited National Trainer	1.5 points
Accredited Regional Trainer	1 point

Illustrative example:

Applicant Chico is applying for a School Principal I (SG-19) within SDO Baguio City. He is currently a Master Teacher I in Baguio City National High School appointed in October 2013. For the purpose of computing his Outstanding Accomplishments, he submitted the following MOVs:

Outstanding Accomplishments	Points based on Rubric	HRMPSB Remarks
Awards and Recognition: <i>Outstanding Employee Awards 2017 in Baguio National High School (no MOVs submitted)</i>	2 points	Not credited due to non-submission of required MOVs
<i>Winning Coach (1st Prize Photojournalism) in 2015 RSPC (complete MOVs submitted)</i>	2 points	Credited
<i>Winning Coach (1st Prize Sayawit) in 2016 Division Edukasyon sa Pagpapakatao Celebration (complete MOVs submitted)</i>	1 point	Credited
Resource Speakership/Learning Facilitation: <i>Certificate of Recognition as Resource Speaker in 2018 Division Training on Broadcasting (complete MOVs submitted)</i>	1 point	Credited

Applicant Chico gets three (3) points for his Awards as Trainer/Coach earned in 2015 and 2016, and one (1) point for his Resource Speakership in 2018. However, zero (0) or no point is given to under Outstanding Employee Award due to non-submission of the required MOVs. Chico gets a total of four (4) points in Outstanding Accomplishments.

6. Application of Education. Application of education is the contribution made by an applicant to their workplace as a result of their learnings from their education degree/s or units earned, such as but not limited to applied concepts, processes, and skills that are relevant to the position to be filled. Points shall be given to an applicant who has successfully applied the learnings gained from said higher education units or degree/s earned. The application of education must have led to significant positive results in the applicant's current or previous work.

- D. Accomplishment Report together with a General Certification that the L&D intervention was used/adopted by a different office at the local/higher level.

Rubrics:

MOV's Submitted	Points _(Application of L&D)	
	Relevant	Not Relevant
ALL MOVs	10 points	5 points
Only A, B, & C	7 points	3 points
Only A & B	5 points	1 point

8. **Potential.** Potential refers to the capacity and ability of an applicant to assume the duties and responsibilities of the position to be filled, and those higher positions that are more technical in nature. It may be measured through any or all of the following:

Component	Points _(Potential)	
	Appointment to Entry Level School Principal positions (SP I, SSP I, ASP II)	Appointment to Other and Higher School Head positions
Written Examinations (WE)	10 points	5 points
Behavioural Events Interview (BEI)	5 points	10 points

- a. **Written Examination** refers to the standardized examination which measures the knowledge, language proficiency, ability to present ideas, judgment and leadership ability of the applicant. The test and evaluation rubrics appropriate to the school administration positions must be developed by subject matter experts as requested by the HRMPSB. *Subject matter experts* refer to individuals internal or external to the school where the vacancy exists, or to the Department, those who have working knowledge of the specific competencies required by the position to be filled.

$$Points_{(WE)} = x/TI * WA_{(WE)}$$

Where:

x = Score/rating in written examination in percentage scale

TI = Total number of test items or highest possible score

WA = Weight Allocation for WE

For the purpose of hiring and appointment to **entry-level school principal positions**¹, the applicant's score in the Principal's Test / National Qualifying Examination for School Heads (NQESH) or a similar standardized examination nationally administered by DepEd shall be the basis for scoring the component on Written Examination (10 points).

¹Entry-level school principal positions include School Principal I (SP I), Special School Principal I (SSP I) in Elementary, Junior High School, and Senior High School levels, including Assistant School Principal II (ASP 2).



CRITERIA AND POINT SYSTEM FOR HIRING AND PROMOTION TO RELATED-TEACHING POSITIONS

1. The assessment for related-teaching positions shall be based on the following criteria:

- a. **Education** units and/or degree relevant to the position to be filled, exceeding the minimum qualifications requirements as defined in the CSC-approved QS;
- b. **Training** hours relevant to the position to be filled, exceeding the minimum qualification requirements as defined in the CSC-approved QS, acquired after the last promotion but within the last five (5) years;
- c. **Experience** relevant to the position to be filled, exceeding the minimum qualification requirements as defined in the CSC-approved QS;
- d. **Performance** based on submitted performance rating covering one (1) year or 12 months performance in the current or previous job or position relevant to the position to be filled;
- e. **Outstanding Accomplishments** acquired after the last promotion;
- f. **Application of Education** acquired after the last promotion;
- g. **Application of Learning and Development (L&D)** acquired after the last promotion; and
- h. **Potential** measured using other evaluative assessments.

2. The point system for evaluative assessment is detailed in Table 1. The point system shall vary based on the level and salary range of the position. Points assigned to each criterion shall vary from one salary range to another, giving premium to specific criteria that are more relevant to the position to be filled.

Table 1. Point System for Evaluative Assessment: Related-Teaching Positions

Criteria	Breakdown of Points		
	SG 11-15	SG 16-23 and SG-27	SG 24 (Chief)
a. Education	10	10	10
b. Training	10	10	10
c. Experience	10	10	10
d. Performance	20	20	25
e. Outstanding Accomplishments	10	5	10
f. Application of Education	10	15	10
g. Application of L&D	10	10	10
h. Potential (Written Test, BEI, Work Sample Test)	20	20	15
Total	100	100	100

Table 2.b. Increments Table - Training

Increment Level	Range	
	From	To
1	0 hours	Less than 8 hours
2	8 hours	Less than 16 hours
3	16 hours	Less than 24 hours
4	24 hours	Less than 32 hours
5	32 hours	Less than 40 hours
6	40 hours	Less than 48 hours
7	48 hours	Less than 56 hours
8	56 hours	Less than 64 hours
9	64 hours	Less than 72 hours
10	72 hours	Less than 80 hours
11	80 hours	Less than 88 hours
12	88 hours	Less than 96 hours
13	96 hours	Less than 104 hours
14	104 hours	Less than 112 hours
15	112 hours	Less than 120 hours
16	120 hours	Less than 128 hours
17	128 hours	Less than 136 hours
18	136 hours	Less than 144 hours
19	144 hours	Less than 152 hours
20	152 hours	Less than 160 hours
21	160 hours	Less than 168 hours
22	168 hours	Less than 176 hours
23	176 hours	Less than 184 hours
24	184 hours	Less than 192 hours
25	192 hours	Less than 200 hours
26	200 hours	Less than 208 hours
27	208 hours	Less than 216 hours
28	216 hours	Less than 224 hours
29	224 hours	Less than 232 hours
30	232 hours	Less than 240 hours
31	240 hours	or more

Table 2.c. Increments Table - Experience

Increment Level	Range	
	From	To
1	None	Less than 6 months
2	6 months	Less than 1 year
3	1 year	Less than 1 year 6 months
4	1 year 6 months	Less than 2 years
5	2 years	Less than 2 years 6 months
6	2 years 6 months	Less than 3 years
7	3 years	Less than 3 years 6 months
8	3 years 6 months	Less than 4 years
9	4 years	Less than 4 years 6 months
10	4 years 6 months	Less than 5 years
11	5 years	Less than 5 years 6 months
12	5 years 6 months	Less than 6 years
13	6 years	Less than 6 years 6 months
14	6 years 6 months	Less than 7 years
15	7 years	Less than 7 years 6 months
16	7 years 6 months	Less than 8 years
17	8 years	Less than 8 years 6 months
18	8 years 6 months	Less than 9 years
19	9 years	Less than 9 years 6 months
20	9 years 6 months	Less than 10 years
21	10 years	Less than 10 years 6 months
22	10 years 6 months	Less than 11 years
23	11 years	Less than 11 years 6 months
24	11 years 6 months	Less than 12 years
25	12 years	Less than 12 years 6 months
26	12 years 6 months	Less than 13 years
27	13 years	Less than 13 years 6 months
28	13 years 6 months	Less than 14 years
29	14 years	Less than 14 years 6 months
30	14 years 6 months	Less than 15 years
31	15 years	or more

Only qualifications that are relevant to the position to be filled and which exceed the minimum (baseline) QS requirements of the position shall be given corresponding points in the computation of increments.

For positions with multiple QS requirement for Experience (e.g. 2 years as Principal or 2 years as Head Teacher or 2 years as Master Teacher), the HRMP SB shall identify the relevant experience **with the highest increment incurred**. This shall be the basis in determining the final score of the applicant for the Experience component.

Illustrative example:

Computation of increments based on actual Education qualification of Applicant A:

Education Qualification of Applicant A	Increments from minimum (or baseline) QS requirements using Increments Table 2.a (Education)
Bachelor's degree in Education	Using Table 2.a, the corresponding level of Applicant A's Education qualification (24 units earned for Doctorate degree in Education Leadership and Management) is at Level 29.
Master's degree in Physical Education and Sports	The number of increments for Applicant A's Education qualifications shall be computed by subtracting the minimum QS level (Level 21) from the applicant's qualification level (Level 29), as illustrated below: Applicant's Educ level - QS level = Increment 29 - 21 = 8 increments
24 units earned for a Doctorate degree in Education Leadership and Management	

Computation of Increments based on actual Training qualification of Applicant A:

Training Qualification of Applicant A	Increments from minimum (or baseline) QS requirements using Increments Table 2.b (Training)
24 hours training on school supervision and leadership (January 27 to 29, 2021)	The cumulative hours of the relevant training, which are acquired after the last promotion but within the last 5 years reckoned from the date of HRMP SB assessment, shall be considered for the counting of increments. In the case of Applicant A, the 24 hours training on school supervision and leadership and 24 hours training on Inclusive Education are considered relevant to the Education Program Supervisor (MAPEH) position. The 16 hours training on curriculum contextualization or localization are deemed relevant; however, not credited for computation of increments since it was earned more than 5 years reckoned from the date of HRMP SB assessment. Applicant A's cumulative hours of relevant training shall be 48 hours. Using Table 2.b, the corresponding level of Applicant A's Training qualification (48 hours) is at Level 7. The number of increments for Applicant A's Training qualifications shall be computed by subtracting the minimum QS level (Level 2) from the applicant's qualification level (Level 7), as illustrated below: Applicant's Training level - QS level = Increment 7 - 2 = 5 increments Note: Applicant A's last promotion as ADAS I January 3, 2016 The date of HRMP SB assessment/ Open Ranking System: September 30, 2022
24 hours training on Inclusive Education (September 16 to 18, 2020)	
16 hours training on curriculum contextualization or localization (October 20 to 22, 2015)	
8 hours training on liquidation cash advances (February 28, 2013)	

Computation of Increments based on actual Experience qualification of Applicant A:

Experience Qualification of Applicant A	Increments from minimum (or baseline) QS requirements using Increments Table 2.c (Experience)
Master Teacher II (MAPEH) from July 31, 2021 to present	Only those experience relevant to the position to be filled shall be considered in the computation of increments. Relevant experience shall be reckoned from the date of first day of service. In the case of Applicant A, the relevant experience (January 3, 2016 to July 30, 2021 as Master Teacher I for MAPEH and July 31, 2021 to present date of assessment: September 30, 2022) as Master Teacher II for MAPEH is 6 years and 8 months. The experience as Teacher III is not deemed relevant to the Education Program Supervisor (MAPEH) position per CSC-approved QS. Using Table 2.c, the corresponding level of Applicant A's Experience qualification as Master Teacher I and Master Teacher II (6 years and 8 months) is at Level 14. The number of increments for Applicant A's Experience qualifications shall be computed by subtracting the minimum QS level (Level 5) from the applicant's qualification level (Level 14), as illustrated below: Applicant's Training level - QS level = Increment 14 - 5 = 9 increments
Master Teacher I (MAPEH) from January 3, 2016 to July 30, 2021	
Teacher III (MAPEH) from: January 02, 2013 to January 02, 2016	

- iii. Consistent with Legal Education Board (LEB) Resolution No. 406, s. 2019, Bachelor of Laws (LLB.) or Juris Doctor (J.D.) units and/or degree earned from law schools recognized or supervised by the LEB and its predecessor regulatory agencies shall be considered as equivalent to professional doctorate units/degrees in other non-law academic disciplines for purposes of giving points, except for positions that involve practice of profession covered by the rules governing the bar, subject to further clarificatory guidelines as may be issued by the LEB.
- iv. Relevant training hours earned from digital/virtual/online learning may be considered, subject to the conditions prescribed in CSC Memorandum Circular (MC) No. 3, s. 2021 (*General Guidelines on Digital/Online Learning in the Public Sector*).
- v. Relevant experience gained from part-time work of at least four (4) hours per day may be considered; provided, that the appropriate Certificate of Employment is submitted with details on the actual number of hours rendered. For purposes of giving points, the months or years of relevant experience submitted shall be transmuted to the equivalent months or years of experience based on the CSC-required eight (8)-hour per day workday.
- vi. Relevant Experience gained from abroad or outside the Philippines may be considered provided that the applicant submits a Certificate of Employment. Those documentary requirements written in languages other than English or Filipino shall be accompanied by a complete English translation.
- f. Applicable provisions under Rule VIII Part I to IV of the CSC ORAOHRA shall apply in the appreciation of relevant Education, Training, and Experience qualifications and giving of points to ETE credentials.

4. **Performance.** Performance refers to the assessment of how tasks, duties and responsibilities are carried out or accomplished by the applicant as evidenced by performance rating document or other means of verification. The performance rating obtained in the current or previous job or position that is relevant to the position to be filled shall be used for purposes of giving points for performance.

- a. **Positions with experience requirement.** Applicants to positions that require experience must submit latest performance rating/s covering one (1) year performance in the current and previous job or position that is relevant to the position to be filled. Computation of points for performance shall be as follows:

$$\text{Points}_{(\text{Performance})} = x/5 * \text{WA}_{(\text{Performance})}$$

Where:

x = Performance Rating

5 = Highest Possible PR in DepEd RPMS

WA = Weight Allocation for Performance

(20 points for SG 11-15, SG 16-23 and SG 27; 25 points for SG 24)

Illustrative example:

Vacant position:
Education Program Specialist II - SG 16

Adjectival Performance Rating Scale in the previous job:
Below Expectation; Needs Improvement; Good; Strong; Role Model

Performance rating of the applicant: *Strong*

x = RPMS midpoint value (Very Satisfactory) equivalent to Performance Rating = 3.995
WA = 20

Points_(performance) = 3.995/5 * 20 = 15.98

For external applicants whose performance is measured using other numerical or adjectival rating systems with scales that are not aligned with the five (5)-point rating scale of the RPMS, the HRMPSB shall develop a system that transmutes the performance rating to the corresponding points comparable to the existing rubrics of the RPMS.

External applicant/s to vacant positions with experience requirement shall submit performance rating/s from current or previous work that is relevant to the position to be filled. Non-submission of performance rating/s for any reason gets a zero score for Performance criterion. No proxy measure shall be considered in the absence of the applicable performance rating.

- b. **Positions with no experience requirement.** Applicants to positions that do not require previous experience must submit the board examination or Career Service Eligibility ratings. Computation of points for performance shall be as follows:

$$\text{Points}_{(\text{performance})} = x/100 * \text{WA}_{(\text{performance})}$$

Where:

x = Board Exam/CS Eligibility rating

WA = Weight Allocation for Performance

(20 points for SG 11-15, SG 16-23 and SG 27; 25 points for SG 24)

Illustrative example:

Vacant Position:
Education Program Specialist II - SG 16

x = 82.75
WA = 20

Points_(performance) = 82.75/100 * 20 = 16.55

For honor graduates covered by Presidential Decree (PD) 907 titled, *Granting Civil Service Eligibility to College Honor Graduates*, as well as the Foreign School Honor Graduate Eligibility (FSHGE) as stipulated under CSC Resolution No. 1302714, the following rubric shall apply.

The following MOVs and rubrics shall be used in determining points for Awards and Recognition.

Means of verification:

- A. Academic or inter-school award; or
- B. Certification or any document showing top-notchng a Board Examination; or
- C. Certificate or any document showing TOSP Award.

Rubrics:

Component	Points(Academic/Inter-School Award)
At least three (3) academic or inter-school awards or TOSP Award or Top 10 in Board/CS Eligibility Examination	2 points
At least two (2) academic or inter-school awards	1 point

a.2. *Outstanding Employee Award.* This shall apply to applicants with previous work experience, or those applying to positions with experience requirement.

Means of verification:

- A. Any issuance, memorandum or document showing the Criteria for the Search; and
- B. Certificate of Recognition/Merit.

Rubrics:

Component	Points(Outstanding Employee Award)
Applicants from external institution	
Organizational Level Search or Higher	2 points
Local Office Search	1 point
Applicants from central office	
National Level Search or Higher	2 points
Central Office Search	1 point
Applicants from regional office	
National Level Search or Higher	2 points
Regional Office Search	1 point
Applicants from schools division office	
Regional Level Search or Higher	2 points
Division/Provincial/City Level Search	1 point
Applicants from schools	
Division Level Search or Higher	2 points
School/Municipality/District Level Search	1 point

For multiple awards received from the same award giving body and/or award category that are conducted in series or progressive manner, only the highest-level award shall be considered (e.g. NSCP winning coach at the division, regional, national level). Similarly, only the highest award shall be given points in cases where applicants submit multiple awards from different award giving bodies.

Learning Facilitator in seminars, training programs, conferences, convention, congress, forums, learning action cells (LAC) sessions, etc.

Means of verification (All listed MOVs shall be submitted):

- A. Issuance/Memorandum/Invitation/Training Matrix;
- B. Certificate of Recognition/Merit/Commendation/Appreciation; and
- C. Slide deck/s used and/or Session guide/s.

Rubrics:

Level	Points _(Resource Speakership/Learning Facilitation)
Applicants from external institution	
Organizational Level Speakership or Higher	2 points
Local Office Level Speakership	1 point
Applicants from central office	
National Level Speakership or Higher	2 points
Central Office Level Speakership	1 point
Applicants from regional office	
National Level Speakership or Higher	2 points
Regional Office Speakership	1 point
Applicants from schools division office	
Regional Level Speakership or Higher	2 points
Division/Provincial/City Level Speakership	1 point
Applicants from schools	
Division Level Speakership or Higher	2 points
School/Municipality/District Speakership	1 point

- e. **NEAP Accredited Learning Facilitator.** This shall apply to applicants who have been given accreditation as Learning Facilitator by the National Educator Academy of the Philippines (NEAP).

Means of verification:

- A. Certificate of Recognition as Learning Facilitator issued by NEAP Regional Office
- B. Certificate of Recognition as Learning Facilitator issued by NEAP Central Office

Rubrics:

MOVs Submitted	Points _(NEAP Learning Facilitator)
Accredited National Assessor	2 points
Accredited National Trainer	1.5 points
Accredited Regional Trainer	1 point

If the intervention made by the applicant does not meet the criteria to be *Relevant*, then said intervention shall be considered and be given corresponding points using the rubrics for *Not Relevant*

Means of verification:

- A. Action Plan approved by the Head of Office
- B. Accomplishment Report verified by the Head of Office
- C. Certification of the utilization/adoption signed by the Head of Office

Rubrics: (SG 11-15 and SG 24)

MOV's Submitted	Points (Application of Education)	
	Relevant	Not Relevant
ALL MOVs	10 points	5 points
Only A & B	7 points	3 points
Only A	5 points	1 point

Rubrics: (SG 16-23 and SG 27)

MOV's Submitted	Points (Application of Education)	
	Relevant	Not Relevant
ALL MOVs	15 points	9 points
Only A & B	12 points	6 points
Only A	9 points	3 points

- b. **Positions with no experience requirement.** Applicants to positions that do not require previous work experience must submit the GWA in the highest academic/grade level earned as evidenced by Transcript of Records/Certificate of GWA/Diploma/Special Order from the Commission on Higher Education (CHED) or other certifications. The HRMPSB must develop a system that transmutes the GWA to a percentage scale. Computation of points for Application of Education shall be as follows:

$$\text{Points}_{\text{(Application of Education)}} = x/100 * \text{WA}_{\text{(Application of Education)}}$$

Where:

\bar{x} = GWA transmuted to percentage scale

WA = Weight Allocation for Application of Education

(10 points for SG 11-15 & SG 24; 15 points for SG 16-23 & SG 27)

Illustrative example:

Vacant position:

Education Program Specialist II - SG 16

$x = 82.75$

WA = 15

$$\text{Points}_{\text{(Application of Education)}} = 82.75/100 * 15 = 12.4125$$

individuals internal or external to the office where the vacancy exists, or to the Department, who have working knowledge of the specific competencies required by the position to be filled.

$$\text{Points}_{(WE)} = x/100 * WA_{(WE)}$$

Where:

x = Score/rating in written examination in percentage scale
WA = Weight Allocation for WE

Illustrative example:

Vacant position:

Education Program Specialist II – SG 16

$x = 85$

WA = 5

$$\text{Points}_{(WE)} = 85/100 * 5 = 4.25$$

- b. **Skills or Work Sample Test** refers to the test that may be administered to evaluate the application of skills relevant to the requirement of the position to be filled. The test and evaluation rubrics must be designed by subject matter experts as requested by the HRMPSB depending on the type of skills test required by the position to be filled.

$$\text{Points}_{(S/WST)} = x/100 * WA_{(S/WST)}$$

Where:

x = Score/rating in the S/WST in percentage scale

WA = Weight Allocation for S/WST

(10 points for SG 11-15, SG 16-23, SG 27; 5 points for SG 24)

Illustrative example:

Vacant position:

Education Program Specialist II – SG 16

$x = 85$

WA = 10

$$\text{Points}_{(S/WST)} = 85/100 * 10 = 8.5$$

Behavioural Events Interview (BEI) refers to the conduct of direct inquiry with the applicant, focusing on their display of desired behaviour/s when subjected to specific situations or conditions in their previous and/or current workplace. BEI is based on the principle that past behaviour predicts future performance. It uses the STAR approach to validate whether the key behaviours that are linked to the required competencies have been exhibited



**CRITERIA AND POINT SYSTEM FOR HIRING AND PROMOTION TO
NON-TEACHING POSITIONS**

1. The assessment for Non-Teaching positions shall be based on the following criteria:

- a. **Education** units and/or degree relevant to the position to be filled, exceeding the minimum qualification requirements as defined in the CSC-approved QS;
- b. **Training** hours relevant to the position to be filled, exceeding the minimum qualification requirements as defined in the CSC-approved QS, acquired after the last promotion but within the last five (5) years;
- c. **Experience** relevant to the position to be filled, exceeding the minimum qualification requirements as defined in the CSC-approved QS;
- d. **Performance** based on submitted performance rating covering one (1) year or 12 months performance in the current or previous job or position relevant to the position to be filled;
- e. **Outstanding Accomplishments** acquired after the last promotion;
- f. **Application of Education** acquired after the last promotion;
- g. **Application of Learning and Development (L&D)** acquired after the last promotion; and
- h. **Potential** measured using other evaluative assessments.

2. The point system for evaluative assessment is detailed in Table 1. Points assigned to each criterion shall vary from one salary range to another, giving premium to specific criteria that are more relevant to the position to be filled. As such, for General Services positions, higher premium is given to Potential (55 points) and Experience (20 points) than the other criteria. Similarly, Chief positions (SG-24) give more focus on previous Performance (20 points), Potential (20 points), and Experience (15 points).

Table 1. Point System for Evaluative Assessment: Non-Teaching Positions

Criteria	Breakdown of Points			
	General Services	SG 1-9 (Non-General Services)	SG 10-22 and SG 27	SG 24 (Chief)
a. Education	5	5	5	10
b. Training	5	5	10	5
c. Experience	20	20	15	15
d. Performance	10	20	20	20
e. Outstanding Accomplishments	5	10	10	10
f. Application of Education	-	10	10	10
g. Application of L&D	-	10	10	10
h. Potential (Written Test, BEL, Work Sample Test)	55	20	20	20
Total	100	100	100	100

Table 2.b. Increments Table - Training

Increment Level	Range	
	From	To
1	0 hours	Less than 8 hours
2	8 hours	Less than 16 hours
3	16 hours	Less than 24 hours
4	24 hours	Less than 32 hours
5	32 hours	Less than 40 hours
6	40 hours	Less than 48 hours
7	48 hours	Less than 56 hours
8	56 hours	Less than 64 hours
9	64 hours	Less than 72 hours
10	72 hours	Less than 80 hours
11	80 hours	Less than 88 hours
12	88 hours	Less than 96 hours
13	96 hours	Less than 104 hours
14	104 hours	Less than 112 hours
15	112 hours	Less than 120 hours
16	120 hours	Less than 128 hours
17	128 hours	Less than 136 hours
18	136 hours	Less than 144 hours
19	144 hours	Less than 152 hours
20	152 hours	Less than 160 hours
21	160 hours	Less than 168 hours
22	168 hours	Less than 176 hours
23	176 hours	Less than 184 hours
24	184 hours	Less than 192 hours
25	192 hours	Less than 200 hours
26	200 hours	Less than 208 hours
27	208 hours	Less than 216 hours
28	216 hours	Less than 224 hours
29	224 hours	Less than 232 hours
30	232 hours	Less than 240 hours
31	240 hours	or more

Table 2.c. Increments Table - Experience

Increment Level	Range	
	From	To
1	None	Less than 6 months
2	6 months	Less than 1 year
3	1 year	Less than 1 year 6 months
4	1 year 6 months	Less than 2 years
5	2 years	Less than 2 years 6 months
6	2 years 6 months	Less than 3 years
7	3 years	Less than 3 years 6 months
8	3 years 6 months	Less than 4 years
9	4 years	Less than 4 years 6 months
10	4 years 6 months	Less than 5 years
11	5 years	Less than 5 years 6 months
12	5 years 6 months	Less than 6 years
13	6 years	Less than 6 years 6 months
14	6 years 6 months	Less than 7 years
15	7 years	Less than 7 years 6 months
16	7 years 6 months	Less than 8 years
17	8 years	Less than 8 years 6 months
18	8 years 6 months	Less than 9 years
19	9 years	Less than 9 years 6 months
20	9 years 6 months	Less than 10 years
21	10 years	Less than 10 years 6 months
22	10 years 6 months	Less than 11 years
23	11 years	Less than 11 years 6 months
24	11 years 6 months	Less than 12 years
25	12 years	Less than 12 years 6 months
26	12 years 6 months	Less than 13 years
27	13 years	Less than 13 years 6 months
28	13 years 6 months	Less than 14 years
29	14 years	Less than 14 years 6 months
30	14 years 6 months	Less than 15 years
31	15 years	or more

- a. Based on the minimum QS of the position to be filled, the HRMPSB shall determine the baseline level for computing the points for ETE using the Increments Table as shown in Table 2.a, 2.b, and 2.c.

Minimum requirement per CSC-approved Qualification Standards for ADAS II (Disbursing Officer II)		Corresponding Level based on Increments Table
Education	Completion of 2 years in college	Level 5 (based on Table 2.a)
Training	4 hours of relevant training	Level 1 (based on Table 2.b)
Experience	1 year of relevant experience	Level 3 (based on Table 2.c)

- b. After determining the baseline level, the HRMPSB shall compute for the increments of the applicant's actual qualifications based on the submitted documentary requirements. *Increment* shall refer to the difference between the applicant's actual qualification level and the corresponding level of the minimum (baseline) QS requirement of the position to be filled.

Only qualifications that are relevant to the position to be filled and which exceed the minimum (baseline) QS requirements of the position shall be given corresponding points in the computation of increments.

Illustrative example:

Computation of increments based on actual Education qualification of Applicant A:

Education Qualification of Applicant A	Increments from minimum (or baseline) QS requirements using Increments Table 2.a (Education)
Bachelor's degree in Business Administration 18 units earned for a Master's degree in Public Administration	Using Table 2.a, the corresponding level of Applicant A's Education qualification (18 units earned for a Master's degree in Public Administration) is at Level 11 . The number of increments for Applicant A's Education qualifications shall be computed by subtracting the minimum QS level (Level 5) from the applicant's qualification level (Level 11), as illustrated below: Applicant's Educ level - QS level = Increment 11 - 5 = 6 increments

Computation of Increments based on actual Training qualification of Applicant A:

Training Qualification of Applicant A	Increments from minimum (or baseline) QS requirements using Increments Table 2.b (Training)
24 hours training on budget preparation [January 27 to 29, 2021] 24 hours training on automatic payroll deduction [September 16 to 18, 2020] 16 hours training on Gender Sensitivity Training [October 17 to 18, 2020] 8 hours training on liquidation of cash advances [February 26, 2012]	The cumulative hours of the relevant training/L&D, which are acquired after the last promotion and within the last 5 years reckoned from the date of HRMPSB assessment, shall be considered for the counting of increments. In the case of Applicant A, the 24 hours training/L&D on budget preparation and 24 hours training on automatic payroll deduction are considered relevant to the ADAS II (Disbursing Officer II) position. The 8 hours training on liquidation of cash advances are deemed relevant; however, not credited for computation of increments since it was earned more than 5 years reckoned from the date of HRMPSB assessment. Applicant A's cumulative hours of relevant training/L&D shall be 48 hours. Using Table 2.b, the corresponding level of Applicant A's Training qualification (48 hours) is at Level 7 . The number of increments for Applicant A's Training qualifications shall be computed by subtracting the minimum QS level (Level 1) from the applicant's qualification level (Level 7), as illustrated below: Applicant's Training level - QS level = Increment 7 - 1 = 6 increments Note: Applicant A's last promotion as ADAS I: January 3, 2016 The date of HRMPSB assessment/Open Ranking System: October 03, 2022

giving points, except for positions that involve practice of profession covered by board laws.

- iii. Consistent with Legal Education Board (LEB) Resolution No. 406, s. 2019, Bachelor of Laws (LLB.) or Juris Doctor (J.D.) units and/or degree earned from law schools recognized or supervised by the LEB and its predecessor regulatory agencies shall be considered as equivalent to professional doctorate units/degrees in other non-law academic disciplines for purposes of giving points, except for positions that involve practice of profession covered by the rules governing the bar, subject to further clarificatory guidelines as may be issued by the LEB.
- iv. Relevant training hours earned from digital/virtual/online learning may be considered, subject to the conditions prescribed in CSC Memorandum Circular (MC) No. 3, s. 2021 (*General Guidelines on Digital/Online Learning in the Public Sector*).
- v. Relevant experience gained from part-time work of at least four (4) hours per day may be considered; provided, that the appropriate Certificate of Employment is submitted with details on the actual number of hours rendered. For purposes of giving points, the months or years of relevant experience submitted shall be transmuted to the equivalent months or years of experience based on the CSC-required eight (8)-hour per day workday.
- vi. Relevant Experience gained from abroad or outside the Philippines may be considered provided that the applicant submits a Certificate of Employment. Those documentary requirements written in languages other than English or Filipino shall be accompanied by a complete English translation.
- f. Applicable provisions under Rule VIII Part I to IV of the CSC ORAOHRA shall apply in the appreciation of relevant Education, Training, and Experience qualifications and giving of points to ETE credentials.

4. **Performance.** Performance refers to the assessment of how tasks, duties, and responsibilities are carried out or accomplished by the applicant as evidenced by performance rating document or other means of verification. The performance rating obtained in the current or previous job or position that is relevant to the position to be filled shall be used for purposes of giving points for performance.

- a. **Positions with experience requirement.** Applicants to positions that require experience must submit latest performance rating/s covering one (1) year performance in the current and previous job or position that is relevant to the position to be filled. Computation of points for performance shall be as follows:

Table 4. Midpoint Value of the RPMS Rating

RPMS Rating Scale	Midpoint Value
Outstanding 4.500-5.000	4.75
Very Satisfactory 3.500-4.499	3.995
Satisfactory 2.500-3.499	2.995
Unsatisfactory 1.500-2.499	1.995
Poor Below 1.499	0.7495

Illustrative example:

Vacant position:
Administrative Assistant II (Disbursing Officer II) - SG 8
 (Other groups of positions/Salary Grades)

Adjectival Performance Rating Scale in the previous job:
 Below Expectation; Needs Improvement; Good; Strong; Role Model

Performance rating of the applicant: *Strong*

$x =$ RPMS midpoint value (Very Satisfactory) equivalent to Performance Rating = 3.995
 WA = 20

Points_(Performance) = 3.995/5 * 20 = 15.98

For external applicants whose performance is measured using other numerical or adjectival rating systems with scales that are not aligned with the five (5)-point rating scale of the RPMS, the HRMPSB shall develop a system that transmutes the performance rating to the corresponding points comparable to the existing rubrics of the RPMS.

External applicant/s to vacant positions with experience requirement shall submit performance rating/s from current or previous work that is relevant to the position to be filled. Non-submission of performance rating/s for any reason gets a zero score for Performance criterion. No proxy measure shall be considered in the absence of the applicable performance rating.

- b. **Positions with no experience requirement.** Applicants to positions that do not require previous experience must submit the board examination or Career Service Eligibility ratings. For General Services positions that do not have Eligibility requirement, the General Weighted Average (GWA) in the highest academic/grade level earned shall be required. The HRMPSB must develop a system that transmutes the GWA to a percentage scale. Computation of points for performance shall be as follows:

Points_(Performance) = $x/100 * WA_{(Performance)}$

Where:
 x = Board Exam/CS Eligibility rating/GWA transmuted to percentage scale
 WA = Weight Allocation for Performance
 (10 points for General Services; 20 points for Other Groups of Positions/Salary Grades)

Only those outstanding accomplishments acquired or earned after the last promotion shall be considered eligible to be given points.

National level individual awards acquired from a thorough search process and given by reputable award giving bodies, such as CSC, Metrobank, National Economic Development Authority (NEDA), Development Academy of the Philippines (DAP), DepEd, etc., shall be given maximum points in Outstanding Accomplishments (i.e. five (5) points for General Services positions and 10 points for other groups of position/salary grade).

The details of each component of Outstanding Accomplishments, including the MOVs required and rubrics for giving points, are as follows:

- a. **Awards and Recognition.** This may refer to citations or commendations, academic or inter-school awards, or outstanding employee awards.

a.1. **Citation or Commendation.** This shall apply only to applicants for **General Services positions.**

Means of verification: Letter of Citation or Commendation from previous employer

Rubrics:

Number of Citations	Points (Citation)
Three (3) or more letters of citation	4 points
Two (2) letters of citation	3 points
One (1) letter of citation	2 points

a.2. **Academic or Inter-School Awards.** This shall apply only to applicants with no or less than one (1) year work experience (e.g., fresh graduates). The following MOVs and rubrics shall be used in determining points for Awards and Recognition.

Means of verification:

- A. Academic or inter-school award; or
- B. Ten Outstanding Students of the Philippines (TOSP) Award; or
- C. Certification or any document that the applicant belongs to the Top 10 in the Board or Civil Service Eligibility Examination.

Rubrics:

Number of Awards	Points (Academic/Inter-School Award)
At least three (3) academic or inter-school awards or TOSP Award or Top 10 in Board/CS Eligibility Examination	4 points
At least two (2) academic or inter-school awards	3 points
At least one (1) academic or inter-school award	2 points

a.3. **Outstanding Employee Award.** This shall apply to applicants with previous work experience, or those applying to positions with experience requirement.

Rubrics:

MOVs Submitted	Points(Innovation/Research)
A, B, C & D	4 points
A, B, C & E	4 points
Only A, B & C	3 points
Only A & B	2 points
Only A	1 point

For collaborative research studies/innovation, the total points shall be divided by the number of authors/researchers indicated in the copyright page.

- c. **Subject Matter Expert / Membership in National TWGs or Committees.** This shall apply to applicants who have been chosen and requested to use their technical knowledge, skills, and experience to develop an output, or work towards an outcome in the national level. This may include but not limited to the development and/or validation of framework, models, policies, and learning materials. Subject matter expertise or membership in NTWGs or Committees must, however, be relevant to the position being applied for in order to be given points.

Means of verification:

- A. Issuance or Memorandum showing the membership in NTWG or Committee;
- B. Certificate of Participation or Attendance; and
- C. Output/Adoption by the organization/DepEd.

Rubrics:

MOVs Submitted	Points(SME)
ALL MOVs	3 points
Only A & B	2 points

- d. **Resource Speakership / Learning Facilitation.** This shall apply to applicants who have been requested and invited to share their knowledge and expertise on specific subject matter/s. This may include applicants who served as a Resource Speaker, Resource Person, Trainer, and/or Learning Facilitator in seminars, training programs, conferences, convention, congress, forums, learning action cells (LAC) sessions, etc.

Means of verification (All listed MOVs shall be submitted):

- A. Issuance/Memorandum/Invitation/Training Matrix;
- B. Certificate of Recognition/Merit/Commendation/Appreciation;
- C. Slide deck/s used and/or Session guide/s.

Rubrics

Level	Points(Resource Speakership/Learning Facilitation)
Applicants from external institution	
Organizational Level Speakership or Higher	2 points
Local Office Level Speakership	1 point
Applicants from central office	
National Level Speakership or Higher	2 points
Central Office Level Speakership	1 point

6. **Application of Education.** Application of education is the contribution made by an applicant to their workplace as a result of their learnings from *higher* education units or degree/s earned, such as but not limited to applied concepts, processes, and skills that are relevant to the position to be filled. Points shall be given to an applicant who has successfully applied the learnings gained from said higher education units or degree/s earned. The application of education must have led to significant positive results in the applicant's current or previous work.

a. **Positions with experience requirement.** Application of education is the contributions made by the applicant to their workplace as a result of their learnings from their education degrees or units earned, such as but not limited to applied concepts, processes, and skills that are relevant to the position to be filled.

Higher premium shall be given to an application of education or intervention made by the applicant that is relevant and applicable to the position to be filled.

Relevant intervention is described as the intervention that is directly applicable to the functional unit where the position applied for is lodged. An intervention is described to be *applicable* if it can be used in the operations of the functional unit based on its office mandates in the official DepEd Office Functions or Office Orders for the creation of the functional unit.

If the intervention made by the applicant does not meet the criteria to be *Relevant*, then said intervention shall be considered and be given corresponding points using the rubrics for *Not Relevant*.

Means of verification:

- A. Action Plan approved by the Head of Office
- B. Accomplishment Report verified by the Head of Office
- C. Certification of the utilization/adoption signed by the Head of Office

Rubrics:

MOV's Submitted	Points (Application of Education)	
	Relevant	Not Relevant
ALL MOVs	10 points	5 points
Only A & B	7 points	3 points
Only A	5 points	1 point

b. **Positions with no experience requirement.** Applicants to positions that do not require previous work experience must submit the GWA in the highest academic/grade level earned as evidenced by Transcript of Records/ Certificate of GWA/Diploma/Special Order from the Commission on Higher Education (CHED) or other certifications. The HRMPSE must develop a system that transmutes the GWA to a percentage scale. Computation of points for Application of Education shall be as follows:

8. **Potential.** Potential refers to the capacity and ability of an applicant to assume the duties and responsibilities of the position to be filled, and those higher positions that are more technical in nature. It may be measured through any or all of the following:

Component	Points (potential)
Written Examinations (WE)	5 points
Skills or Work Sample Tests (S/WST)	10 points
Behavioural Events Interview (BEI)	5 points

In case the above measures are not applicable to applicants to General Services positions, the HRMPSB may design other evaluative assessment strategies that are appropriate and specific for them in order to assess their potential, provided that it follows the ceiling points (55 points) set in Table 1.

- a. **Written Examination** refers to the standardized examination which measures the knowledge, language proficiency, ability to present ideas, judgment and leadership ability of the applicant. The test and evaluation rubrics appropriate to the position to be filled must be developed by subject matter experts as requested by the HRMPSB. *Subject matter experts* refer to individuals internal or external to the office where the vacancy exists, or to the Department, who have working knowledge of the specific competencies required by the position to be filled.

$$\text{Points}_{(WE)} = x/100 * WA_{(WE)}$$

Where:

x = Score/rating in written examination in percentage scale

WA = Weight Allocation for WE

(5 points for Other Groups of Positions/ Salary Grades)

Illustrative example:

Vacant position:

Administrative Assistant II (Disbursing Officer II) - SG 8

(Other groups of positions/ Salary Grades)

$x = 85$

WA = 5

$$\text{Points}_{(WE)} = 85/100 * 5 = 4.25$$

- b. **Skills or Work Sample Test** refers to the test that may be administered to evaluate the application of skills relevant to the requirement of the position to be filled. The test and evaluation rubrics must be designed by subject matter experts as requested by the HRMPSB depending on the type of skills test required by the position to be filled.

$$\text{Points}_{(WE)} = x/100 * WA_{(S/WST)}$$

Where:

x = Score/rating in the S/WST in percentage scale

WA = Weight Allocation for S/WST

(10 points for Other Groups of Positions/ Salary Grades)

LIST OF DEPED AUTHORIZED POSITIONS
Teaching Positions

Note: ¹ Based from the DepEd GMIS and BHRD Classification as of February 15, 2021

² Only those covered by this DepEd Order per Scope of the Policy

Position Title	Salary Grade
Teacher I	11

**LIST OF DEPED AUTHORIZED POSITIONS
Related Teaching Positions**

Note: Based from the DepEd GMIS and BHROD Classification as of February 15, 2021

Position Title	Salary Grade
Chief Education Program Specialist	24
Education Program Supervisor	22
Public Schools District Supervisor	22
Supervising Education Program Specialist	22
Senior Education Program Specialist	19
Senior Science Research Specialist	19
Vocational Instruction Supervisor III	18
Vocational Instruction Supervisor II	17
Education Program Specialist II	16
Guidance Coordinator III	16
Science Research Specialist II	16
Science Research Technician IV	16
Vocational Instruction Supervisor I	16
Guidance Coordinator II	15
School Farming Coordinator III	15
Teacher Credentials Evaluator II	15
Guidance Coordinator I	14
School Farming Coordinator II	14
Guidance Counselor III	13
School Farming Coordinator I	13
Science Research Technician III	13
Teacher Credentials Evaluator I	13
Crafts Education Demonstrator II	12
Education Program Specialist I	12
Guidance Counselor II	12
Guidance Counselor I	11
Science Research Technician II	11
Teaching-Aids Specialist	11
Crafts Education Demonstrator I	10
Education Research Assistant II	10
School Farm Demonstrator	10

**LIST OF DEPED AUTHORIZED POSITIONS
Non-Teaching Positions**

Note: Based from the DepEd GMIS and BHIROD Classification as of February 15, 2021

Position Title	Salary Grade
Computer Maintenance Technologist III	17
Dentist II	17
Information Systems Researcher III	17
Accountant II	16
Architect II	16
Attorney I	16
Engineer II	16
Guidance Services Specialist I	16
Information Systems Analyst II	16
Administrative Officer IV	15
Agriculturist II	15
College Librarian II	15
Computer Programmer II	15
Creative Arts Specialist II	15
Human Resource Management Officer II	15
Internal Auditor II	15
Librarian II	15
Nurse II	15
Nutritionist-Dietitian II	15
Planning Officer II	15
Project Development Officer II	15
Publication Production Supervisor	15
Registrar II	15
Security Officer II	15
Senior Administrative Assistant III	15
Special Investigator II	15
Statistician II	15
Administrative Officer III	14
Cashier II	14
Dentist I	14
Health Education and Promotion Officer II	14
Records Officer II	14
Senior Administrative Assistant II	14
Supply Officer II	14
College Librarian I	13
School Librarian III	13
Senior Administrative Assistant I	13
Vocational Placement Coordinator I	13
Accountant I	12
Administrative Assistant VI	12
Legal Assistant II	12
School Librarian II	12
Accounting Analyst	11
Administrative Assistant V	11
Administrative Officer II	11
Agriculturist I	11
Aquaculturist I	11
Budget Officer I	11
Communications Equipment Operator IV	11

**LIST OF DEPED AUTHORIZED POSITIONS
Non-Teaching Positions**

Note: Based from the DepEd GMIS and BHRD Classification as of February 15, 2021

Position Title	Salary Grade
Laboratory Technician I	6
Mechanic II	6
Mechanical Plant Operator II	6
Photoengraver II	6
Proofreader II	6
Typesetter II	6
Utility Foreman	6
Administrative Aide V	5
Handicraft Worker II	5
Legal Aide	5
Master Fisherman I	5
Security Guard II	5
Administrative Aide IV	4
Clerk II	4
Communications Equipment Operator I	4
Dental Aide	4
Fiscal Clerk I	4
Heavy Equipment Operator I	4
Houseparent I	4
Marine Engineman I	4
Mechanic I	4
Mechanical Plant Operator I	4
Metal Worker I	4
Nursing Attendant I	4
Statistician Aide	4
Telegram Carrier	4
Watchman II	4
Administrative Aide III	3
Clerk I	3
Cook I	3
Coxswain	3
Driver I	3
Fisherman	3
Handicraft Worker I	3
Lineman I	3
Security Guard I	3
Administrative Aide II	2
Construction and Maintenance Man	2
Farm Worker I	2
Guesthouse Caretaker	2
Light Equipment Operator	2
Nurse Maid I	2
Reproduction Machine Operator I	2
Watchman I	2
Administrative Aide I	1
Utility Worker I	1

Important things to remember before accomplishing the form:

1. Rows 1 to 17 of the Sheet1 must remain intact and NO row insertions are allowed.
2. Do not rename the label of the sheet tabs ("Sheet1", "Sheet2", and "Instructions").
3. Do not delete any of the sheets.
4. Do not delete the first row of Sheet2. This will serve as the column headers of the data.
5. Do not make changes in the column headers of Sheet2.
6. Do not remove the "Generate Sheet2" command button in Sheet1. This will be used in capturing the data from Sheet1 to Sheet2. The command button is not printable.
7. You may insert as many rows as required from row 18 to list down all the job vacancies. But, make sure that an empty row is in-between the last item of the list and the row containing the "Interested..." statement.
8. The statement following the list of the job vacancies, which contains the words "not later than..." must strictly follow this format: "Interested... not later than <space> <closing date> (e.g. December 29, 2019)". Space in-between the words "not later than" and the closing date is very much critical. Closing date must be in this pattern: Month DD, YYYY
9. Merged cells should NOT be unmerged.
10. Do not enter multiple positions in one (1) row. Each row corresponds to ONLY one position.
11. For the Salary Grade, please do not include the acronym "SG", enter the SG number ONLY.
12. For the Monthly Salary, do not put any characters other than numbers (e.g. peso sign and comma).

How to accomplish the form:

1. In row 4, select the name of the agency from the dropdown list. The name of the agency that you selected is automatically inserted in row 9. Thus, NO need to make changes in row 9.
2. Fill in the "HRMO" in row 11 and the "Date" of request in row 14.
3. From row 18, enter the list of job vacancies following the column headers. One position per row.
4. Make necessary changes in the closing date. It is found in the statement containing the "Interested..." and "not later than" words. Please take note of the No. 8 reminder above.
5. Accomplish the four (4) rows below the statement "QUALIFIED APPLICANTS..." accordingly:
 - 1st row: name of the designated person to whom the documents must be sent;
 - 2nd row: Position of the designated person;
 - 3rd row: Address of the Agency; and
 - 4th row: Agency's email address.
6. Insert rows for the list of job vacancies, if needed. Delete unused rows in the list.

After accomplishing the form:

When all entries are done and no revisions are needed, that is the only time to click the "Generate Sheet2" command button. This will execute the VBA code that will generate the data to be uploaded in the CSC Job Portal database.

After the command button has been clicked, select Sheet2 and check if the correct data has been captured. Having Sheet2 as the active sheet, save the file as a CSV file (Comma Delimited). This CSC file will then be uploaded to the Job Portal database.

INITIAL EVALUATION RESULT (IER)

Position: _____
 Salary Grade and Monthly Salary: _____
 Qualification Standards:
 Education _____
 Training _____
 Experience _____
 Eligibility _____

No.	Application Code	Names of Applicant	Address	Age	Sex	Civil Status	Personal Information				Education	Training		Experience		Eligibility	Remarks (Qualified or Disqualified)	
							Disability	Religion	Ethnic Group	Email Address		Contact No.	Title	Hours	Details			Years
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		

Prepared and certified correct by:

 (Name and signature)
 Human Resource Management Officer
 Date: _____

Notes and Instructions for the HRMO:
 a) For the purpose of posting the IER, columns D to M shall be completed in accordance with RA No. 10153 (Data Privacy Act). The only information that shall be made public are the application codes, qualifications of the applicants in terms of Education, Training, Experience, Eligibility, and Competency (if applicable), and remark on whether Qualified or Disqualified.
 b) If the information does not apply to the applicant, please put N/A.



Republic of the Philippines
Department of Education
(INSERT DEPED OFFICE/GOVERNANCE LEVEL)
PERSONNEL DIVISION

[Insert Date Here]

[INSERT NAME OF APPLICANT]

[Address Line 1]

[Address Line 2]

Dear **[Applicant]**,

Please be informed of the results of the initial evaluation of your qualifications vis-à-vis the Civil Service Commission (CSC) approved-Qualification Standards (QS) of **[insert position applied for]** position under **[insert specific office]**, as follows:

Position Applied for	CSC-approved QS of the Position	Your Qualifications	Remarks/Details
Administrative Officer IV (Human Resource Management Officer II) OSEC-DECSE-ADOP4-123456-2015 (Insert specific plantilla item number) <i>*sample only</i>	Education: Bachelor's Degree	BS Nursing	Not qualified
	Experience: One (1) year relevant experience	Nursing Assistant (Jan - Dec 2017)	Not qualified
	Training: Four (4) hours of relevant training	24 hours of Practical Nursing Assessment Course	Not qualified
	Eligibility: Career Service (Professional) Second Eligibility	RA 1080 (Registered Nurse)	Qualified

While your qualifications made a favorable impression, we regret to inform you that you did not meet the minimum QS set for **[insert position applied for]** position. You may, however, continue to submit job applications in response to other vacancy announcements that we publish at www.csc.gov.ph/careers, DepEd bulletin boards, and official website (**you may insert online links of other job portals, if necessary**).

The results of the initial evaluation shall be released and posted for transparency purposes. You may refer to your assigned application code **[insert application code]** in the official posting of the results.

Thank you and we wish you the best of luck in your future success.

Very truly yours,

[Insert Name of the HRMO]

[Insert Position/Designation]

(Insert Office Address)

(Insert Telephone Nos.): (02) 0000-0000 Insert Email Address: personnel000@deped.gov.ph

INDIVIDUAL EVALUATION SHEET (IES)

Name of Applicant: _____

Application code: _____

Position Applied For: _____

Schools Division Office: _____

Contact Number: _____

Job Group/SG-Level: _____

Criteria	Weight Allocation	Applicant's Actual Qualifications		
		Details of Applicant's Qualifications <i>(Relevant documents submitted additional requirements, notes of HRMPSB Members)</i>	Computation	Actual Score
Education	10			
Training	10			
Experience	10			
PBET/LET/LEPT Rating	10			
PPST Classroom Observable Indicators <i>(Demonstration Teaching using COT-RSP)</i>	35			
PPST Non-Classroom Observable Indicators <i>(Teacher Reflection)</i>	25			
TOTAL	100			

I hereby attest to the conduct of the application and assessment process in accordance with the applicable guidelines; and acknowledge, upon discussion with the Human Resource Merit Promotion and Selection Board (HRMPSE), the results of the comparative assessment and the points given to me based on my qualifications and submitted documentary requirements for the [insert position] under [insert office where the vacancy exists].

Furthermore, I hereby affix my signature in this Form to attest to the objective and judicious conduct of the HRMPSE evaluation through Open Ranking System.

Name and Signature of Applicant

Date:

Attested:

HRMPSE Chair

COMPARATIVE ASSESSMENT RESULT (CAR)

Plantilla Item Number: _____
 Date of Final Deliberation: _____

Position: _____
 Office/Bureau/Service/Unit where the vacancy exists: _____

Name of Applicant	Application Code	COMPARATIVE ASSESSMENT RESULTS							Remarks	For Background Investigation (Y/N)		For Appointment (To fill-out by the Appointing Officer/Authority. Please sign opposite the name of the applicant)	For Probation (Please identify period of Probation (6 months or 1 year) in accordance with Section F of DO 019.s.2022)
		Education	Training	Experience	Performance	Outstanding Accomplishments	Application of Education	Application of L&D		Potential	Total		
1. Juan C. Dela Cruz													
2.													
3.													
4.													
5.													

Appointment conferred by:

Prepared by the HRMPSB
 (All members should affix signature)

Name and Position HRMPSB Member	Name and Position HRMPSB Member	Name and Position HRMPSB Chairperson	Name and Position HRMPSB Member	Name and Position Appointing Authority
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CLASSROOM OBSERVATION TOOL -- RECRUITMENT, SELECTION, PLACEMENT (RSP)

**FOR
TEACHER APPLICANT**

RUBRIC

Apply knowledge of content within and across curriculum teaching areas					
INDICATOR 1	2	3	4	5	6
The teacher demonstrates moderate content errors related to lesson concepts either in presenting the lesson or in responding to learners' questions or comments. The lesson content does not display coherence.	The teacher demonstrates minor content errors either in presenting the lesson or in responding to learners' questions or comments. The lesson content displays simple coherence.	The teacher demonstrates accurate knowledge of key concepts both in presenting the lesson and in responding to learners' questions or comments. The lesson content displays coherence. The teacher attempts to make connections across curriculum teaching areas, if appropriate.	The teacher demonstrates accurate and in-depth knowledge of most concepts in presenting the lesson and in responding to learners' questions in a manner that attempts to be responsive to student developmental learning needs. The teacher makes connections across curriculum teaching areas, if appropriate.	The teacher demonstrates accurate and in-depth knowledge of all concepts in presenting the lesson and in responding to learners' questions in a manner that is responsive to learner's developmental needs and promotes learning. The teacher makes meaningful connections across curriculum teaching areas, if appropriate.	
FEATURES OF PRACTICE					
1. The teacher makes a few content errors on fundamental concepts or addresses content inaccurately with limited information of the teaching area.	1. The teacher indicates some awareness of other ideas in the same teaching area that are connected to the lesson, but does not make solid connections. 2. The teacher makes few content errors in presenting the lesson but does not affect entirely the learning process.	1. The teacher clearly explains concepts and makes no content errors. 2. The content appears to be accurate and its focus shows awareness of the ideas and structure of the teaching areas. 3. The teacher demonstrates factual knowledge of subject matter and attempts to connect content across teaching areas.	1. The teacher displays comprehensive understanding of the concepts and structure of the teaching area. 2. The teacher presents conceptual knowledge of the subject and makes connections within the teaching area.	1. The teacher displays extensive knowledge of content. 2. The teacher addresses content accurately and its focus is congruent with the big ideas and/or structure of the teaching area.	
CLARIFICATIONS					
MODERATE CONTENT ERRORS reasonable degree of errors in the content of the lesson	MINOR CONTENT ERRORS insignificant degree of errors in the content of the lesson	ACCURATE KNOWLEDGE error-free content	IN-DEPTH KNOWLEDGE foundational knowledge and finer details within the curriculum teaching area	CURRICULUM TEACHING AREAS different learning/subject areas taught and learned in the K to 12 curriculum which includes areas for Kindergarten Education, Special Education, Alternative Learning System, Indigenous Peoples Education	
KEY CONCEPTS central ideas of the topic or lesson	COHERENCE logical and/or developmental sequence in presenting the lesson			KNOWLEDGE OF CONTENT AND PEDAGOGY integration of expertise and teaching skill for a particular area; appropriateness of the pedagogy to teaching area	
SIMPLE COHERENCE basic logic in the sequence of the lesson with one part linked to the next	PEDAGOGY method and practice of teaching			WITHIN CURRICULUM TEACHING AREA inclusion of appropriately chosen intra-disciplinary topics and enabling learning competencies within the curriculum guide of a specific learning/subject area and grade level	
In the context of Indigenous Peoples Education (IPEd), pedagogy is articulated in the IP's Indigenous Learning System (ILS) (DO 32, s. 2015).				ACROSS CURRICULUM TEACHING AREA making meaningful connections and including appropriate interdisciplinary topics and learning competencies cited in the curriculum guide of other learning/subject areas in any grade level	

Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills

INDICATOR 3	2	3	4	5	6
	The teacher asks mostly low-order questions that require simple factual responses and/or provides activities that are routine.	The teacher provides straightforward questions and activities which lead learners through a single path of inquiry.	The teacher uses questions and activities that mostly require the learners to interpret, explain, or describe ideas learned.	The teacher employs a range of targeted follow-up questions and activities that encourage learners to explain, demonstrate, and use ideas learned.	The teacher challenges learners to justify their thinking and successfully engages most learners in discussion using well-directed questions and activities.

FEATURES OF PRACTICE

1. The teacher asks simple yes/no questions.	1. The teacher asks questions that require rote-type responses such as Who, What, Where, and When. Examples of rote-type questions vs. high-order questions: a. "Who is the author?" vs. "Who is the persona?" b. "What is the solution to the problem?" vs. "How will you address the issue?" c. "Saang kontinente matatagpuan ang bansang Indonesia?" vs. "Saang kaugray na lokasyon matatagpuan ang Indonesia?"	1. The teacher makes some attempt to engage learners in genuine discussion rather than simple, factual, or rote-type discussion. 2. The teacher asks, "Can you please explain this idea?"	1. The teacher employs a range of strategies to ensure that most learners are given opportunities to give opinions about the lesson and to react to the opinions of others. 2. The teacher creates a genuine discussion among learners, providing adequate time for them to respond, as well as to step aside when appropriate.	1. The teacher challenges learners cognitively to advance high-level thinking and discourse in an interactive exchange of views. 2. The teacher ensures that all voices of learners are heard in the discussion.
	2. The teacher accepts all contributions without processing the learners' answers.			

CLARIFICATIONS

CRITICAL THINKING SKILLS
 high-level thinking skills such as analysis, evaluation, interpretation, or synthesis of information and application of creative thought to form an argument, solve a problem, or reach a conclusion

CREATIVE THINKING SKILLS
 thinking skills that involve exploring ideas, generating possibilities, and looking for multiple right answers rather than just one

HIGHER-ORDER THINKING SKILLS
 complex thinking processes which include analysis, evaluation, synthesis, reflection, and creativity

Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements

INDICATOR 5

2	3	4	5	6
<p>The teacher attempts to incorporate assessment in the lesson without set criteria.</p>	<p>The teacher provides a limited range of assessment strategies but fails to address the learning goals.</p>	<p>The teacher provides a range of assessment strategies but only some are aligned with the learning goals.</p>	<p>The teacher provides a range of assessment strategies that address most of the learning goals.</p>	<p>The teacher provides assessment strategies consistent with the curriculum requirements.</p>
<p>FEATURES OF PRACTICE</p>				
<p>1. The teacher does not provide a set of criteria to assess the learners' work.</p> <p>2. The teacher does not provide a set of standards, e.g. rubric or checklist, to assess the learners' work and output.</p>	<p>1. The teacher uses assessment procedures focused on task completion and/or compliance rather than learner achievement of lesson purpose/ objective.</p>	<p>1. The teacher uses a variety of assessment strategies, but some do not measure the intended learning outcomes.</p> <p>2. The teacher uses procedures that yield only some evidence of learning.</p>	<p>1. The teacher uses a repertoire of assessment strategies which are aligned with the intended learning goals.</p> <p>2. The teacher uses assessment procedures that draw out evidence of whether learners have learned the intended learning outcomes.</p>	<p>1. The teacher predominantly uses assessment strategies which are embedded as an integral part of the lesson and are aligned with the intended instructional or consistent with the content standards.</p> <p>2. The teacher encourages the learners to assess and monitor the quality of their work against the assessment criteria and performance standards.</p>

CLARIFICATIONS

ASSESSMENT STRATEGIES:

DIAGNOSTIC

assessment used to identify each learner's strengths, weaknesses, knowledge, and skills prior to instruction, e.g., pretest, drills, review, anticipation guide, content knowledge boxes

FORMATIVE

assessment used to identify knowledge and/or skills that learners can hone/build on or need to improve, e.g., recitation (show of hands, response cards, happy/sad face), activities (games, tableau, exit cards), and seat works (reflection journal, exercises, practice)

SUMMATIVE

assessment used to identify learner achievement of the objectives of the lesson, e.g., written works (quizzes, essays), performance tasks (skills demonstration, group presentations, oral work)

Indicators for IPEd Teacher Applicants

Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning

INDICATOR 3	2	3	4	5	6
	<p>The teacher displays intermediate Low sublevel proficiency in the use of Mother Tongue, and/or Filipino and/or English that somewhat hinders teaching and learning.</p>	<p>The teacher displays intermediate Mid sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that loosely facilitates teaching and learning.</p>	<p>The teacher displays intermediate High sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that fairly facilitates teaching and learning.</p>	<p>The teacher displays Advanced Low sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that regularly facilitates teaching and learning.</p>	<p>The teacher displays Advanced Mid sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that progressively facilitates teaching and learning including probing questions and feedback.</p>
<p>1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is marked by frequent pauses and self-corrections as he/she searches for appropriate linguistic forms and vocabulary. Misinterpretations arise between teacher and learners but can be resolved by repetition or rephrasing.</p> <p>2. Misinterpretations arise between teacher and learners but can be resolved by repetition or rephrasing.</p>	<p>1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is characterized by occasional pauses and self-corrections as he/she searches for adequate vocabulary and appropriate language forms in delivering the lesson. The teacher rarely has difficulty linking ideas and using communication strategies, such as code switching and translation.</p>	<p>1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is primarily framed using connected ideas. Teacher's use of Mother Tongue, and/or Filipino, and/or English manifests minimal linguistic challenges.</p>	<p>1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is mostly sufficient, accurate, clear, and precise in conveying ideas to learners without misrepresentation or confusion. Teacher's use of Mother Tongue, and/or Filipino, and/or English is generally understood by the learners.</p>	<p>1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is marked by a substantial flow of ideas. His/her vocabulary is fairly extensive and appropriate to the level of learners. Teacher's use of Mother Tongue, and/or Filipino, and/or English is concrete, accurate, clear and precise, conveying his/her ideas without misinterpretations or confusion.</p>	

FEATURES OF PRACTICE

CLARIFICATIONS

<p>MOTHER TONGUE PROFICIENCY the native language or the first language the learner learns as a child (PPST, 2017)</p> <p>PROFICIENCY the use of language (medium of instruction) to communicate effectively in speech and in writing, including code switching and translation</p> <p>Proficiency for SPED teachers handling learners with hearing impairment: use of Total Communication (TC), that is incorporating various modes of communication such as speech, gestures, body language, lipreading, and formal signs (e.g., American Sign Language (ASL), Filipino Sign Language (FSL), Signed Exact English (SEE))</p>	<p>INTERMEDIATE LOW SUBLEVEL PROFICIENCY able to lead class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) but in a limited number of simple communicative tasks in learning situations</p> <p>INTERMEDIATE MID SUBLEVEL PROFICIENCY able to lead class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) in a variety of simple communicative tasks in learning situations</p> <p>ADVANCED LOW SUBLEVEL PROFICIENCY able to consistently handle class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) in a variety of communicative tasks in learning situations</p> <p>ADVANCED MID SUBLEVEL PROFICIENCY able to consistently handle class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) with ease and confidence in a large number of communicative tasks</p>
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The Classroom Observation Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government.





COT-RSP

TEACHER APPLICANT

RATING SHEET

OBSERVER: _____ DATE: _____

APPLICATION CODE OF THE APPLICANT OBSERVED: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

DIRECTIONS FOR THE OBSERVERS:

1. Rate each item on the checklist according to how well the teacher performed during the observation. Mark the appropriate column with a (✓) symbol.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. Attach your accomplished Observation Notes Form to the completed Rating Sheet.

INDICATORS	2	3	4	5	6	NO*
1. Apply knowledge of content within and across curriculum teaching areas						
2. Use a range of teaching strategies that enhance learner achievement in literacy and/or numeracy skills						
3. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order skills						
4. Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts						
5. Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements						
OTHER COMMENTS:						

Signature over Printed Name of the Observer

Signature over Printed Name of the Applicant

**NO stands for Not Observed which automatically gets a rating of 2.*

**COT-RECRUITMENT, SELECTION
and PLACEMENT (RSP)**

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COT-RSP

TEACHER APPLICANT

INTER-OBSERVER AGREEMENT FORM

OBSERVER 1: _____
 OBSERVER 2: _____
 OBSERVER 3: _____
 DATE: _____

APPLICATION CODE OF APPLICANT: _____
 SUBJECT & GRADE LEVEL TAUGHT: _____

DIRECTIONS FOR THE OBSERVERS:

Discuss with the other observers your reason/s for rating in each indicator. In case of different ratings, come up with a final rating. **The final rating is NOT an average; it is a rating based on a reasoned and consensual judgment.** Indicate this rating on the column "Final Rating". Add the final rating per indicator to get the total then compute for the *Rating for Classroom Observation* using the formula below. (Note: Weight allocation for Classroom Observation is at 35 points.)

Note that if the applicant gets NO (Not Observed) in an indicator, write 2 as the final rating.

INDICATORS	FINAL RATING
1. Apply knowledge of content within and across curriculum teaching areas	
2. Use a range of teaching strategies that enhance learner achievement in literacy and/or numeracy skills	
3. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order skills	
4. Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts	
5. Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements	
TOTAL NO. OF POINTS OBTAINED (<i>highest possible score is 30</i>)	____ / 30
OTHER COMMENTS:	
Rating for the Demonstration Teaching i.e., (Total score / 30) * 35 <i>Example: (20 / 30) x 35 = 23.33 points</i>	
	____ points

Signature over Printed Name
of Observer 1

Signature over Printed Name
of Observer 2

Signature over Printed Name
of Observer 3

Signature over Printed Name of the Applicant

COT-RECRUITMENT, SELECTION
and PLACEMENT (RSP)

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TEACHER REFLECTION FORM (TRF)

DATE: _____

APPLICATION CODE OF TEACHER APPLICANT: _____

Directions: Share how you were able to exhibit the objectives by writing specific situations from your experiences as a teacher, as a practicum student, or in any other related instances. Be guided by the questions/prompts provided. Limit your response to a maximum of **10 sentences**.

Non-classroom
observable
objective

Narrative and Reflection

How do you maintain a learning environment that is responsive to your community's context? Describe the context in your area and share teacher practices that contribute to further improvement of your community.

OBJECTIVE 6

Maintain learning environments that are responsive to community contexts.

Comments from the Evaluator:

Rating: Exemplary (5pts) Fully Acceptable (3pts) Not Fully Acceptable (1pt)



Non-classroom
observable
objective

Narrative and Reflection

In which practices do you show care, respect, and integrity to learners, colleagues, parents, and other education stakeholders? How do these practices uphold the dignity of the teaching profession?

OBJECTIVE 8

Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.

Comments from the Evaluator:

Rating: Exemplary (5pts) Fully Acceptable (3pts) Not Fully Acceptable (1pt)



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Rubrics for Rating the TRF

Exemplary (E) 5 points	Fully Acceptable (FA) 3 points	Not Fully Acceptable (NFA) 1 point
<p>The applicant was able to provide anecdotal and situational examples that support the demonstration of the objective. The examples/justifications/practices/instances provided by the applicant are aligned with the objective and showcase the applicant's deep understanding of the objective.</p> <p>The response contained little to no grammatical and technical (capitalization, punctuation, etc.) errors. The applicant has good command of the language used.</p>	<p>The applicant was able to give examples/justifications/practices/instances that somehow/do not fully align with the objective. The response demonstrates limited understanding of the objective.</p> <p>The response contained few grammatical and technical (capitalization, punctuation, etc.) errors. However, these did not greatly affect the quality of the response.</p>	<p>The applicant was unable to support/provide evidence of his/her demonstration/ability to demonstrate the objective. The examples/justifications/practices/instances do not align with the objective and demonstrate little to no understanding of the objective.</p> <p>The response contained several grammatical and technical (capitalization, punctuation, etc.) errors which interfere with the understanding of the ideas presented.</p>

Reminders for the evaluators:

1. Evaluators assess the applicant's demonstration and/or understanding of the objective based on the narrative and responses, NOT the quantity of narratives or experiences. **Long answers do not automatically merit an Exemplary rating.**
2. Use the portion **Comments from the Evaluator** to write down statement/s that support your given rating. Some examples:
 - My rating is 1 because the examples given are very general and do not demonstrate his/her understanding of the indicator.*
 - I gave a rating of 3 because although the examples are aligned with the objective, the explanation was not focused on how the activities relate to his/her teaching practices.*
 - My rating is 5 because although only 1 example was given, it demonstrated deep understanding of the objective. The explanation directly targets the intention of the objective.*

