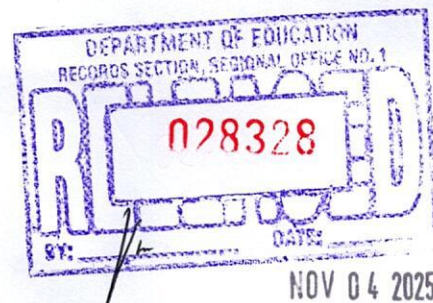




Republic of the Philippines
Department of Education
REGION I



REGIONAL MEMORANDUM
No. 1475, s. 2025

**FREQUENTLY ASKED QUESTIONS (FAQs) FOR DEPED ORDER
NO. 024, S. 2025 AND DEPED ORDER NO. 034, S. 2025**

To: All Schools Division Superintendents
All Others Concerned

1. This is in reference to the attached MEMORANDUM-DM-OUHROD-2025-3003 dated October 24, 2025 from Usec. Wilfredo E. Cabral, Undersecretary for Human Resource and Organizational Development, Department of Education relative to the abovementioned subject.
2. Herein are Annex A-Frequently Asked Questions relative to the DepEd issuances, and the Career Progression Toolkit, particularly for the forms and templates, for guidance and ready references.
3. For information and guidance.

For the Regional Director:


ATTY. RHEA JOY L. CARBONELL
Chief Administrative Officer
Administrative Division

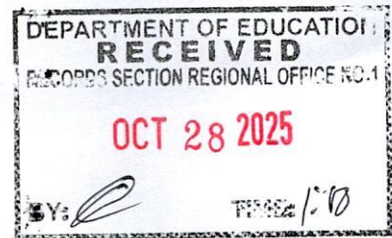
Encl.: As Stated
Reference: None
To be indicated in the Perpetual Index
Under the following subjects:
GUIDELINES

PROMOTION

QUESTIONS

ADS/PS/hfa/RM_FAQsDOs24&34,s.2025

November 3, 2025



Republika ng Pilipinas
Department of Education
OFFICE OF THE UNDERSECRETARY
HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

MEMORANDUM
DM-OUHROD-2025-3003

TO : **REGIONAL DIRECTORS**
SCHOOLS DIVISION SUPERINTENDENTS
HUMAN RESOURCE MANAGEMENT OFFICERS
PUBLIC ELEMENTARY AND SECONDARY SCHOOL HEADS
PUBLIC ELEMENTARY AND SECONDARY TEACHERS
ALL OTHERS CONCERNED

FROM : **WILFREDO E. CABRAL**
Undersecretary
Human Resource and Organizational Development

SUBJECT : **FREQUENTLY ASKED QUESTIONS (FAQS) FOR DEPED ORDER**
NO. 024, S. 2025 AND DEPED ORDER NO. 34, s. 2025

DATE : 24 October 2025

With reference to the issued DepEd Order (DO) No. 024 s, 2025 titled *Guidelines on the Implementation of the Expanded Career Progression System for Teachers and School Heads in the Department of Education*, and DepEd Order No. 034, s. 2025 – *Amendments and Clarifications to DepEd Order No. 024, s. 2025*, this Office hereby provides the following materials to serve as guidance for all implementers and key stakeholders in the effective and consistent implementation of the abovementioned policies:

- a. **Annex A – Frequently Asked Questions** (with answers) on DepEd Order No. 024, s. 2025 and DepEd Order No. 034, s. 2025
- b. **Career Progression Toolkit** (Annexes, Appendices, Legal Bases, Orientation Slides, and Recording of the Online Orientation):
<https://tinyurl.com/CareerProgToolKit>

The above information, education, communication (IEC) materials are intended to provide clarity, ensure alignment, and promote a unified understanding of the processes for the implementation across all levels of governance in the Department. For other questions not covered in the FAQs, please email BHROD-HRDD at bhrod.hrdd@deped.gov.ph.

Immediate dissemination of this memorandum is directed.





Republic of the Philippines
Department of Education
OFFICE OF THE SECRETARY

**Frequently Asked Questions (FAQs) on the
Expanded Career Progression System for Public School Teachers**
based on DepEd Order No. 024, s. 2025 and DO 34, s. 2025

I. General Information

1. What is the Expanded Career Progression (ECP) System for Public School Teachers?

- It's a system established by EO No. 174, s. 2022, aimed at promoting professional development and career advancement for teachers. It defines clear career lines of teachers within the public basic education system (Kindergarten to SHS) managed by DepEd.
- This system bridges the gap between Teacher III and Master Teacher I by establishing new position titles—Teacher IV, Teacher V, Teacher VI, Teacher VII, and Master Teacher V—thereby providing more opportunities for teachers' career advancement.

2. What is the difference between the ERF and ECP systems?

Feature/Aspect	Equivalent Record Form (ERF)	Expanded Career Progression (ECP)
Availability of Positions	Limited higher-level teaching positions (T1-T3, MT1-MT4)	■ Introduced new higher-level teaching positions (Teacher IV–VII and MT V). ■ Creates more opportunities for promotion
Basis for Promotion	Automatic; heavily credential-based (i.e., length of service, educational attainment)	■ Not automatic ■ placing high value on the demonstration of quality teaching through PPST-based performance and the assessment of classroom and non-classroom indicators
Experience Requirement and waiting time	Teachers had to wait 20 or more years of teaching experience; or For those with less than 20 years, were required to earn 20 master's units. School Principal positions are position based	■ Teacher 1-7 positions require a maximum of 4 years teaching experience only. ■ For Master Teachers 1-5 positions require a maximum of 9 years teaching experience only
Educational Requirement	Teacher III requires master's degree for reclassification of positions	■ Teachers I–VII: requires bachelor's degree only ■ Master's degree shall only be required to Master Teacher and School Principal Positions

3. Who is covered by the ECP System?

- All teacher and school principal incumbents, holding permanent appointments, in all levels from Kindergarten to SHS, including those handling Alternative Learning

System (ALS), Madrasah, and Indigenous Peoples Education (IPeD). It shall also apply to Special Science Teachers (SST) and Special Needs Education Teachers (SNET) whose positions shall bear such parenthetical title pursuant to Sections 21 and 25 of the IRR of EO No. 174, s. 2022.

4. Who is NOT covered by the ECP System?

- Guidance Counselors/Coordinators, School Farming Coordinators, Vocational Instruction Supervisors, School Librarians, teachers in non-DepEd managed institutions (e.g., PHSA, NAS, PSHS, SUCs), teachers in BARMM (unless adopted), and other positions not specified in EO No. 174, s. 2022 or identified by DepEd.

5. What are the career lines under the ECP System?

- **Classroom Teaching (CT) Career Line:** For teachers focused on classroom instruction. Positions include Teacher I, II, III, IV, V, VI, VII, and Master Teacher I, II, III, IV, V.
- **School Administration (SA) Career Line:** For teachers involved in school management, operations, and instructional supervision. Positions include School Principal I, II, III, IV.

6. Can teachers switch between career lines?

- Yes. Switching is allowed once, provided the teacher meets all the required qualifications and competencies for the target position in the other career line, subject to applicable assessment and staffing standards.

7. When can teachers choose between the CT and SA career lines?

- Upon reaching the position of Master Teacher I.

8. Why is switching career lines only allowed once?

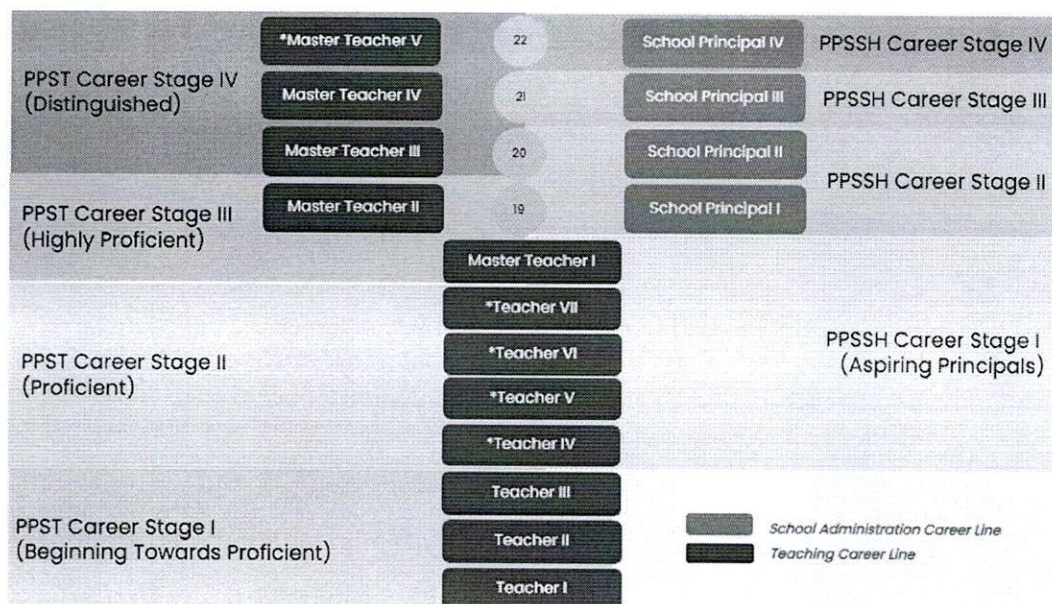
Upon reaching the level of Master Teacher I, incumbent teachers shall be given the opportunity to choose the career track they wish to pursue—whether to continue along the Teaching Career Line or shift to the School Administration Career Line.

At this point, teachers are expected to make a firm and deliberate decision on the track that best aligns with their professional aspirations, competencies, and long-term goals. This ensures clarity in career progression and avoids unnecessary disruptions in the system. Teachers are encouraged to carefully consider their strengths, training, and personal interests before making this pivotal choice, as it will define their growth, path, roles, and responsibilities within the Department.

9. In reclassification, can I apply for a position in CT or SA career line with more than three (3) salary grades from my current position?

- All promotional appointments under reclassification of positions shall not go beyond the three-salary grade limitation, pursuant to Section 20 b of DO 24 s. 2025, Form 1-A of DepEd-DBM Joint Circular No. 01, s. 2025 and Section 100 of 2025 ORAOHRA, **except** when such appointment falls within the purview of any applicable exemptions granted by the CSC and the DBM. In such cases, appropriate justification shall be submitted to the oversight agencies, together with other required documents, for evaluation and approval.

10. What are the different positions within career stages?



11. Can I skip or jump to higher career stage/s for promotion through reclassification?

- No. Promotion whether through reclassification or natural vacancy shall be required to go through any of the positions within the career stage before advancing to any positions in the next higher career stages.

12. What are the requirements to advance to the Classroom Teaching Career Line?

- Meet the CSC-approved Qualification Standards (QS) for the teaching position applied for.
- Meet the performance requirements
- Undergo the comparative assessment by the HRMPSB

13. What are the requirements to advance to the School Administration Career Line?

- Meet the CSC-approved QS for the School Principal position applied for.
- Pass the DepEd-administered school head assessment (e.g., NQESH, NASH, Principal's Test, or equivalent).
- Undergo the comparative assessment by the HRMPSB

14. Are principals appointed prior to the implementation of any principalship or school head examination required to pass the NASH when applying to higher School Principal positions, whether through reclassification or natural vacancy?

No. Incumbent School Principals, who were appointed prior the implementation of Principal's Test, NQESH, NASH, or when only regional-level DepEd-administered assessments (e.g., the National Qualifying Examination for Principals [NQEP]) or School-Based Management assessment tools were in place, shall not be required to pass the school head assessment when applying for reclassification or promotion to higher School Principal positions, as they are already performing the functions of a School Principal.

These incumbents shall likewise be exempted from submitting Certificate of Rating (COR) when applying for promotion, whether through reclassification or natural vacancy to higher school principal items.

15. In determining the 1:3 or 1:5 Master Teacher-to-Teacher ratio in the secondary level, should the determination be based only on teachers' original academic specialization? What about those assigned to teach other subjects or multiple learning areas?

- The teacher's original academic specialization shall serve as the primary basis in determining the 1:3 or 1:5 Master Teacher-to-Teacher ratio. However, teachers who are assigned to teach subjects outside their academic specialization, as well as those handling multiple subjects or learning areas, shall also be included in the determination. This inclusion must be supported by the duly approved Class Program for the current school year and shall be subject to verification and validation of their actual teaching assignments, as reflected in the duly signed School Form 7.

II. Transitory Provisions for ECP Implementation

16. How long is the transition period for the ECP System?

- The transition period shall be three (3) years reckoned from the date of issuance of the IRR of EO No. 174, s. 2022 in the Official Gazette, which is on February 25, 2025, and shall end on February 24, 2028.

14. What happens to existing vacant positions?

- Vacant positions found in the ECP system (e.g., T I-III, MT I-IV, SP I-IV) will be converted to the entry position of the job group if not filled within one (1) year (by February 24, 2026).
- Vacant or unfilled Special School Principal (SSP) I-II and Assistant School Principal (ASP) II-III shall be converted to School Principal I position; while vacant or unfilled Assistant School Principal (ASP) I, Assistant Special School Principal (ASSP) I, and Head Teacher (HT) I-VI positions shall be converted to Teacher I positions.
- Special School Principal (SSP) I-II and Assistant School Principal (ASP) II-III shall be converted to School Principal I position.

15. What will happen to the vacant items that are already published and posted and/or with ongoing assessment and selection prior to the issuance of DO 024, s. 2025?

- Vacant items that are already published/posted prior to the issuance of DO 024, s. 2025 may still be filled up and shall continue to be governed by the existing policies and guidelines.

16. Do incumbents of SSP I-II, ASP I-III, ASSP I, HT I-VI, SNET I-V, and SST I-II positions need to undergo retitling first before they can be reclassified to a higher teaching or school principal position?

- It depends. Pursuant to Section 33 of Enclosure No. 1 to DO 024, s. 2025, they may be promoted or reclassified to appropriate positions in the ECP System that are commensurate with their qualifications and proficiency level, subject to the necessary assessments and applicable staffing standards and deployment parameters. Retitling may be applied if they do not meet the qualification standards and competency requirements for higher teaching or school principal positions.

17. What will happen to existing *filled* Head Teacher (HT) and Assistant School Principal (ASP), Special School Principal, and Assistant Special School Principal positions?

- Within the 3-year transition period, they shall be:
 - priority in the promotion through natural vacancy, provided they belong to the top-ranking candidates
 - priority in the reclassification of positions, subject to applicable guidelines
 - provided necessary professional development programs to equip them of the required qualifications and competencies for School Principal position
- They may opt to be retitled to an equivalent ECP position with the equivalent Salary Grade.

18. Do HTs, ASPs, SSPs, and ASSPs need to pass through Master Teacher I before being reclassified to Principal I during the transition period?

- No. During the 3-year transition period, they shall be given priority in the promotion whether through reclassification or natural vacancy to School Principal I position without passing through Master Teacher I position.

19. Does retitling to an ECP-equivalent position require undergoing HRMPSB assessment?

- No. All Incumbents who will be retitled to equivalent position titles in the ECP system are not required to undergo the HRMPSB comparative assessment. However, meeting the CSC-Approved QS and issuance of appointment shall be required.

20. For the retitling of positions, are incumbents required to submit their Transcript of Records (TOR), eligibility documents, and service records to meet the qualification standards of the equivalent position?

- No. Documents already available in the Records Division, such as the Transcript of Records (TOR), eligibility documents, and service records, are no longer required for

resubmission, as these are already filed in the employees' 201 records. Instead, incumbents are only required to submit the following documents for the retitling process:

- Retitling Form (DO 24 s. 2025 - Annex T);
- Duly accomplished Personal Data Sheet (CS Form 212, Revised 2025) with Work Experience Sheet; and
- Certificates of relevant training attended, sufficient to meet the required number of hours for the equivalent position.

21. If I'm already at Step 2 or higher and retitled to an equivalent teaching position, will my step increment reset to Step 1?

- No. Pursuant to Section 5.5 of DBM Budget Circular No. 2019-1, incumbents of positions which were retitled shall continue to be paid at their present salary rate, including step increment.

22. Are HTs and ASPs retitled to equivalent teaching positions required to teach?

- Not necessarily. Retitled HTs and ASPs have the following options in terms of functions to be performed upon their concurrence:
 - Assume the functions attached to retitled Teacher/Master Teacher position
 - Perform existing functions by virtue of designation as Department Head Designate or Assistant School Head Designate
 - Perform as a School Head designate in any Elementary or Secondary school within the SDO with no School Principal item

23. What will happen to Incumbents who may not qualify for either School Principal or Master Teacher position and those who may not be retitled as may be declared as excess per established staffing standards?

- They may retain their position title and continue to perform their existing function.
- They can be assigned as Assistant School Head Designate to schools with more than 1,000 learners.

24. Do Department Head Designates and Assistant School Head Designates have teaching loads?

- It depends on their designation and background:
 - A Department Head Designate coming from the ranks of Master Teachers shall have three (3) hours of teaching load
 - Head Teachers retitled to equivalent teaching positions but opted to retain their function as Department Head Designates shall have no teaching loads; and
 - Assistant School Head Designate shall have no teaching load; however, they may be assigned a teaching load only in the exigency of service, and only if all teachers in the school have already been given the maximum 2-hour teaching overload.

25. What will happen to the Incumbents of Special Needs Education Teacher I-V, and Special Science Teacher I-II during the 3-year transition period?

- They may be reclassified or retitled to the equivalent position in the ECP System using the existing QS for SNET and SST. Their position title shall bear the parenthetical title of Special Needs Education Teacher or Special Science Teacher on the reissued appointment.

26. What will happen to qualified incumbents of positions affected by the implementation of ECP if all schools within the SDO have been assigned with one (1) School Principal?

- They shall retain their current position title and shall be designated as Assistant School Head in schools with more than 1,000 learners or Department Head in the same school by virtue of designation.
- During the 3-year transition period, they shall be prioritized for promotion whether through reclassification or natural vacancy

27. What will happen to Head Teachers in secondary schools who are retitled to equivalent teaching positions (Teacher IV–VII)? Will their functions as Department Heads be diminished, and will they fall under the supervision of Master Teachers?

- No. If they choose to continue performing their existing function, they shall remain as Department Heads and will only be replaced by a Master Teacher once they get promoted or be separated from the service in any form or manner.

28. What happens after the 3-year transition if the incumbent opted to retain their position?

- The position will be tagged as Coterminous with the Incumbent (CTI). As such, incumbents of retained position may only apply for promotion through natural vacancy to any vacant teaching, school administration, related teaching, or non-teaching position in the service, subject to the CSC-approved QS and applicable RSA guidelines.

29. If a teaching or school principal position becomes vacant, will it immediately be converted to a Teacher I position?

- No. The vacated position shall be filled up within one (1) year reckoned from the date of vacancy. If the position remains unfilled after one year, it shall be converted to the entry-level position of the respective job group (e.g., SP II–IV will be converted to SP I; Teacher II–Master Teacher V will be converted to Teacher I; and all higher SNET positions will be converted to Teacher IV under SNET).

III. Comparative Assessment and Reclassification Process

A. Reclassification of Positions

30. Is the call for reclassification applications only allowed once a year?

- Not necessarily. Subsequent calls for applications may be made within the year subject to availability of funds and provided that the existing CAReER has already been exhausted.

31. What is the difference between DO 20, s. 2024 and DO 24, s. 2025?

- Both policies support teacher advancement but serve different purposes.

POLICY	PURPOSE
DO 20, s. 2024	Guidelines for recruitment, selection, and appointment to higher teaching positions due to natural vacancies
DO 024, s. 2025 (Enclosure Nos. 1 and 2)	Guidelines on reclassification of teaching and school principal positions

32. Will there be a cut-off score for the reclassification of teaching and school principal positions?

- For teaching positions, applicants must meet a cut-off score of 50 points.
- For school principal positions, no cut-off scores will be applied.

33. The CAReER is valid until when?

- The CAReER for a position remains valid until exhausted. Candidates who meet the 50-point cut-off but are not reclassified due to limited funds shall be prioritized in the next fiscal year.

34. Will those not accommodate due to limited funds be required to undergo the assessment again?

- No. They shall be considered '*in the queue*' and shall not be required to undergo the assessment process again. The reclassification of their positions shall be processed before all other new applicants can be reclassified.

35. Can FY 2021 NQESH Category B qualifiers be eligible to apply for reclassification to School Principal Position?

- Yes. FY 2021 Category B qualifiers (Closely Approximating and Approximating) who meet the qualification standards and have completed the shadowing and immersion program per DM 059, s. 2024, may apply for reclassification to School Principal I, subject to the reclassification guidelines.

36. Are awards, recognitions, or distinctions received as an outstanding teacher still credited in the evaluation for promotion through reclassification or natural vacancy?

No. The assessment of teachers' promotion is largely based on the demonstration of the required competencies under the Philippine Professional Standards for Teachers (PPST) through classroom observation/demonstration teaching and teacher reflection, in addition to the PPST-based Performance, Education, Training, and Experience. The

assessment focuses on teachers' mastery of the PPST indicators, ensuring that promotions reflect actual teaching competencies

37. Will higher education units or degrees beyond the minimum qualification requirements be given points in the comparative assessment, even if they are not vertically aligned with the applicant's undergraduate degree?

- Yes. Education units and/or degrees that are relevant or related to education or to the teacher's field of specialization shall be granted corresponding points in the comparative assessment, even if these are not strictly vertically aligned with the applicant's bachelor's degree.

38. Can experience as a Head Teacher be counted as part of the required five (5) years of teaching experience when applying for a School Principal position?

- Yes. Experience as a Head Teacher shall be considered as teaching experience for purposes of meeting the required five (5) years of teaching experience for School Principal positions, subject to validation and approval by the CSC.
- However, applicants must also have at least one (1) additional year of experience in school management and operations or in related functions—such as learning area coordination, subject area supervision, or instructional supervision—which shall be on top of the five (5) years of teaching experience as a Head Teacher.

39. Based on Section 38(d) of Enclosure No. 2 to DepEd Order No. 024, s. 2025 — Illustrative Example — the policy indicates that the highest possible score in the Behavioral Events Interview (BEI) is 12. Is this correct?

- No. That is a clerical oversight and a typographical error in the policy. The correct highest possible score for the Behavioral Events Interview (BEI) is 16 points, not 12. Accordingly, the correct formula for computing the BEI score is:

$$\text{Points}_{(\text{NCOI})} = \text{PA Score} + \text{BEI Score}$$

$$\text{Where: PA Score} = \frac{\text{Total Rating}}{\text{Highest Possible Total Rating}} \times 10$$

Total Rating = Sum of final rating obtained by the applicant as reflected in the Inter-Assessor Agreement Form for Portfolio Annotation
Highest Possible Total Rating =

30 for Beginning towards Proficient (Teacher II-III, Teacher III (SST));
35 for Proficient (Teacher IV-VII, Teacher IV-VII (SNET));
40 for Highly Proficient (MTI-II, MTI-II (SNEMT));
45 for Distinguished (MT III-V, MT III-V (SNEMT))

Illustrative example: Vacant position: MT I (Highly Proficient)
Total Rating = 33
Highest Possible Total Rating = 40
WA = 10

$$PA\ Score = \frac{33}{40} \times 10$$

PA Score = 8.250 points

$$BEI\ Score = \frac{Total\ Rating}{Highest\ Possible\ Total\ Rating} \times 5$$

Total Rating = Sum of final rating obtained by the applicant as reflected in the Inter-Assessor Agreement Form for BEI

Highest Possible Total Rating = 16

Illustrative example:

$$BEI\ Score = \frac{11}{16} \times 5$$

BEI Score = 3.437 points

Illustrative example: Vacant position: MT I (Highly Proficient)
PA Score = 8.250
BEI Score = 3.437

$$Points_{(NCOI)} = 8.250 + 3.437$$

Points_(NCOI) = 11.687

40. Are teachers required to prepare new Means of Verification (MOVs) for the Non-Classroom-Observable Indicators (NCOIs) when applying for promotion?

- No. Teachers are not required to prepare new or additional MOVs for the NCOI assessment when applying for promotion. The MOVs used in evaluating the NCOIs through Portfolio Annotation and Behavioral Events Interview (BEI) are those used in the RPMS-PPST or PMES for Teachers which are prepared as part of teachers' regular duties, such as, but not limited to lesson plans, assessment tools, and Learning Action Cell (LAC) documents. Hence, no additional documents are required beyond those already produced in the RPMS-PPST or the PMES for Teachers from the last three (3) rating periods.

41. Are teachers who are applying for a Master Teacher position and are currently teaching subjects outside their academic specialization eligible for reclassification in the area they are presently handling?

- Yes. In Recognition of Prior Learning (RPL) and career experience, they will be allowed to apply, provided that they have at least five (5) years of cumulative teaching experience in the specific subject, learning area, or specialization, as evidenced by duly approved Class Programs for the corresponding school years.

42. Are teachers who were granted consideration under the three-year transition period provided in Section 32 of DepEd Order No. 34, s. 2025, eligible to apply for promotion within the current year?

- DepEd Order No. 034, s. 2025 takes effect immediately. However, under Section 32, Schools Division Offices (SDOs) may decide whether to reopen or extend submissions based on factors such as:
 - The DBM submission deadline, and
 - The volume of applications has already been received.
- Teachers granted consideration in the amendments may be accommodated within the current round (if feasible) or in the next reclassification cycle, at the discretion of the SDO.

B. Performance Requirements

43. Can a COI/NCOI rating that is higher than the required performance level for the position applied for, stated in Section 14 of DO 24, s. 2025, be considered as meeting the “minimum” rating requirement?

- Yes. Any rating above the required performance level is considered to have met the requirement and therefore shall be counted towards fulfilling the prescribed number of indicators as stipulated in Section 14 of Enclosure No. 2 to DO 24, s. 2025.

44. Can applicants who fail to submit Means of Verification (MOVs) for any NCOI be excluded from the pool of candidates?

- No. Failure to submit MOV/s for any NCOIs will simply result in a rating of zero (0) for the Portfolio Assessment component corresponding to that specific NCOI. However, this does not preclude the applicant from undergoing the Behavioral Events Interview (BEI).

45. Can I advance to any position in the next Career Stage without passing through the entry position of the next career stage?

- Yes. Provided the applicant meets the performance requirements for the entry position of the Career Stage and the performance requirements of the position applied for.
- For reference, the following are entry positions per Career Stage:

Career Stage	Entry Position
Proficient	Teacher IV
Highly Proficient	Master Teacher I
Distinguished	Master Teacher III

- For example: A Teacher II applying for Teacher V shall be required to submit three (3) IPCRFs showing 6 Proficient COIs and 4 Proficient NCOIs at Outstanding with all the other remaining 27 Proficient indicators at Very Satisfactory (VS).

46. Is completion of three (3) performance rating periods required before applying for a higher teaching position?

It depends on the position being applied for:

- **When crossing career stage** (e.g., TIII-T IV, T7-MT I, MTII-MT III), the **three (3) performance rating periods** are required since **all 37 indicators must be met**.
- For positions **within the same career stage**, **one to three rating periods** may be accepted, provided that the teacher meets the specific indicators required for the position (see Section 14 of Enclosure No. 2 to DO 24, s. 2025).

47. Can the IPCRFs to be submitted include those from previous positions, as long as they are within the last three (3) completed performance cycles?

- Yes. IPCRFs from previous positions may be included to meet the performance requirements, as long as they are within the last three (3) completed performance cycles.

48. Can teachers who were on official leave within the last three (3) years use their IPCRFs from previous years?

- Yes. For teachers who were on official leave within the last three years, their most recent acceptable and valid IPCRFs may still be used to demonstrate performance on specific PPST indicators. This applies even if their last rating on specific PPST indicators was from SY 2019–2020, provided that it represents their latest performance evaluation for the relevant set of indicators.

49. What does one (1) complete performance cycle in the current position mean?

- One (1) complete performance cycle in the new position refers to full performance cycle, starting from Phase I (Performance Planning and Commitment) up to Phase IV (Performance Rewarding and Development Planning) from beginning to end of school year. It covers the entire period in which the teacher performs and is evaluated based on the functions of the current position.

50. If a teacher was promoted to a new position a year ago, does he/she still need to wait for two more new school years' IPCRFs before he/she can apply for promotion, or can they use their previous IPCRFs as long as they are within the last three cycles?

- A teacher only needs to complete at least one (1) full school year in their current position, deemed to be qualified, and meet the performance requirements of the position before applying for promotion. They may also include IPCRFs from their previous position, provided they are within the last three (3) completed performance cycles.

51. Can teachers applying for a position WITHIN THE SAME CAREER STAGE (e.g., T1àT2, T2→T3) be considered for reclassification if they meet the performance requirements of the position applied for but have *Unsatisfactory* or *Poor* ratings in other PPST indicators?

Yes. Teachers applying for a position **within the same career stage** who meet the performance requirements of the position applied for but have *Unsatisfactory* or *Poor* ratings in other PPST indicators are still considered for reclassification.

- The presence of other PPST indicators rated *Unsatisfactory* or *Poor* does not disqualify the teacher, provided that:
 - a. they have met the Qualification Standards (QS) of the position
 - b. they have met the performance requirements for the position within the same career stage, and
 - c. they have obtained an overall performance rating of at least “Very Satisfactory” in the latest IPCRF.

52. Can teachers applying for a position in the NEXT CAREER STAGE who do not fully meet the performance requirements for promotion—such as those with ratings one level below the performance requirement, Master Teachers affected by indicator conversion, or those on approved official leave—still be considered for reclassification?

- Yes. During the three-year transition period from 2025 to 2028, teachers who do not fully meet the performance requirements for promotion may still be considered for reclassification and appointment within or across career stages, up to a range of three (3) salary grades.
- However, to ensure continuous professional improvement, up to three (3) specific PPST indicators where the teacher received ratings below the minimum requirement shall be carried over and shall be included in the prescribed indicators in the teacher's Individual Performance Commitment and Review Form (IPCRF) for the succeeding school year, corresponding to their current position.

Illustrative example #1: "Case of Master Teacher ABC who lacks one (1) PPST NCOI at Outstanding"

Current position: Master Teacher I

Position applied for: Master Teacher II

Overall Performance in the last rating period (SY 2024-2025): Outstanding

Performance per PPST Indicator:

19 COIs at *Outstanding*; 2 COIs at *Very Satisfactory*
4 NCOIs at *Outstanding*; 12 NCOIs at *Very Satisfactory*

Master Teacher II Performance Requirements:

- Overall Rating at least at *Very Satisfactory*
- At least 10 HP COIs at *Outstanding*
- At least 5 HP NCOIs at least at *Very Satisfactory* and 5 HP NCOIs at *Outstanding*

Decision: Eligible for Promotion to Master Teacher II, with one (1) PPST NCOI for improvement to "O" in the current SY

Three-Year PMES Cycle			
	SY 2022-2023 (Year 1) COIs: 6 NCOIs: 5	SY 2023-2024 (Year 2) COIs: 7 NCOIs: 5	SY 2024-2025 (Year 3) COIs: 8 NCOIs: 6
Teacher ABC's Performance	6 COIs at <i>Outstanding</i> 5 NCOIs at <i>Very Satisfactory</i>	7 COIs at <i>Outstanding</i> 5 NCOIs at <i>Very Satisfactory</i>	6 COIs at <i>Outstanding</i> 2 COIs at <i>Very Satisfactory</i> 4 NCOIs at <i>Outstanding</i> 2 NCOIs at <i>Very Satisfactory</i>
New Three-Year PMES Cycle			
	SY 2025-2026 (Year 1) COIs: 6 NCOIs: 5		
Teacher ABC's Performance	6 COIs at O 5 NCOIs at least at VS + 1 NCOI from SY24-25 at O (improved throughout the SY)		

Illustrative example #2: "Case of Teacher BCD with S rating in PPST Indicators"

Current position: Teacher III

Position applied for: Teacher IV

Overall Performance in the last rating period (SY 2024-2025): Outstanding

Performance per PPST Indicator:

21 COIs at *Outstanding*
14 NCOIs at *Outstanding*
2 NCOIs at *Satisfactory*

Teacher IV Performance Requirements:

- Overall Rating at least at *Very Satisfactory*
- 21 COIs at least at *Very Satisfactory*
- 16 NCOIs at least at *Very Satisfactory*

Decision: Eligible for Promotion to Teacher IV, with two (2) PPST Indicators for improvement to at least "VS" in the current SY

Three-Year PMES Cycle			
	SY 2022-2023 (Year 1) COIs: 6 NCOIs: 5	SY 2023-2024 (Year 2) COIs: 7 NCOIs: 5	SY 2024-2025 (Year 3) COIs: 8 NCOIs: 6
Teacher BCD's Performance	6 COIs at <i>Outstanding</i> 5 NCOIs at <i>Outstanding</i>	7 COIs at <i>Outstanding</i> 5 NCOIs at <i>Very Satisfactory</i>	8 COIs at <i>Outstanding</i> 4 NCOIs at <i>Outstanding</i> 2 NCOIs at <i>Satisfactory</i>
New Three-Year PMES Cycle			
	SY 2025-2026 (Year 1) COIs: 6 NCOIs: 5		
Teacher BCD's Performance	6 COIs at least at VS 5 NCOIs at least at VS + 2 NCOIs from SY24-25 at least at VS (for improvement throughout the SY)		

Illustrative example #3: "Case of Master Teacher CDE After Conversion of NCOIs to COIs"

Current position: Master Teacher I

Position applied for: Master Teacher III

Overall Performance in the last rating period (SY 2024-2025): Outstanding

Performance per PPST Indicator (after conversion):

17 COIs at Outstanding
4 COIs at Very Satisfactory
12 NCOIs at Outstanding
4 NCOIs at Very Satisfactory

Master Teacher III Performance Requirements:

- Overall Rating at least at *Very Satisfactory*
- 21 COIs at *Outstanding*
- 8 NCOIs at *Outstanding*
- 8 NCOIs at *Very Satisfactory*

Decision: Eligible for Promotion to Master Teacher III, with four (4) PPST COIs for improvement to "O" in the current SY

	Three-Year PMES Cycle		
	SY 2022-2023 (Year 1) COIs: 6 NCOIs: 5	SY 2023-2024 (Year 2) COIs: 7 NCOIs: 5	SY 2024-2025 (Year 3) COIs: 8 NCOIs: 6
Teacher CDE's Performance	4 COIs at <i>Outstanding</i> 2 COIs at <i>Very Satisfactory</i> 5 NCOIs at <i>Outstanding</i>	6 COIs at <i>Outstanding</i> 1 COI at <i>Very Satisfactory</i> 4 NCOIs at <i>Outstanding</i> 1 NCOI at <i>Very Satisfactory</i>	7 COIs at <i>Outstanding</i> 1 COI at <i>Very Satisfactory</i> 3 NCOIs at <i>Outstanding</i> 3 NCOIs at <i>Very Satisfactory</i>
	New Three-Year PMES Cycle		
	SY 2025-2026 (Year 1) COIs: 6 NCOIs: 5		
Teacher CDE's Performance	6 COIs at least at VS 5 NCOIs at least at VS + 4 COIs at <i>Outstanding</i> (for improvement throughout the SY)		

Illustrative example #4: "Case of Teacher DFE on Maternity Leave in SY 2024-2025"

Current position: Teacher III

Position applied for: Teacher VI

Overall Performance in the last rating period (SY 2023-2024): Very Satisfactory

Performance per PPST Indicator from SY 2021-2022 to SY 2023-2024: With two (2) COI deficiencies (1.3.2 & 3.4.2)

5 COIs at *Outstanding*
14 COIs at *Very Satisfactory*
16 NCOIs at *Very Satisfactory*

Decision: Eligible for Promotion to Teacher VI, with two (2) COI PPST Indicator deficiencies (1.3.2 & 3.4.2) for performance demonstration in the current SY

	Previous RPMS-PPST Cycle	Three-Year PMES Cycle		
	SY 2021-2022 (Year 3) COIs: 4 NCOIs: 6	SY 2022-2023 (Year 1) COIs: 6 NCOIs: 5	SY 2023-2024 (Year 2) COIs: 9 NCOIs: 5	SY 2024-2025 (Year 3)
Teacher DFE's Performance	4 COIs at <i>Very Satisfactory</i> 6 NCOIs at <i>Very Satisfactory</i>	6 COIs at <i>Very Satisfactory</i> 5 NCOIs at <i>Very Satisfactory</i>	5 COIs at <i>Outstanding</i> 4 COIs at <i>Very Satisfactory</i> 5 NCOIs at <i>Very Satisfactory</i>	ON MATERNITY LEAVE

New Three-Year PMES Cycle	
	SY 2025-2026 (Year 1) COIs: 6 NCOIs: 5
Teacher DFE's Performance	6 COIs at least at VS 5 NCOIs at least at VS + 2 COIs (1.3.2 & 3.4.2) at least at VS

Teacher VI Performance Requirements:

- Overall Rating at least at *Very Satisfactory*
- 12 COIs at *Outstanding*
- 4 NCOIs at *Outstanding*
- 9 COIs at least at *Very Satisfactory*
- 12 NCOIs at least at *Very Satisfactory*

Teacher VI Performance Requirements:

- Overall Rating at least at *Very Satisfactory*
- 12 COIs at *Outstanding*
- 4 NCOIs at *Outstanding*
- 9 COIs at least at *Very Satisfactory*
- 12 NCOIs at least at *Very Satisfactory*

53. Under the transitory measures in Section 28 of DepEd Order No. 034, s. 2025, can a teacher applicant with *Satisfactory* rating in PPST Indicators that require an *Outstanding* rating still qualify for reclassification?

No. Under the transitory measures provided in Section 28 of DepEd Order No. 034, s. 2025, consideration may only be granted to teachers whose performance ratings are one level below the required PPST indicator performance level. While the Department allows flexibility

for those who fall short of the minimum requirement, teachers with ratings lower than this threshold shall not be considered for reclassification. This means that:

- i. If the required PPST Indicator rating is *Outstanding*, a rating of *Very Satisfactory* (VS) may still be accepted.
- ii. If the required PPST Indicator rating is *Very Satisfactory*, a rating of *Satisfactory* may still be accepted.

54. Will a “Satisfactory” rating in the Plus Factor affect a teacher’s eligibility for reclassification?

- No. The Plus Factor is **not part of the 37 core PPST indicators** used in evaluating performance for promotion. A “Satisfactory” rating in the Plus Factor does not disqualify a teacher to apply for reclassification as only the PPST indicators are considered and shall be met.

55. How are ratings for repeating indicators considered in performance requirements?

- For repeating PPST Indicators (i.e., 1.1.2, 1.4.2, 1.5.2), only the most recent IPCRF ratings for these Indicators will be considered. Previous ratings for these Indicators with a “Satisfactory” rating or below will not affect teachers’ qualification for promotion.
- However, a Satisfactory rating in the most recent rating period be considered in the assessment, regardless of whether the teacher gets a VS or Outstanding rating in the previous rating periods.

56. How are indicators in the IPCRF of Master Teachers determined as COI or NCOI in relation to the performance requirements for Master Teacher positions?

- The tagging of indicators as COI or NCOI in the IPCRF of Master Teachers for SY 2024-2025 and earlier shall follow the classification of each Strand as shown in the table below, disregarding the label indicated in their IPCRF.

Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7
1.1	2.1	3.1	4.1	5.1	6.1	7.1
1.2	2.2	3.2	4.2	5.2	6.2	7.2
1.3	2.3	3.3	4.3	5.3	6.3	7.3
1.4	2.4	3.4	4.4	5.4	6.4	7.4
1.5	2.5	3.5	4.5	5.5		7.5
1.6	2.6					
1.7						

LEGEND:

Blue-colored Strands: Classroom Observable
Green-colored Strands: Non Classroom Observable

57. How can incumbents not using the PPST-based IPCRF—such as School Heads shifting from SA to CT, ASPs or HTs seeking reclassification, and designated TICs—meet the performance requirements for reclassification?

- YES. They shall be evaluated using comparable performance requirements as provided in Section 14 (b) of Enclosure No. 2 to DO 24, s. 2025.

58. How can non-teacher applicants (e.g., Head Teachers, Assistant School Principals, Teachers-in-Charge, and School Principals) applying for higher

teaching positions be assessed in the Classroom-Observable Indicators (COI) and Non-Classroom-Observable Indicators (NCOI) if they do not have a PPST-based performance?

a. Classroom-Observable Indicators (COI)

Non-teacher applicants shall demonstrate proficiency in the PPST-COIs through classroom observation using the Classroom Observation Tool for Recruitment, Selection, and Placement (COT-RSP), focusing on the appropriate COT Rubric levels to capture good performance in the corresponding PPST Career Stage, following the guidelines stipulated in Section 37 of Enclosure No. 2 to DO No. 024, s. 2025.

b. Non-Classroom-Observable Indicators (NCOI)

For the Non-Classroom-Observable Indicators, non-teacher applicants may submit relevant Means of Verification (MOVs) that demonstrate achievement of required NCOIs. The assessment of these indicators shall be conducted through portfolio annotations using the Portfolio Annotations Form (PAF) and through a Behavioral Events Interview (BEI).

59. Is there a difference between “Demonstration Teaching” and “Classroom Observation”? What is expected to be conducted to demonstrate PPST Indicators for promotion purposes?

Yes. There is a difference between “Demonstration Teaching” and “Classroom Observation”, and **for promotion purposes, Classroom Observation will be conducted to demonstrate PPST Indicators for the position applied for.**

Demonstration Teaching (Demo Teaching) is a showcase of a teacher's skills and competence in delivering a lesson within a short period of time. The lesson is usually selected from the curriculum's learning competencies, regardless of the schedule or budget of work in the curriculum. The audience consists of fellow teachers, supervisors, or evaluators, and not actual students.

Classroom Observation, on the other hand, is a full-period teaching session conducted in a real classroom with actual learners. The lesson taught follows the teacher's actual schedule and the prescribed sequence in the curriculum's budget of work. Observers rate how the teacher manages and delivers instruction in an actual teaching and learning environment.

**Demonstration (Demo)
Teaching**

Classroom Observation

Purpose	To showcase teaching skills, strategies, and mastery of lesson delivery.	To assess actual teaching performance and classroom management in a real setting.
Audience	Fellow teachers, supervisors, or evaluators/raters	Actual students, with observers present
Setting	Simulated teaching environment	Real classroom environment
Lesson	Chosen lesson from curriculum competencies (may not follow the actual sequence)	Lesson follows the actual schedule in the curriculum or budget of work
Duration	Usually a shortened or condensed session	Full-period session from start to finish

60. When can a teacher have a classroom observation if he/she plans to apply for promotion next year?

- A prospective teacher applicant may already request for a classroom observation within the current school year if he/she plans to apply in the next year's call for application, as long as it is conducted in an actual classroom setting and is separate from the scheduled full-period observation for PMES.

It is recommended that, before requesting a classroom observation, a prospective teacher applicant first assess his/her qualifications based on the Qualification Standards and Performance Requirements of the position they intend to apply for. For more information and guidance, they may refer to Sections 22-24 of DepEd Order No. 034, s. 2025.

Teacher applicants may also opt to have their classroom observation for promotion purposes conducted after submitting their application documents.

61. Can a Master Teacher III, whose proficient IPCRFs used the Highly Proficient indicators, apply for Master Teacher IV or V under the Distinguished Teacher career stage?

- Not yet. For promotion to Master Teacher IV or V, the required IPCRFs must contain the Distinguished Teacher indicators. These will only be used starting SY 2025-2026 within the implementation of the new Multi-Year PMES for Teachers per DepEd Memorandum No. 089, s. 2025. Applications for higher positions under the Distinguished Teacher stage will only be accepted once the updated IPCRF tools are in place.

C. Qualification Standards

62. In computing points for reclassification, will only work experience under DepEd be counted, or previous work experience in other government agencies or private sector can be considered?

- All previous and current work experience—whether in government or private sector--may be counted, as long as it is functionally related to the duties of the position being applied for. Work experience must be certified by the HRMO, immediate supervisor, or another authorized official of the employer.

63. The Qualification Standard (QS) for Master Teacher already requires being a holder of a master's degree. Does this mean that those without a master's degree are disqualified, and that if one already has a master's degree, no points will be awarded under "Education" since it is only the baseline requirement?

- Yes. A master's degree is the minimum requirement for Master Teacher positions; hence, those who are not master's degree holders are not qualified. Education units and/or degrees that exceed the minimum qualification requirements (e.g., doctoral studies) shall be given corresponding points. This minimum requirement for Master Teachers is set because of the role-model responsibilities attached to the position. Master Teachers are not only expected to demonstrate high-quality teaching but also to mentor, coach, and guide their fellow teachers.