REGIONAL MEMORANDUM
No. ____________, s. 2021

REQUEST FOR COMMENTS ON THE DRAFT DEPED ORDER ON THE
GUIDELINES ON THE PROMOTION TO MASTER TEACHER
POSITIONS IN THE SENIOR HIGH SCHOOL

To: All Schools Division Superintendents

1. This is in reference to the attached Memorandum DM-PHROD-2021-0518 dated July 1, 2021 from Usec. Jesus L.R. Mateo, Undersecretary for Planning and Human Resource and Organizational Development relative to the Request for Comments on the Draft DepEd Order on the Guidelines on the Promotion to Master Teacher Positions in the Senior High School (SHS), endorsing for further inputs, comments and recommendation. Said guidelines seek to provide for a systematic and competency-based process of recruitment, selection, and promotion to SHS Master Teacher positions that were vacated and/or remained unfilled upon, thus, promoting professional growth and career movement of teachers especially those SHS Teachers (SHS Teacher I to SHS Teacher III).

2. In line with this, please submit inputs on or before July 15, 2021 to BHROD-HRDD at email address: bhrod.hrdd@deped.gov.ph, using the following template:

<table>
<thead>
<tr>
<th>Page No.</th>
<th>Item/Particulars</th>
<th>Comments</th>
<th>Suggested Revisions</th>
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3. It is informed that when there will be no inputs on the draft guidelines on the set deadline, contents of the said draft guidelines shall be deemed approved and accepted.

4. For information, guidance and immediate compliance.

TOLENTINO G. AQUINO
Director IV

Encl.: As stated
Reference: Memorandum DM-PHROD-2021-0518
To be indicated in the Perpetual Index
Under the following subjects:

POLICY
PROMOTIONS

POSITIONS
REQUESTS

PROCEDURE
TEACHERS

AD/bfa/RM
July 6, 2021

DepEd Region 1: Built on character; empowered by competence.
MEMORANDUM
DM-PHROD-2021-0518

TO : Undersecretaries
    Assistant Secretaries
    Central Office Directors
    Regional Directors
    All Others Concerned

FROM : JESUS L.R. MATEO
       Undersecretary for Planning and Human Resource and Organizational Development

SUBJECT : Request for Comments on the Draft DepEd Order on the Guidelines on the Promotion to Master Teacher Positions in the Senior High School

DATE : 1 July 2021

In accordance with the Civil Service Commission’s (CSC) 2017 Omnibus Rules on Appointment and Other Human Resource Actions (ORAOHRA) and in response to the need to establish applicable guidelines on the promotion of Senior High School (SHS) teachers, the Department, through the Bureau of Human Resource and Organizational Development – Human Resource Development Division (BHROD-HRDD), hereby endorses the attached Draft DepEd Order on the Guidelines on the Promotion to Master Teacher Positions in the Senior High School, for your further inputs, comments, and recommendations.

These guidelines seek to provide for a systematic and competency-based process of recruitment, selection, and promotion to Master Teacher positions in the SHS that were vacated and/or remained unfilled upon creation since 2016; thereby promoting professional growth and career movement of teachers, especially those in the SHS holding Teacher I to III positions. This policy is anchored on the standards for teacher quality as defined in the Philippine Professional Standards for Teachers (PPST) that is consistent and adheres to the principles of merit and fitness.
Kindly submit your inputs on or before July 15, 2021, Thursday, to BHROD-HRDD at email address: bhrod.hrdd@deped.gov.ph, using the suggested template below:

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Should there be no feedback or comments received from your office by July 15, 2021, the contents of the draft guidelines shall be deemed approved and accepted from your end.

For questions and further clarifications, you may coordinate your concerns with BHROD-HRDD through Ms. Chanda Crisostomo using the same email address above.

Thank you very much.
GUIDELINES ON THE PROMOTION TO MASTER TEACHER POSITIONS
IN THE SENIOR HIGH SCHOOL

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) hereby issues the herein Guidelines on the Promotion to Master Teaching Positions in the Senior High School (SHS) which provides for a systematic and competency-based process of selection and promotion to Master Teacher positions in the SHS. It is anchored on the standards for teacher quality as defined in the Philippine Professional Standards for Teachers (PPST) and upholds the principles of merit, fitness, competence, equal opportunity, transparency, and accountability pursuant to the DepEd Merit Selection Plan. It is aimed at ensuring that the organization and its manpower are able to respond to challenges and opportunities of the 21st century with a focus on the delivery of quality, accessible, relevant, and liberating basic education.

2. The basic principles, general policies, and specific guidelines, procedures, and criteria in the selection and promotion stated herein shall guide its personnel and stakeholders in the filling-up of vacant and/or unfilled Master Teacher positions in the SHS, thereby promoting professional growth and career movement of existing teachers, especially those holding permanent status in the SHS.

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. DO No. 3, s. 2016, Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017
   c. DO No. 49, s. 2016, Guidelines on the Hiring of Contractual (Full-Time and Part-Time) Teachers in Senior High School
   d. 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 DepEd Order and its subsequent amendments, if any, shall take effect immediately upon its publication on the DepEd website and registration with the Office of the National Administrative Register (ONAR), in accordance with the Administrative Code of 1987 and prevailing jurisprudence.
5. Immediate dissemination of and strict compliance with this Order are directed.

LEONOR MAGTOLIS BRIONES
Secretary

Encl.:
As stated

References:
As stated

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

APPPOINTMENT
EMPLOYMENT
HIRING
POLICY
RECRUITMENT
SELECTION
GUIDELINES ON THE PROMOTION TO MASTER TEACHER POSITIONS
IN THE SENIOR HIGH SCHOOL

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 submitted to the CSC the Agency Merit Selection Plan of the Department of Education 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) 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 appointment 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 the Promotion to Master Teacher Positions in the Senior High School. These guidelines are anchored on the standards for teacher quality as defined in the Philippine Professional Standards for Teachers (PPST) pursuant to DepEd Order (DO) No. 42, S. 2017. This policy shall provide for a systematic process of selection and promotion to Master Teacher positions in the Senior High School (SHS) that were vacated and/or remained unfilled upon creation since 2016; thereby promoting professional growth and career movement of teachers in the SHS.
II. Scope

5. This policy provides guidance to Human Resource Management Officers (HRMOs), Human Resource Merit Promotion and Selection Board (HRMPSB), Appointing Authorities/Officers, teacher applicants, and other stakeholders on the systematic process of promotion of qualified SHS teachers to vacated and/or unfilled Master Teacher I, II, and III positions in all senior high schools in the Department. It covers the basic principles, general policies, and specific guidelines, procedures, and criteria in the recruitment, selection, and appointment to Master Teacher positions in the SHS.

6. This policy shall exclude the process and criteria for recruitment, selection, and appointment to Teacher I, II, and III positions in the SHS. The existing hiring guidelines for SHS teaching positions as stipulated in DO No. 3, s. 2016 and its subsequent guidelines shall remain in effect to govern the appointment of teachers to the said positions, unless otherwise repealed, modified, or amended by subsequent policies.

III. Definition of Terms

7. For purposes of these guidelines, 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, behaviour, 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. **Behavioural Events Interview** refers to the conduct of direct inquiry with the applicants, focusing on their display of desired behaviour/s when subjected to specific situations or conditions in their previous and/or current workplace. It seeks to determine how past behaviour predicts future performance. It shall be used to validate if key behaviours linked to the required competencies have been exhibited by the applicants.

d. **Bona Fide Resident** refers to an applicant who has been residing for at least six (6) months at the barangay, municipality, city, or province, in that order, where the vacancy exists, as evidenced by the applicant’s PDS and Voter’s Identification 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** 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.
g. Competence refers to the ability to perform tasks efficiently and effectively by exhibiting behaviours that demonstrate the necessary knowledge, skills, and attitude.

h. 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.

i. 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.

j. 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 CSC, 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. For Teacher I, the applicable Eligibility shall be the Professional Regulation Commission’s Licensure Examination for Professional Teachers (LEPT).

k. 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.

l. 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.

m. Experience refers to the previous jobs in either the government or private sector, whether full-time or part-time, which, as certified by the Human Resource Management Officer (HRMO) or authorized officials of the previous employer, are functionally related to the duties in the Position Description Form (PDF) of the position to be filled.

n. Fitness refers to the principle of ensuring that the competencies of an individual match with the competency requirements of a position.

o. Increments Table refers to the tool that is used in determining the incremental points in education, training, and experience obtained by the applicant that exceeds the minimum qualifications per CSC-approved Qualification Standards.

p. Initial Evaluation Results refer to the report submitted by the HRMO which contains the list of qualified and disqualified applicants vis-a-vis the minimum qualifications required by the position to be filled as indicated in the CSC-approved QS.

q. Learning and Development 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.

r. 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.
s. **Means of Verification** refers to the documents that serve as proof of evidence to verify the attainment of specific qualifications, criteria, or component of evaluative assessment.

t. **Merit** refers to the necessary qualifications and competencies to perform the duties and responsibilities of the position to be filled.

u. **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.

v. **Philippine Professional Standards for Teachers** refers to the set of professional standards for teachers that defines teacher quality in the Philippines through well-articulated domains, strands, and indicators that provide measures for professional learning, competent practice, and effective engagement. It sets out clear expectations of teachers in attaining proficiency along well-established career stages from Beginning to Distinguished practice.

w. **Placement** is the process of assigning a successful candidate to specific unit, location, or workplace.

x. **Promotion** refers to the advancement of a career employee from one position to another with an increase in duties and responsibilities as authorized by law, and usually accompanied by an increase in salary. Promotion may be from one department or agency to another or from one organizational unit to another within the same department or agency. Provided, however, that any upward movement from the non-career service to the career service and vice versa shall not be considered as a promotion but as reappointment.

y. **Qualification Standards** refer to the minimum requirements for positions in the government service in terms of qualifications in Education, Training, Experience, Eligibility, and Competency.

z. **Recruitment** refers to the procedure of searching for, attracting, and obtaining applications for employment. The result is a pool of applicants from which possible appointees are selected.

aa. **Rubrics** refer to the scoring guide used to assess the qualifications of applicants based on set evaluative criteria. It usually includes the quality definitions of each criterion at particular levels of attainment and a scoring system.

bb. **Selection** refers to the procedure by which applicants are screened, assessed, and evaluated vis-à-vis the requirements of the position to be filled. The objective is to produce comparative assessment results of candidates best suited for appointment.

c. **System of Ranking Positions** refers to the hierarchical arrangement of positions from highest to lowest, which shall be a guide in determining 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.

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

8. 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. CO - Central Office
f. CSC - Civil Service Commission
g. CSC FO - Civil Service Commission Field Office
h. HR - Human Resource
i. HRD - Human Resource Development
j. HRMO - Human Resource Management Officer
k. HRMPSB - Human Resource Merit Promotion and Selection Board
l. IER - Initial Evaluation Results
m. IES - Individual Evaluation Sheet
n. KRA - Key Result Areas
o. L&D - Learning and Development
p. L&D - Learning and Development
q. MOV - Means of Verification
r. MSP - Merit Selection Plan
s. ORS - Open Ranking System
t. ORAHOHRA - Omnibus Rules on Appointments and Other Human Resource Actions
u. PDS - Personal Data Sheet
v. PDF - Position Description Form
w. QS - Qualification Standards
x. RO - Regional Office
y. SDO - Schools Division Office
z. SG - Salary Grade

IV. Policy Statement

9. The DepEd hereby provides for the set of guidelines that governs the promotion of qualified SHS teachers to Master Teacher positions in the SHS, anchored on the competency-based recruitment, selection, and appointment policies of the CSC as adopted by DepEd in its Agency Merit Selection Plan. It operationalizes the DepEd’s commitment to hire and retain the right people for the right job at the right time by strictly adhering to the principles of Merit, Competence, Fitness, Accountability, Transparency, and Equal Opportunity.

V. Procedures

A. Publication and Posting of Vacancies

10. 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 Master Teacher positions in the SHS, 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.
11. Publication of a vacant position authorized to be filled shall be prepared and certified by the HRMO through the submission of Civil Service (CS) Form No. 9, Revised 2018 (copy attached as Annex B), along with the list of requirements enumerated in Part V(B) Item 15 of this Order, in electronic and printed copies to the concerned CSC Field Offices (CSC FO).

12. Based on the teacher need analysis of the Schools Division, the QS for the particular track or tracks with teacher need shall be used in the publication of each item number of the vacant SHS position.

**Illustrative example:**

<table>
<thead>
<tr>
<th>Position</th>
<th>Required Qualifications</th>
<th>Experience</th>
<th>Requirements</th>
<th>Eligibility</th>
<th>Qualification Standards</th>
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<tbody>
<tr>
<td>1 Master Teacher (Senior High School - Academic Track)</td>
<td>Bachelor's degree, or completion of technical education program in the area of specialization</td>
<td>At least 10 Years of experience in the field</td>
<td>Applicants for a permanent appointment: RA 1050 (Teacher) if not RA 1080 eligible, they must pass the LET within the first (3) years after the date of first hiring</td>
<td>SHS - SDO Guimaras</td>
<td></td>
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</tr>
</thead>
<tbody>
<tr>
<td>1 Master Teacher (Senior High School - Technical Vocational-Industrial Track)</td>
<td>Bachelor's degree, or completion of technical education program in the area of specialization</td>
<td>At least 10 Years of experience in the field</td>
<td>Applicants for a permanent appointment: RA 1050 (Teacher) if not RA 1080 eligible, they must pass the LET within the first (3) years after the date of first hiring</td>
<td>SHS - SDO Guimaras</td>
<td></td>
</tr>
</tbody>
</table>

13. Any incorrect information in the publication of a vacant position (e.g., plantilla item number, position title, or qualification standards) shall be grounds for the disapproval/invalidation of appointments.

14. Posting of vacancy shall be done in at least three (3) conspicuous physical places, such as the agency bulletin boards. In addition, 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.

13. Announcement of vacancy shall be done through the issuance of an official memorandum duly signed by the Schools Division Superintendent (SDS). The same shall be used for posting in three (3) conspicuous places and through other modes. The memorandum shall contain the same information specified in CS Form No. 9, and may include additional requirements of the position, such as but not limited to the following information:
a. Position Title (Parenthetical Title, if applicable);
b. Salary/Job/Pay Grade;
c. Monthly Salary;
d. CSC QS;
e. Equal Employment Opportunity Clause in adherence to the Equal Opportunity Principle (EOP), which "allows anyone within or outside DepEd to apply for a position, irrespective of age, sex, sexual orientation, gender identity and expression, civil status, disability, religion, ethnicity, and political beliefs."
   f. Job description of the position (if applicable);
g. List of Requirements enumerated in Part V (B) Item 17 of this Order, and other documentary requirements for the comparative assessment;
h. Deadline of Submission of Documentary Requirements;
i. Timeline/Schedule of Activities and Other Instructions; and
j. Protocols and procedures on the adoption of remote modalities on recruitment and selection, as deemed practicable and applicable.

15. 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 SDS, through the HRMO, shall cause the re-publication and re-posting of the vacant position.

16. All other provisions under Part V(A) Publication and Posting of Vacancies of the DepEd Merit Selection Plan and rules and regulations as provided for in CSC MC No. 14, s. 2018 (ORAOHRA), as applicable, shall be strictly adhered to.

B. Submission and Receipt of Application Documents

17. All interested applicants to vacant Master Teacher positions shall submit the following documentary requirements to the respective HRMOs, through the Records Unit or the sub-committee designated by the SDS to perform the function of receiving application documents, on or before the deadline indicated in the SDO memorandum:

a. Letter of intent addressed to the SDS, or to the highest human resource officer designated by the SDS, containing the following information:
   i. Statement of purpose/expression of interest
   ii. Subject group they intend to teach
   iii. School where they intend to teach, if any;
b. Duly accomplished PDS (CSC Form No. 212, Revised 2017) and Work Experience Sheet;
c. Photocopy of valid and updated PRC License/ID;
d. Photocopy of Certificate of Board Rating and Passing;
e. Photocopy of scholastic/academic record (i.e., Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available);
f. Photocopy of duly signed Service Record;
g. Photocopy of latest appointment;
h. Photocopy of certificate/s of relevant specialized trainings or professional development programs;
i. Photocopy of the Performance Rating in the last rating period prior to the date of assessment or screening with at least Very Satisfactory rating;
j. Certified copy of Voter's ID and/or any proof of residency;
k. Checklist of Requirements and Omnibus Certification/Waiver pursuant to RA No. 10173, otherwise known as the Data Privacy Act of 2012, using the attached form (Annex C); and

l. Other documents as may be required by the HRMSPB, including but not limited to:

   i. Portfolio for non-classroom observable indicators of the PPST; and

   ii. Additional requirements for specific SHS Track as enumerated in DO No. 3, s. 2016 titled Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017

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

18. Individuals who failed to submit complete documents (Items 17.a to 17.k) on the deadline indicated in the SDO memorandum shall not be included in the pool of official applicants. No further documents shall be accepted after the deadline. However, non-submission of the additional documentary requirements or those may be required by the HRMSPB (Item 17.l) shall not warrant exclusion from the pool of official applicants.

19. The applicant assumes full responsibility and accountability for the completeness, authenticity, and veracity of the documents submitted, as evidenced by the Omnibus Certification/Waiver (Item 17.k), duly signed by the applicant. The HRMO and/or sub-committee shall check and verify the completeness, authenticity, and veracity of the documents submitted. Any false and fraudulent document submitted shall be ground/s for disqualification.

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

Initial Evaluation of the Qualifications of Applicants

21. 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, and Eligibility requirements.

22. The HRMO shall prepare and submit a duly signed Initial Evaluation Results (IER) (see prescribed template in Annex D) to the HRMSPB 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:

   a. Qualified (Q) refers to those who meet the minimum qualifications required by the position to be filled; and

   b. Disqualified (DQ) refers to those who do not meet the minimum qualifications of the position to be filled
23. The HRMO may consult or seek the advice of the HRMPSB in exceptional cases wherein the HRMO perceives the need for a collegial decision such as but not limited to the relevance of the applicants' education, training, or experience to the position to be filled; provided that the HRMO maintains and assumes full responsibility and accountability of the final results of the initial evaluation.

24. A copy of the IER shall be posted by the HRMO in at least three (3) conspicuous physical places, concealing the applicants' personal information in accordance with the Data Privacy Act. The only information that shall be made public are the names of the applicants, their qualifications in terms of Education, Training, Experience, Eligibility, and Competency (if applicable), and remark on whether Qualified or Disqualified.

25. The HRMO shall likewise notify all applicants 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 calls and short messaging services may be used only to accompany the aforementioned official communication channels.

   Official communications to Qualified and Disqualified applicants shall use the prescribed templates attached in this Order as Letter to Qualified Applicants (Annex E) and Letter to Disqualified Applicants (Annex F), respectively.

26. Based on the recommendation of the HRMO, the SDS may designate sub-committee/s in the districts, or SDO, as deemed practicable, to assist the HRMO in the conduct of initial evaluation. The sub-committee/s, however, shall only serve as an assistorial body. The HRMO shall maintain full responsibility and accountability in the results of the initial evaluation, and therefore, shall be responsible in responding to queries and complaints pertaining to the initial evaluation.

C. Comparative Assessment of Applicants

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

28. An Open Ranking System shall be adopted to ensure transparency in the process and results of the comparative assessment wherein applicants or set of 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 confirm their individual results during the open ranking. Upon confirmation of the individual results, applicants shall be required to affix their signature on their Individual Evaluation Sheet (IES) (see prescribed template in Annex G). 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. Documentation of the highlights of the Open Ranking by the HRMPSB Secretariat shall be required. In the event that an applicant fails or refuses to sign the IES, the official Minutes of Meeting shall suffice to establish the integrity of the assessment process.

29. In the event when face-to-face conduct of the comparative assessment and/or open ranking is not feasible, the HRMPSB may adopt the use of online platforms and other remote modalities and alternative strategies, as deemed practicable and applicable, in the conduct of paper and portfolio evaluation, demonstration teaching, and other examinations, if any, Behavioural Events Interview (BEI), and HRMPSB meetings and deliberations. Protocols and
procedures on the adoption of remote modalities shall be detailed in the SDO memorandum. Applicants may also be allowed to submit an electronic or scanned copy of their signed IES.

30. Upon receipt of the report of the HRMO on the IER, the HRMPSB shall screen the applicants through the conduct of Evaluative Assessments which, based on the principles of merit and fitness, are meant to assess the competencies of applicants vis-à-vis the required competencies of the position to be filled. Specifically, the HRMPSB shall:

a. Convene the applicants in a group to witness the paper evaluation;
b. Evaluate the Education, Training (in hours), and Experience (in years) (ETE), and PBET/LET rating of applicants using the rubrics provided in this Order;
c. Assess, deliberate, and rate the applicants’ competencies on the Classroom Observable Strands/Indicators through the conduct of demonstration teaching following the rubrics and protocols provided in this Order;
d. Assess the applicants’ competencies on the Non-Classroom Observable Strands/Indicators based on the teacher’s demonstration of the indicators through portfolio assessment and annotations in accordance with 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 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 a duly signed CAR (see prescribed template in Annex H) to the appointing officer/authority within seven (7) calendar days.

31. Any issue on the comparative assessment must be resolved by the HRMPSB prior to the submission of the CAR.

32. The HRMPSB Secretariat shall document the process of comparative assessment using the Minutes of Deliberation (see prescribed template in Annex I).

33. The HRMO shall post the CAR in at least three (3) conspicuous physical places in DepEd offices and schools concerned, concealing the applicants’ personal information in accordance with the Data Privacy Act. All applicants shall likewise be notified of the comparative assessment results through official communication channels, such as but not limited to formal written communications, 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 calls and short messaging services may be used only to accompany the aforementioned official communication channels.

34. Based on the recommendation of the HRMPSB, the SDS may designate sub-committee/s in the districts, or offices, as deemed practicable, to assist the HRMPSB in the process of comparative assessment. The sub-committee/s, however, shall only serve as an assistorial body. The HRMPSB shall maintain full responsibility and accountability in the results of the comparative assessment, and therefore, shall be responsible in responding to queries and complaints pertaining to the comparative assessment.
Criteria and Point System for Comparative Assessment

35. The assessment for Master Teacher positions in the SHS shall be based on the following criteria:

a. **Education** as defined in the CSC-approved QS. It shall vary for each track depending on the position to be filled;
b. **Training or Learning and Development (L&D)** in Curriculum and Instruction and/or in relevant learning area specialization or strand acquired in the last three (3) years;
c. **Experience** in teaching;
d. **Performance** in the last rating period covering one (1) year performance prior to the assessment;
e. **PPST Classroom Observable Competencies** measured through Classroom Observation/Demonstration Teaching; and
f. **PPST Non-Classroom Observable Competencies** measured through the Portfolio Assessment.

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight Allocation</th>
<th>Breakdown of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Education</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>b. Training</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>c. Experience</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>d. Performance</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>e. Demonstration Teaching</td>
<td>70</td>
<td>25</td>
</tr>
<tr>
<td>f. Portfolio Assessment</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Education, Training, and Experience (ETE)* shall comprise 30 percent of the total number of points. Points for ETE shall correspond to the applicant’s qualifications exceeding the minimum requirements of the position as defined by the QS.

*Performance, Demonstration Teaching, and Portfolio Assessment* shall comprise the remaining 70 percent of the total number of points.

Rubrics for Computation of Points per Criterion

37. **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>
<thead>
<tr>
<th>Increment</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Can Read and Write</td>
<td>Some Elementary Education</td>
</tr>
<tr>
<td>2</td>
<td>Elementary Graduate</td>
<td>Some Junior High School Education</td>
</tr>
<tr>
<td>3</td>
<td>Completed Junior High School</td>
<td>Some Senior High School Education</td>
</tr>
<tr>
<td>4</td>
<td>Senior High School Graduate</td>
<td>Less than 2 years of College</td>
</tr>
<tr>
<td>5</td>
<td>Completed 2 years in College</td>
<td>Less than a Bachelor’s Degree</td>
</tr>
<tr>
<td>6</td>
<td>College Graduate</td>
<td>Less than 6 Units undertaken towards the completion of a Masters Degree</td>
</tr>
<tr>
<td>7</td>
<td>6 Units undertaken towards the completion of a Masters Degree</td>
<td>Less than 6 Units undertaken towards the completion of a Masters Degree</td>
</tr>
<tr>
<td>8</td>
<td>9 Units undertaken towards the completion of a Masters Degree</td>
<td>Less than 12 Units undertaken towards the completion of a Masters Degree</td>
</tr>
<tr>
<td>9</td>
<td>12 Units undertaken towards the completion of a Masters Degree</td>
<td>Less than 15 Units undertaken towards the completion of a Masters Degree</td>
</tr>
<tr>
<td>10</td>
<td>15 Units undertaken towards the completion of a Masters Degree</td>
<td>Less than 18 Units undertaken towards the completion of a Masters Degree</td>
</tr>
<tr>
<td>11</td>
<td>18 Units undertaken towards the completion of a Masters Degree</td>
<td>Less than 21 Units undertaken towards the completion of a Masters Degree</td>
</tr>
<tr>
<td>12</td>
<td>21 Units undertaken towards the completion of a Masters Degree</td>
<td>Less than 24 Units undertaken towards the completion of a Masters Degree</td>
</tr>
<tr>
<td>13</td>
<td>24 Units undertaken towards the completion of a Masters Degree</td>
<td>Less than 27 Units undertaken towards the completion of a Masters Degree</td>
</tr>
<tr>
<td>14</td>
<td>27 Units undertaken towards the completion of a Masters Degree</td>
<td>Less than 30 Units undertaken towards the completion of a Masters Degree</td>
</tr>
<tr>
<td>15</td>
<td>30 Units undertaken towards the completion of a Masters Degree</td>
<td>Less than 33 Units undertaken towards the completion of a Masters Degree</td>
</tr>
<tr>
<td>16</td>
<td>33 Units undertaken towards the completion of a Masters Degree</td>
<td>Less than 36 Units undertaken towards the completion of a Masters Degree</td>
</tr>
<tr>
<td>17</td>
<td>36 Units undertaken towards the completion of a Masters Degree</td>
<td>Less than 39 Units undertaken towards the completion of a Masters Degree</td>
</tr>
<tr>
<td>18</td>
<td>39 Units undertaken towards the completion of a Masters Degree</td>
<td>Less than 42 Units undertaken towards the completion of a Masters Degree</td>
</tr>
<tr>
<td>19</td>
<td>42 Units undertaken towards the completion of a Masters Degree</td>
<td>Less than Complete Academic Requirements completed towards the completion of a Masters Degree</td>
</tr>
<tr>
<td>20</td>
<td>Complete Academic Requirements completed towards a Masters Degree</td>
<td>Less than an awarded Masters Degree</td>
</tr>
<tr>
<td>21</td>
<td>Masters Degree</td>
<td>Less than 3 Units undertaken towards the completion of a Doctorate</td>
</tr>
<tr>
<td>22</td>
<td>3 Units undertaken towards the completion of a Doctorate</td>
<td>Less than 6 Units undertaken towards the completion of a Doctorate</td>
</tr>
<tr>
<td>23</td>
<td>6 Units undertaken towards the completion of a Doctorate</td>
<td>Less than 9 Units undertaken towards the completion of a Doctorate</td>
</tr>
<tr>
<td>24</td>
<td>9 Units undertaken towards the completion of a Doctorate</td>
<td>Less than 12 Units undertaken towards the completion of a Doctorate</td>
</tr>
<tr>
<td>25</td>
<td>12 Units undertaken towards the completion of a Doctorate</td>
<td>Less than 15 Units undertaken towards the completion of a Doctorate</td>
</tr>
<tr>
<td>26</td>
<td>15 Units undertaken towards the completion of a Doctorate</td>
<td>Less than 18 Units undertaken towards the completion of a Doctorate</td>
</tr>
<tr>
<td>27</td>
<td>18 Units undertaken towards the completion of a Doctorate</td>
<td>Less than 21 Units undertaken towards the completion of a Doctorate</td>
</tr>
<tr>
<td>28</td>
<td>21 Units undertaken towards the completion of a Doctorate</td>
<td>Less than 24 Units undertaken towards the completion of a Doctorate</td>
</tr>
<tr>
<td>29</td>
<td>24 Units undertaken towards the completion of a Doctorate</td>
<td>Less than Complete Academic Requirements completed towards the completion of a Doctorate</td>
</tr>
<tr>
<td>30</td>
<td>Complete Academic Requirements completed towards a Doctorate</td>
<td>Less than an awarded Doctorate</td>
</tr>
<tr>
<td>31</td>
<td>Doctorate</td>
<td></td>
</tr>
</tbody>
</table>
### Table 2.b. Increments Table – Training

<table>
<thead>
<tr>
<th>Increment</th>
<th>Range From</th>
<th>Range To</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4 hours</td>
<td>Less than 6 hours</td>
</tr>
<tr>
<td>2</td>
<td>6 hours</td>
<td>Less than 16 hours</td>
</tr>
<tr>
<td>3</td>
<td>16 hours</td>
<td>Less than 24 hours</td>
</tr>
<tr>
<td>4</td>
<td>24 hours</td>
<td>Less than 32 hours</td>
</tr>
<tr>
<td>5</td>
<td>32 hours</td>
<td>Less than 40 hours</td>
</tr>
<tr>
<td>6</td>
<td>40 hours</td>
<td>Less than 48 hours</td>
</tr>
<tr>
<td>7</td>
<td>48 hours</td>
<td>Less than 56 hours</td>
</tr>
<tr>
<td>8</td>
<td>56 hours</td>
<td>Less than 64 hours</td>
</tr>
<tr>
<td>9</td>
<td>64 hours</td>
<td>Less than 72 hours</td>
</tr>
<tr>
<td>10</td>
<td>72 hours</td>
<td>Less than 80 hours</td>
</tr>
<tr>
<td>11</td>
<td>80 hours</td>
<td>Less than 88 hours</td>
</tr>
<tr>
<td>12</td>
<td>88 hours</td>
<td>Less than 96 hours</td>
</tr>
<tr>
<td>13</td>
<td>96 hours</td>
<td>Less than 104 hours</td>
</tr>
<tr>
<td>14</td>
<td>104 hours</td>
<td>Less than 112 hours</td>
</tr>
<tr>
<td>15</td>
<td>112 hours</td>
<td>Less than 120 hours</td>
</tr>
<tr>
<td>16</td>
<td>120 hours</td>
<td>Less than 128 hours</td>
</tr>
<tr>
<td>17</td>
<td>128 hours</td>
<td>Less than 136 hours</td>
</tr>
<tr>
<td>18</td>
<td>136 hours</td>
<td>Less than 144 hours</td>
</tr>
<tr>
<td>19</td>
<td>144 hours</td>
<td>Less than 152 hours</td>
</tr>
<tr>
<td>20</td>
<td>152 hours</td>
<td>Less than 160 hours</td>
</tr>
<tr>
<td>21</td>
<td>160 hours</td>
<td>Less than 168 hours</td>
</tr>
<tr>
<td>22</td>
<td>168 hours</td>
<td>Less than 176 hours</td>
</tr>
<tr>
<td>23</td>
<td>176 hours</td>
<td>Less than 184 hours</td>
</tr>
<tr>
<td>24</td>
<td>184 hours</td>
<td>Less than 192 hours</td>
</tr>
<tr>
<td>25</td>
<td>192 hours</td>
<td>Less than 200 hours</td>
</tr>
<tr>
<td>26</td>
<td>200 hours</td>
<td>Less than 208 hours</td>
</tr>
<tr>
<td>27</td>
<td>208 hours</td>
<td>Less than 216 hours</td>
</tr>
<tr>
<td>28</td>
<td>216 hours</td>
<td>Less than 224 hours</td>
</tr>
<tr>
<td>29</td>
<td>224 hours</td>
<td>Less than 232 hours</td>
</tr>
<tr>
<td>30</td>
<td>232 hours</td>
<td>Less than 240 hours</td>
</tr>
<tr>
<td>31</td>
<td>240 hours</td>
<td>Or more</td>
</tr>
<tr>
<td>32</td>
<td>248 hours</td>
<td>Or more</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6 months</th>
<th>Less than 1 year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>Less than 1 year 6 months</td>
</tr>
<tr>
<td>2 years</td>
<td>Less than 2 years 6 months</td>
</tr>
<tr>
<td>3 years</td>
<td>Less than 3 years 6 months</td>
</tr>
<tr>
<td>4 years</td>
<td>Less than 4 years 6 months</td>
</tr>
<tr>
<td>5 years</td>
<td>Less than 5 years 6 months</td>
</tr>
<tr>
<td>6 years</td>
<td>Less than 6 years 6 months</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

### Table 2.c. Increments Table – Experience

<table>
<thead>
<tr>
<th>Increment</th>
<th>Range From</th>
<th>Range To</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Less than 6 months</td>
<td>Less than 6 months</td>
</tr>
</tbody>
</table>
Table 3. Rubrics for Computation of Points for Education, Training, and Experience

<table>
<thead>
<tr>
<th>Salary Range and Weight Allocation</th>
<th>Education</th>
<th>Training</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Range</td>
<td>Points</td>
<td>Range</td>
</tr>
<tr>
<td>Education: 10 points</td>
<td>8 or more increments</td>
<td>10</td>
<td>8 or more increments</td>
</tr>
<tr>
<td>Training: 10 points</td>
<td>6-7 increments</td>
<td>8</td>
<td>6-7 increments</td>
</tr>
<tr>
<td>Experience: 10 points</td>
<td>4-5 increments</td>
<td>6</td>
<td>4-5 increments</td>
</tr>
<tr>
<td></td>
<td>2-3 increments</td>
<td>4</td>
<td>2-3 increments</td>
</tr>
</tbody>
</table>

Illustrative example:

Vacant position: Master Teacher I (SHS – Academic Track and Core Subjects) – SG 18

Qualification Standards per CSC-approved QS

- Education: Master's degree in relevant strand/subject
- Training: 12 hours of training relevant to the subject area specialization
- Experience: 4 years of relevant teaching/industry work experience

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 2c.

<table>
<thead>
<tr>
<th>Minimum requirement</th>
<th>CSQ approved Qualification Standards</th>
<th>Corresponding Level based on Increments Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Master's degree in relevant strand/subject</td>
<td>Level 21 (based on Table 2.a)</td>
</tr>
<tr>
<td>Training</td>
<td>12 hours of training relevant to the subject area specialization</td>
<td>Level 2 (based on Table 2.b)</td>
</tr>
<tr>
<td>Experience</td>
<td>4 years of relevant teaching/industry work experience</td>
<td>Level 9 (based on Table 2.c)</td>
</tr>
</tbody>
</table>

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 included in the computation of increments.

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

<table>
<thead>
<tr>
<th>Education Qualification of Applicant A</th>
<th>Incremental Qualification (Minimum Qualification)</th>
<th>Corresponding Level based on Table 2.a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Secondary Education (BSEd)</td>
<td>Using Table 2.a, the corresponding level of Applicant A’s Education qualification (12 units for a Doctoral degree in Education) is at Level 21.</td>
<td></td>
</tr>
<tr>
<td>Master of Science in Statistics (MS)</td>
<td>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 23), as illustrated below.</td>
<td></td>
</tr>
<tr>
<td>12 units for a Doctoral degree in Statistics</td>
<td>Applicant’s Education level – QS level = Increment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25 – 21 = 4 increments</td>
<td></td>
</tr>
</tbody>
</table>


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

<table>
<thead>
<tr>
<th>Training Qualification</th>
<th>Increment</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 hours training on curriculum contextualization or localization and lesson planning [January 27 to 29, 2021]</td>
<td>4 increments</td>
</tr>
<tr>
<td>24 hours training on Financial Literacy [August 5 to 7, 2020]</td>
<td>3 increments</td>
</tr>
<tr>
<td>40 hours National Training of Teachers of Grade 11 Science and Mathematics for the K-12 Enhanced Basic Education Program [December 9 to 13, 2019]</td>
<td>5 increments</td>
</tr>
</tbody>
</table>

The cumulative hours of the relevant training(s), which are acquired within the last 3 years, shall be considered for the awarding of increments.

In the case of Applicant A, the 24 hours training on curriculum contextualization or localization and lesson planning concluded on January 27 to 29, 2021 and the 40 hours National Training of Teachers of Grade 11 Science and Mathematics for the K-12 Enhanced Basic Education Program concluded on December 9 to 13, 2019 shall be considered. Using Table 2.a, the corresponding level of Applicant A’s Training qualification (a total of 64 hours) is at Level 9.

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 9), as illustrated below:

Applicant’s Training level – QS level = Increment
9 – 2 = 7 increments

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

<table>
<thead>
<tr>
<th>Experience Qualification</th>
<th>Increment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barangka National High School – SHS Teacher III – June 1, 2016 to present</td>
<td>7 increments</td>
</tr>
</tbody>
</table>

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, 2016 to present) is 5 years and 8 months. Using Table 2.c, the corresponding level of Applicant A’s Experience qualification (5 years and 8 months) is at Level 11.

The number of increments for Applicant A’s Experience qualifications shall be computed by subtracting the minimum QS level (Level 9) from the applicant’s qualification level (Level 11), as illustrated below:

Applicant’s Experience level – QS level = Increment
11 – 9 = 2 increments

Note: Applicant A’s date of first day of SHS Teacher III: June 01, 2016
The date of HRMPSSE assessment/Open Ranking System: July 01, 2021

b. 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).

c. 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:

<table>
<thead>
<tr>
<th>Qualification Statement</th>
<th>Qualification of the Applicant</th>
<th>Computation of Points based on Incremental Qualification</th>
<th>Total Qualification Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s degree in relevant subject</td>
<td>Barangka National High School – SHS Teacher III – June 1, 2016 to present</td>
<td>Based on Table 3: 5 increments</td>
<td>4 points (out of 10)</td>
</tr>
<tr>
<td>12 hours of training relevant to the subject area specialization</td>
<td>40 hours National Training of Teachers of Grade 11 Science and Mathematics for the K-12 Enhanced Basic Education Program [December 9 to 13, 2019]</td>
<td>Based on Table 3: 5-7 increments</td>
<td>6 points (out of 10)</td>
</tr>
<tr>
<td>4 years of relevant teaching/industry work experience</td>
<td>24 hours training on curriculum contextualization or localization and lesson planning [January 27 to 29, 2021]</td>
<td>Based on Table 3: 4-5 increments</td>
<td>5 points (out of 10)</td>
</tr>
<tr>
<td>12 units for a Doctoral degree in Education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

d. Meeting the minimum (baseline) QS requirements for Education, Training, and Experience shall be given zero (0) points.

e. All applicable provisions on Qualification Standards as provided for in Parts I to V, Rule VIII of the CSC MC No. 14, s. 2018 (ORAOHRA) shall apply.
38. **Performance.** Performance refers to the assessment of how tasks, duties, and responsibilities are carried out or accomplished by the applicant as evidenced by duly-signed performance rating document or Results-Based Performance Management System (RPMS) Individual Performance Commitment and Review (IPCR) Form. The points for performance shall be computed as follows:

\[
\text{Points}_{\text{performance}} = \frac{x}{5} \times \text{WA}_{\text{performance}}
\]

Where:
- \(x\) = Performance Rating reflected in the IPCR Form
- \(5\) = Highest possible performance rating in DepEd RPMS
- \(\text{WA}\) = Weight Allocation for Performance (30 points)

Illustrative example:

... 

39. **Demonstration Teaching.** The Classroom Observable Strands/Indicators of the PPST shall be assessed through the conduct of the actual classroom teaching using the Classroom Observation Tool for Recruitment, Selection, and Placement (COT-RSP). For SHS promotion, only three (3) to five (5) classroom observable strands shall be selected as objectives for recruitment and selection, focusing on Levels 4 to 8 of the COT Rubric for Master Teacher I and II positions, and Levels 5 to 9 for Master Teacher III and IV positions to capture good performance in the Highly Proficient and Distinguished career stage, respectively. The determination of the classroom observable strands for recruitment and selection shall be done at the national level.

a. *The Classroom Observable Strands/Indicators.* The following Classroom Observable Strands/Indicators shall be used as gauge in evaluating the applicants’ classroom observable competencies in the conduct of demonstration teaching:

<table>
<thead>
<tr>
<th>Table 4.a. PPST Classroom Observable Strands/Indicators for SHS Promotion in Master Teacher Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.2 Apply knowledge of content within and across curriculum teaching areas.</td>
</tr>
<tr>
<td>1.4.2 Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.</td>
</tr>
<tr>
<td>1.5.2 Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.</td>
</tr>
<tr>
<td>4.1.2 Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.</td>
</tr>
<tr>
<td>5.1.2 Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 4.b. PPST Classroom Observable Strands/Indicators for SHS Promotion in Master Teacher Positions in the Indigenous Peoples Education (IPEd)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.2 Apply knowledge of content within and across curriculum teaching areas.</td>
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</table>
1.4.2 Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.

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

3.5.2 Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.

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

b. The Classroom Observation Tools for Recruitment, Selection, and Placement (COT-RSP). The following evaluative assessment tools are designed to measure the classroom performance of teacher applicants against the identified observable indicators:

i. COT-RSP Rubric (Annex J) refers to the rubric by which the classroom performance of the teacher applicant is measured against the observable indicators.

ii. Observation Notes Form (Annex K) is used by the observer to record specific observations and comments on the classroom performance of the teacher applicant.

iii. Rating Sheet (Annex L) is used to indicate the rating/level attained by the teacher applicant in each of the indicators.

iv. Inter-Observer Agreement Form (Annex M) is used when there are two (2) to three (3) observers to indicate the final rating for each indicator during the Inter-Observer Agreement Exercise.

c. Classroom Observation Protocols. Observers shall ensure that all the steps in classroom observation protocols detailed in this Order are judiciously followed.

i. The selection of observer/s or sub-committee/s that will be designated to conduct classroom observations or observe demonstration teaching shall take into consideration their understanding and knowledge of the PPST, the recruitment and selection process, and the specific protocols on the conduct of classroom observations. They shall be comprised of trained COT assessors/observers with expertise on the learning areas being observed (e.g., Master Teachers in higher ranks than the position to be filled, Head Teachers, School Heads, Public School District Supervisors, Education Program Specialists/Supervisors).

ii. Two (2) to three (3) observers shall participate in the classroom observation.

iii. 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 classroom observation. Only the Observation Notes Form must be brought and accomplished by the observer/s during the actual observation.

iv. It is highly recommended that the teacher applicants be observed for the entire class duration (45 minutes to one (1) hour) in an actual classroom setting with learners. 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.

v. The Rating Sheet shall be accomplished individually by each observer after the actual observation.

vi. If there are multiple observers, only the subject specialist shall rate Indicator 1.

vii. An Inter-Observer Agreement Exercise shall be done in case of multiple observers, 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 reasoned and consensual judgment.

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 41.c.iv are observed.

d. The points for the demonstration teaching shall be computed as follows:

\[
\text{Points}_{\text{Demo Teaching}} = \frac{\text{COT rating}}{30} \times \text{WA}_{\text{Demo Teaching}}
\]

Where:
- COT rating = Applicant’s final rating as reflected in the COT-RSP Rating Sheet or COT-RSP Inter-Observer Agreement Form
- 30 = Highest possible score for COT
- WA = Weight Allocation for demonstration teaching

40. Portfolio Assessment. The Non-Classroom Observable Strands/Indicators of the PPST shall be assessed through the assessment of the teacher applicant’s portfolio. Only three (3) to five (5) non-classroom observable strands shall be determined as indicators for promotion. The determination of the non-classroom observable strands for recruitment and selection shall be done at the national level.

a. The Non-Classroom Observable Strands/Indicators. The following Non-Classroom Observable Strands/Indicators shall be used as a gauge in evaluating the applicants’ non-classroom observable competencies:

Table 5. PPST Non-Classroom Observable Strands/Indicators for SHS Promotion in Master Teacher Positions

<table>
<thead>
<tr>
<th>1.2.2</th>
<th>Use research-based knowledge and principles of teaching and learning to enhance professional practice.</th>
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<tbody>
<tr>
<td>1.2.3</td>
<td>Collaborate with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy</td>
</tr>
<tr>
<td>4.3.3</td>
<td>Work collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability levels</td>
</tr>
<tr>
<td>4.4.3</td>
<td>Review with colleagues the teacher and learner feedback to plan, facilitate, and enrich teaching practice</td>
</tr>
<tr>
<td>7.3.2</td>
<td>Participate in professional networks to share knowledge and to enhance</td>
</tr>
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</table>
The same set of indicators shall be used for IPEd teacher applicants.

b. **The Non-Classroom Observable Tools for RSP.** The following evaluative assessment tools are designed to measure the teacher applicant’s understanding of the non-classroom observable indicators:

i. **Teacher Reflection Form (Annex N)** is used to demonstrate how the teacher applicant exhibits each of the non-classroom observable indicators by writing down narratives and reflection based on specific situations and experiences as guided by prompt questions.

ii. **Rubrics for Rating the TRF (Annex O)** is used to rate the teacher applicant’s responses in the TRF.

c. **Protocols in Assessing the Non-Classroom Observable Indicators.** Observers shall ensure that all the steps in classroom observation protocols detailed in this Order are judiciously followed.

i. The TRF shall be accomplished on the spot.

ii. Teacher applicants shall be given 45 minutes to one (1) hour to accomplish the complete set of the TRFs.

iii. The HRMPSB shall have a designated location, preferably a room, for teacher applicants to answer the TRF. A proctor shall be assigned in the venue to oversee the process.

iv. TRF evaluators shall 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.

v. TRF evaluators shall use the portion ‘Comments from the Evaluator’ to write down statement/s that support the given rating.

vi. **Add protocols applicable in remote modality**

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

\[
\text{Points}_{\text{TRF}} = \frac{\text{TRF rating}}{20} \times \text{WA}_{\text{TRF}}
\]

Where:
- TRF rating = Applicant’s total rating obtained from the complete set of TRFs
- 20 = Highest possible score for TRF
- WA = Weight Allocation for demonstration teaching

*Illustrative example:*

**TRF rating = 41**

\[
\text{Points}_{\text{TRF}} = \frac{41}{20} \times 15 = 31.5 \quad \text{points}
\]

Other Evaluative Assessments:

\[
\text{Points}_{\text{other}} = \frac{\text{other evaluation}}{20} \times 15 = \text{points}
\]

41. The HRMPSB may conduct other evaluative assessments, as deemed necessary, to gather additional information about the applicant in terms of other aspects such as but not limited to their potential, character, and fitness. Other evaluative assessments, however, do not have corresponding scores. They shall be used to provide additional guidance to the appointing officer/authority in the selecting possible appointees.
a. **Behavioural Events Interview (BEI):** This refers to the conduct of direct inquiry with the applicant, focusing on their display of desired behaviours 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 (Situation-Task-Action-Results) approach to validate whether the key behaviours that are linked to the required competencies have been exhibited by the applicant. The STAR approach draws focus on actual situations in which the applicant acted; the Task/s that the applicant faced; the Actions that the applicant took; and the Results of those actions.

The BEI may be used to assess the following:

i. **Potential.** The BEI shall be used to assess the potential of an applicant. It is used to evaluate the capacity and ability of an applicant to assume the duties of the position to be filled and those higher positions that are more technical in nature.

ii. **Characteristics or traits.** It shall be used to gauge other relevant aspects such as the applicant's psychological and social well-being.

iii. **Fitness.** It shall serve as an avenue to evaluate an applicant's Job Fit, Location Fit, and Organizational Fit.

The BEI is a tool used to collect complete and detailed information about the applicant, verify their credentials, and validate the results of assessments conducted. For example, the applicant's responses in the TRF may be validated through BEI.

b. **Written Examination.** A standardized examination may be administered to measure the applicant's knowledge, language proficiency, ability to present ideas, judgment, and leadership ability.

c. **Skills or Work Sample Test.** This type of test may be administered to evaluate the application of skills relevant to the requirement of the position to be filled (e.g. Technical-Vocational-Livelihood). 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. Subject matter experts refer to individuals internal or external to the school where the vacancy exists, or to the Department, who have working knowledge of the specific knowledge, skills, attitudes, and key behaviours required by the position to be filled.

d. **Ethics-Oriented and Personality Development Test and/or CSC Promotional Test.** Modeled with CSC MC No. 6, s. 2017, results of this test may be used by the appointing officer/authority in selecting the most qualified candidate for appointment.

e. **Background Investigation (BI).** The BI may be conducted, as may be required by the appointing officer/authority, to verify 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.
Comparative Assessment Results

42. After a judicious and objective assessment of the qualified candidates, the HRMPSB shall prepare and submit a duly signed comparative assessment result to the appointing officer/authority within seven (7) calendar days. It shall contain the names, address, degree, and evaluation scores of the candidates for promotion, which shall be in order of highest to lowest final overall scores obtained from the evaluative assessments.

43. Six (6) separate CAR/CAR-RQA shall be prepared by the HRMPSB according to the six (6) SHS Subject Groups:

a. Group I. HUMSS and the following subject groupings:
   i. I-A: Oral Communication, Reading and Writing, English for Academic and Professional Purposes, Practical Research
   ii. I-B: Komunikasyon at Pananaliksik sa Wika at Kulturarang Pilipino, Pagbasa at Pagsusuri ng Iba't Ibang Teksto sa Pananaliksik, Pagsulat sa Filipino sa Piling Larangan
   iii. I-C: 21st Century Literature from the Philippines and the World; Contemporary Philippine Arts from the Region; Understanding Culture, Society, and Politics; Introduction to the Philosophy of the Human Person and related specialized HUMSS subjects
   iv. I-D: Media and Information Literacy; Empowerment Technologies (for the Strands)

b. Group II. ABM and Entrepreneurship, Research, and Work Immersion

c. Group III. STEM and the following subject groupings:
   i. III-A: General Mathematics, Statistics and Probability, and related specialized STEM subjects
   ii. III-B: Earth Science, Earth and Life Science, Physical Science, and related specialized STEM subjects

d. Group IV. TVL and the following specializations:
   i. IV-A: Specialized TVL/Agri-Fisheries
   ii. IV-B: Specialized TVL/Industrial Arts
   iii. IV-C: Specialized TVL/ICT
   iv. IV-D: Specialized TVL/Home Economics

e. Group V. Sports and the following subjects:
   i. Physical Education and Health, Personal Development, and related specialized Sports Subjects

f. Group VI. Arts and Design

44. The HRMPSB shall indicate in the ‘Remarks’ column all other relevant information about the individual applicants that will serve as guide to the appointing office/authority in the selection of possible appointee/s. Specific information that may be supplied in the ‘Remarks’ column include 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. Thus, the ‘Remarks’ column of the CAR-RQA shall contain the teacher applicant’s information and qualifications on the following:

a. Learning area specialization (e.g. Kindergarten or Early Childhood Education; Filipino, English, Math, Science, and other subject area specialization; SHS strand and area specialization);
b. Knowledge and qualifications in handling learners in Alternative Learning System (ALS), Special Education (SpEd), Madrasah, Indigenous People’s Education (IPEd);

c. Ethnic group, if any;

d. Mother-tongue and language/s proficient at;

e. Preferred school;

f. Beneficiary of national programs such as ‘Sa Pinas, Ikaw and Ma’am/Sir (SPIMS) beneficiary, 4Ps beneficiary, etc.

45. In the event when all the candidates in the CAR are already appointed and there are still vacant positions, the SDS shall order the conduct of another round of recruitment and selection process to establish a new CAR.

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

D. Appointment

47. The appointing officer/authority shall be guided by the report of the HRMPSB’s CAR, 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, unless otherwise provided by law.

48. The appointing officer/authority may select from the candidates in the CAR 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:


Appointment may be valid when the candidates belonging to the top five (5) or less per vacant position do not possess the necessary learning area specialization required by the position to be filled, or the candidates belonging to the top five (5) or less per vacant position 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;

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 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 grant 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.

49. Only when deemed necessary, the appointing officer/authority may request for
Background Investigation (BI) of selected candidates to be conducted by the HRMO or other
personnel selected by the HRMO.

50. 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.

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

52. Duly approved appointments shall be announced through the posting of a Notice of
Appointments Issued (NAI) in the bulletin boards and through other modes for at least 15
calendar days a day after the issuance of the appointment.

53. Pursuant to CSC Resolution No. 1800582 dated June 13, 2018; an anticipated
vacancy in teaching positions due to promotion may be filled up, provided that, an annotation
on the promotional appointment to indicate that the appointee shall be reverted to their
former position in case the promotional appointment of the previous position holder is
disapproved or invalidated.

54. The appointing officer/authority shall be accountable for the appointments. He/ she
shall respond to queries and complaints pertaining to the results of the selection.

55. All other provisions on appointment stipulated in Part V(E) Appointment of the DepEd
Merit Selection Plan and applicable rules and regulations as provided in the ORAOHRA shall
strictly be adhered to.

VI. Monitoring and Evaluation

56. 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.

57. 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.
58. The result of the evaluation and consolidated recommendations from HRMPSBs shall be consulted with the CSC and other government agencies concerned.

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

VII. References

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

a. Executive Order No. 292, "Instituting the Administrative Code of 1987"

b. CSC Memorandum Circular No. 3, s. 2012, "Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM"

c. DepEd Order No. 42, s. 2017, "National Adoption and Implementation of the Philippine Professional Standards for Teachers"

d. CSC Resolution No. 1701077 promulgated 03 July 2017, "2017 Rules on Administrative Cases in the Civil Service (2017 RACCS)"

e. CSC Memorandum Circular No. 14, s. 2018, "2017 Omnibus Rules on Appointments and Other Human Resource Actions, Revised July 2018"

f. DepEd Order No. ____, s. 2021, "The Department of Education Merit Selection Plan"

VIII. Repealing Clause

61. 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. DO No. 3, s. 2016, Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017


c. DO No. 49, s. 2016, Guidelines on the Hiring of Contractual (Full-Time and Part-Time) Teachers in Senior High School

d. 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

62. 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. Effectivity/Transitory Provision

63. Vacant Master Teacher positions in the SHS shall only be open to SHS teachers holding permanent status upon first publication of vacant positions in consonance with Part V(A) Item 13 of this Order. Thereafter, all other applicants in the Elementary and Junior High School may already apply and be considered for promotion in SHS Master Teacher positions.
64. This DepEd Order and its subsequent amendments, if any, shall take effect immediately upon its publication on the DepEd website and registration with the Office of the National Administrative Register (ONAR), in accordance with Administrative Code of 1987 and prevailing jurisprudence.

65. The existing hiring guidelines for SHS teaching positions as stipulated in DO No. 3, s. 2016 shall remain in effect to govern the appointment of teachers to Teacher I, II, and III positions in the SHS, unless otherwise repealed, modified, or amended by subsequent policies.