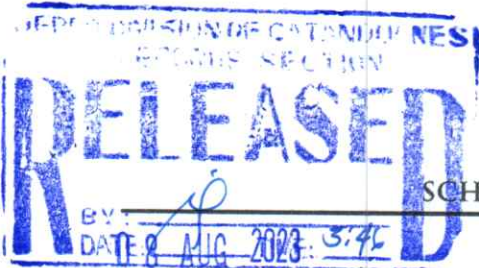




Republic of the Philippines  
**Department of Education**  
 REGION V  
 SCHOOLS DIVISION OFFICE OF CATANDUANES



8 August 2023

**DIVISION MEMORANDUM**  
 No. 307 s. 2023

**ANNOUNCEMENT OF VACANCIES**

TO : Asst. Schools Division Superintendent  
 Chief Education Supervisors  
 Human Resource Merit Promotion & Selection Board  
 Public Schools District Supervisors  
 Elementary & Secondary School Heads  
 All Others Concerned

1. This Office hereby announces the vacancies for the following positions. All interested qualified applicants shall submit documents in a folder (*with tabbing and name of document, following the arrangement of the requirements as listed in 4.7*) and should be stamped "received" at the Records Section and submit to Human Resource Management Office.

Position Title	Salary Grade	Monthly Salary	Place of Assignment	Deadline of Submission
Special Education Teacher (SPET) I	13	31,320.00	Elementary	<b>Not later than 5PM of August 22, 2023</b>
Teacher II (Academic & TVL Tracks)	12	29,165.00	Senior High School	
Teacher III (Kindergarten)	13	31,320.00	Elementary	

2. Applicants who failed to submit complete mandatory documents (Enclosure 4.7 A to J) on the set deadline shall not be included in the pool of official applicants. Further, an application submitted after 5PM on the set deadline shall be considered late but it will still be accepted, and shall be considered in the next vacancy/evaluation of position subject to the guidelines as provided in DepEd Order No. 7, s. 2023.

3. The applicant assumes full responsibility and accountability for the completeness, authenticity and veracity of the documents submitted, as evidenced by the Omnibus Sworn Statement (Enclosure 4.7 J), duly signed by the applicant. Any false and fraudulent document submitted shall be grounds for disqualification.

4. Enclosed to this Memorandum are the following:

- 4.1 Qualification Standards for the vacant positions
- 4.2 List of documents to be submitted
- 4.3 Additional Qualifications for Teacher III and SPET I
- 4.4 Criteria & Point System for Promotion to Teacher II & SPET I
- 4.5 Criteria & Point System for Promotion to Teacher II (Senior High School)
- 4.6 Job Description of the vacant positions
- 4.7 Checklist of Requirements (Annex C) with link [bit.ly/Annex\\_C](https://bit.ly/Annex_C)

5. Schedule of evaluation will be announced in a separate memorandum. Applicants are advised to bring their original documents on the day of evaluation.



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6. This Office upholds Equal Employment Opportunity Principle: “that there shall be no discrimination in selection of employees on account of age, school, gender, civil status, disability, religion, ethnicity, social status, income class, paternity and filiation, political affiliation, and those from any sexual orientation and gender identities and expression (SOGIE) or other similar factors/personal circumstances which run counter to the principle of merit, fitness for the job and equal opportunity.”
7. Persons with Disability applicants in need of assistance should notify the Human Resource Management Office prior to scheduled date of evaluation.
8. For wide dissemination, guidance and strict compliance.

  
**SOCORRO V. DELA ROSA, CESO V**  
Schools Division Superintendent

Encl.: As stated

Reference: DepEd Order No. 7, s. 2023, DepEd Order No. 3 s. 2016, DepEd Order No. 66 s. 2007, DECS Qualification Standards for Unique Positions – Revised 1995 and Memorandum DM-OUHROD-2023-0922 Omnibus Clarification and Guidance on DepEd Order No. 00007 s. 2023 and Other Matters On Hiring Arrangements of Teachers

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

EVALUATION      EMPLOYMENT  
HIRING

MBL/DM- Announcement of Vacancies  
019 / August 8, 2023





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**Enclosure No. 4.1**

**QUALIFICATION STANDARDS FOR THE VACANT POSITIONS**

(Reference: DepEd Order No. 39, s. 2007, MC No. 10, S. 2005,  
DepEd QS Manual for Unique Positions – Revised 1995,  
Qualification Standards Revised 1997)

Position	Salary Grade	Level	Education	Training	Experience	Eligibility
Special Education Teacher I	13	2	Bachelor's degree in Education with specialization in special education	None Required	None Required	RA 1080 (Teacher)
Teacher II (Academic Track)	12	2	Bachelor's degree with major in the relevant strand/subject; or any Bachelor's degree plus at least 6 units towards a Master's Degree in relevant strand/subject	None required	None Required	Applicants for a Permanent Position ; RA 1080 (Teacher); If not Ra 1080 eligible, they must pass the LET within five (5) years after the date of first hiring
Teacher II (TVL Track)	12	2	Bachelor's degree or completion of technical-vocational course(s) in the area of specialization	At least NCII + TMC I appropriate to the Specialization	6 months of relevant teaching or 6 months of industry work experience	Applicants for a Permanent Position ; RA 1080 (Teacher); If not Ra 1080 eligible, they must pass the LET within five (5) years after the date of first hiring
Teacher III	13	2	Bachelor of elementary Education (BEED) or Bachelor's degree plus 18 professional units in education	None required	2 years relevant experience	RA 1080





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**Enclosure No. 4.2**

**LIST OF DOCUMENTS TO BE SUBMITTED**

- a. Letter of Intent addressed to the Head of Office
- b. Duly accomplished Personal Data Sheet (CS Form 212, Revised 2017) together with the Work Experience Sheet (if applicable), you may download the form at **[bit.ly/F212\\_PDS](http://bit.ly/F212_PDS) & [bit.ly/WES\\_PDS](http://bit.ly/WES_PDS)**
- c. Photocopy of valid and updated PRC License/ID, if applicable;
- d. Photocopy of Certificate of Eligibility/Rating, if applicable;
- e. Photocopy of scholastic/academic record such as but not limited to Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available;
- f. Photocopy of Certificate/s of Training, if applicable;
- g. Photocopy of Certificate of Employment, Contract of Service, or duly signed Service Record, whichever is/are applicable;
- h. Photocopy of latest appointment, if applicable;
- i. Photocopy of the Performance Rating in the last rating period(s) covering one (1) year performance in the current/latest position prior to the deadline of submission, if applicable
- j. Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and Data Privacy Consent Form (Annex C)
- k. Other documents but not limited to (Means of Verification (MOVs) showing Outstanding Accomplishments, Application of Education, and Application of Learning & Development reckoned from the date of last issuance of appointment





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**Enclosure No. 4.3**

**ADDITIONAL REQUIREMENTS FOR SPET I AND TEACHER III**

<b>SPET I</b>	
An applicant must possess any of the following:	
Educational Qualification	Requirement
BSEEd- BS Special Education	With Specialization in SPED-Undergrad
BSEEd/BSSPEd	With 18 units MA-SPED and 3 years actual teaching in SPED VS Performance Rating
BSEEd/BSSPEd	With 12 units MA-SPED and 4 years actual teaching in SPED VS Performance Rating
BSEEd/BSSPEd	With 12 units MA-SPED and 5 years actual teaching in SPED VS Performance Rating
BSEEd/BSE	With 9 units MA-SPED and 6 years actual teaching in SPED VS Performance Rating
BSEEd/BSSPEd/BSE	With teaching experience in SPED or Inclusive Setting VS Performance Rating

In cases where applicants do not have the appropriate educational qualifications for SPED, they may still be evaluated but shall be categorized separately from those who have met the said requirements

- a. He/she must have at least three (3) years of experience in providing educational services to any of the categories of children with special needs. This is to be verified by a certification from the Principal to be submitted as part of the application.
- b. A certification from the Principal that the applicants has had a Very Satisfactory performance rating for the last three (3) years to be submitted as part of the application.





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**TEACHER III (Kindergarten)**

An applicant must have obtained any of the following degrees, or its equivalent:

Degrees:

- Bachelor in Early Childhood Education
- Bachelor of Science in Preschool Education
- Bachelor of Science in Family Life and Child Development
- Bachelor in Elementary Education, with specialization in Kindergarten, Preschool, Preschool or Early Childhood Education (ECE)
- Bachelor of Arts/Science Degree in discipline allied to Education, such as Psychology, Nursing, Music and Arts, et cetera, with at list 18 units in content courses or subjects in ECE

Equivalent:

- Bachelor in elementary Education, major in Special Education (SPED) with 18 units in ECE
- Bachelor of Secondary Education with additional Diploma in ECE including Practice Teaching in Kindergarten Education
- Other degree courses and/with at least 18 units in ECE







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**Enclosure No. 4.4**

**CRITERIA AND POINT SYSTEM FOR PROMOTION TO SPET I AND TEACHER III**

The Personnel Selection Board / Committee (PSB/C) shall evaluate the candidates for promotion using the table as indicated for specific positions and assign points for the sub-items under a particular criterion. Such point assignments indicated in "Annex A" shall be uniformly applied and implemented for all promotions in the Central, Region and Division offices.

TEACHING AND RELATED TEACHING GROUP

CRITERIA	POINTS
Performance	35
Experience	5
Outstanding Accomplishments (Meritorious Accomplishments)	20
Education	25
Training	5
Psycho-social attributes	5
Potential	5
<b>TOTAL</b>	<b>100</b>

NON-TEACHING GROUP

CRITERIA	Level 1	Level 2
Performance	35	30
Experience	5	10
Outstanding Accomplishments (Meritorious Accomplishments)	5	20
Education	10	15
Training	10	10
Potential	15	5
Psycho-social attributes	20	10
<b>TOTAL</b>	<b>100</b>	<b>100</b>

**A. Performance Rating**

The performance rating of the candidate for the last three (3) rating periods prior to screening should be at least *Very Satisfactory*.

**B. Experience**

Experience must be relevant to the duties and functions of the position to be filled.





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**C. Outstanding Accomplishments**

- a. Outstanding Employee Award
- Awardee in the school
  - Nomination in the division/awardee in the district
  - Nomination in the region/awardee in the division
  - Nomination in the Department/awardee in the region
  - National awardee
- b. Innovations
- Innovative work plan properly documented, approved by immediate chief and attested by authorized regional/division official:
- Conceptualized
  - Started the implementation
  - Fully implemented in the school
  - Adopted in the district
  - Adopted in the division
- c. Research and Development Projects
- Action research conducted in the school level
  - Action research conducted in the district level
  - Action research conducted in the division level
- d. Publication/Authorship
- Articles published in a journal/newspaper/magazine of wide circulation
  - Co-authorship of a book  
(shall be divided by the number of authors)
  - Sole authorship of a book
- e. Consultant/Resource Speaker in Trainings/Seminars/Workshops/Symposia
- District level
  - Division level
  - Regional level
  - National level
  - International level

**D. Education and Training**

- a. Education
- Complete Academic Requirements for Master's Degree
  - Master's Degree
  - Complete Academic Requirements for Doctoral Degree
  - Doctoral Degree







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**Enclosure No. 4.5**

**CRITERIA AND POINT SYSTEM FOR PROMOTION TO TEACHER II (SENIOR HIGH SCHOOL)**

**VII. Evaluation Criteria and Computation of Points**

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

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

1. The same criteria shall apply to applicants without professional teaching license.
2. **Education - 20 points for applicants of the ACADEMIC track and CORE SUBJECTS; 15 points for applicants of the TVL, ARTS and DESIGN, and SPORTS track subjects**

2.1 Education shall be rated in terms of the applicant's academic achievement in his or her undergraduate studies. Thus, all subjects with corresponding units must be included in the computation. Rating of Education for all applicants shall be based on the percentage rating equivalents below.

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





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b. Training

Participant in a specialized training  
e.g. Scholarship Programs, Short Courses, Study Grants

Participant in three (3) or more training activities in each level conducted for at least three (3) days not credited during the last promotions:

- District Level
- Division Level
- Regional Level

Participant in one (1) training conducted for at least three (3) days not credited during the last promotions:

- National Level
- International Level

Chair/Co-chair in a technical/planning committee

- District Level
- Division Level
- Regional Level
- National Level
- International Level

## E. Potential

This refers to the capacity and ability of a candidate to assume the duties of the position to be filled up and those of higher level.

The Personnel Selection Board/Committee (PSB/C) shall determine the potentials of the candidate based on each of the following components:

1. Communication Skills  
Speaks and writes effectively in Filipino and English.
2. Ability to Present Ideas  
Presents well-organized and precise ideas with marked command of the language used.
3. Alertness  
Manifests presence of mind and awareness of the environment.
4. Judgment  
Demonstrates sound judgment.
5. Leadership Ability  
Influences others to do the tasks for him.





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### F. Psychosocial Attributes and Personality Traits

This factor includes human relations, stress tolerance and decisiveness, which would indicate the capability of the candidate to be assets to the entire service system and utilize his/her talents and expertise to the maximum.

#### a. Human Relations

1. Adjusts to the variety of personalities, ranks and informal groups present in the organization
2. Internalizes work changes with ease and vigor
3. Accepts constructive criticisms objectively whether from his subordinates, peers or superiors
4. Observes proper decorum in relating with superiors and peers
5. Takes the initiative to organize work groups, adopt procedures and standards in his own level

#### b. Decisiveness

1. Thinks logically and acts accordingly
2. Considers alternatives and recommends solutions when faced with problem situations
3. Gives convincing recommendations and suggestions
4. Acts quickly and makes the best decision possible
5. Exercises flexibility

#### c. Stress Tolerance

1. Exercises high degree of tolerance for tension resulting from increasing volume of work, organizational change, environmental conflicts, etc.
2. Uses coping mechanisms to handle creatively tensions resulting from one's work.
3. Controls negative manifestations of emotions.
4. Performs satisfactorily his duties and functions in a tension-laden situation.
5. Channels negative emotions to positive and constructive endeavors.





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- 2.2 A transmutation scheme shall be developed for applicants coming from schools with different grading systems.
- 2.3 Applicants for the **Academic Track and Core Subjects** who have completed 15 units of specialized subjects in the track/strand/subject being applied for shall be given +1 point while those who completed 18 units shall be given +2 points. Applicants who have completed the academic requirements for a Master's degree in the track/strand/subject being applied for shall be given +3 points, while applicants with a Master's degree in the track/strand/subject shall be given +5 points.
- 2.4 Applicants for the **Academic Track and Core Subjects** who have complete academic requirements for a Doctorate relevant to the track/strand/subject being applied for shall be given +6 points, while applicants with a Doctorate (PhD or EdD) relevant to the track/strand/subject shall be given +8 points.
- 2.5 Applicants for the **TVL, Arts and Design, and Sports track subjects** who have completed 15 units of specialized subjects relevant to the track/strand/subject being applied for shall be given +1 point while those who completed 18 units shall be given +2 points. Applicants who have completed the academic requirements for a Master's degree in the track/strand/subject being applied for shall be given +3 points, while applicants with a Master's degree in the track/strand/subject shall be given +4 points.
- 2.6 Applicants for the **TVL, Arts and Design, and Sports tracks** who have complete academic requirements for a Doctorate in the track/strand/subject being applied for shall be given +5 points, while applicants with a Doctorate (PhD or EdD) in the track/strand/subject shall be given +6 points.
- 2.7 If the points obtained by an applicant exceed the total number of points for the criterion, a perfect rating of 20 (for Academic Track and Core Subjects) or 15 (for TVL, Arts and Design, and Sports tracks) shall be given.
- 3. Teaching/Industry/Workplace Experience – 15 points for applicants of the ACADEMIC TRACK and CORE SUBJECTS; 20 points for applicants of the TVL, ARTS and DESIGN, and SPORTS tracks**

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

Example:

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

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





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

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

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

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

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

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

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

Applicants must have attended training relevant (a) to the courses in the track/strand/subject being applied for, and/or (b) for skills development in fields related to the work, duties, and functions of a secondary education teacher. Thus, only seminars, trainings, workshops, and symposia directly related to such shall be credited.

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

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

- 4.1.1 For Arts and Design applicants, certifications listed below shall be given +2 points each on top of the score obtained, not to exceed 15 points:
  - a. Certification for fellowships abroad
  - b. Participation in local arts congresses (sponsored by NCCA or CCP)
  - c. Participation in art exhibitions or performances whether group, solo, held in the country or abroad.
  - d. Certification from any respectable and highly regarded national and/or international art-related professional organizations (e.g. Kasibulan, Agos Kulay, Portrait Artists Guild of the Philippines, Art Association of the Philippines, Society of Philippine Sculptors, etc.).





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

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

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

4.2 Rating of TVL applicants

TVL applicants must at least hold a National TVET Trainer Certificate (NTTC) from TESDA, which means:

- a. National Certificate (at least one level higher than course to be taught) in subject to be taught, and
- b. Trainers Methodology Certificate (TMC) I or II

The following points system shall be used for TVL applicants:

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

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

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

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





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**5. Interview – 15 points for applicants of ALL tracks**

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

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

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

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

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

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







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- Provides reasonable examples of:
  - encouraging positive student behavior
  - dealing effectively with negative student behavior
  - strategies to deal with uncommon classroom management challenges

### III. School Fit: Demonstrates skills and needs for development that can be a good fit with the school

- Interacts with interviewer in appropriate or professional manner
- Shows respect for the opinions of others
- Expresses personal and professional expectations and/or preferences that are in line with the school culture
- Shows appreciation of how families impact student performance
- Provides reasonable examples of:
  - strategies for creating positive relationships with administrators, faculty, students
  - Interests and skills that match the school's culture and needs

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

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

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

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

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





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

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

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

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

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

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





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

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

SUBMISSION CATEGORIES	POINTING SYSTEM (max. of 5 pts.)		
	Subnational Level	National Level	International Level
• Government-issued business permit(s), if self-employed	2 pts.		
• Certificate(s) or proof of proficiency issued by a duly-recognized body, including guilds and sports organizations	1 pt.	2 pts.	3 pts.
• Certificate(s) of recognition from a duly-recognized body including guilds and sports organizations	2 pts.	3 pts.	4 pts.
• Certificate(s) of accreditation from a duly-recognized body including guilds and sports organizations	3 pts.	4 pts.	5 pts.

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

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

(Refer to DepEd Order No. 3 s. 2016 pages 16-21)





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Enclosure No. 4.6

### JOB DESCRIPTION OF THE VACANT POSITIONS

Position	Duties and Function
<b>Special Education Teacher I</b>	<ul style="list-style-type: none"><li>• Assesses children/youths with special needs together with a multidisciplinary assessment team</li><li>• Recommends proper educational placement of children/youth with special needs</li><li>• Modifies the curriculum to address the needs of children/youth with special needs</li><li>• Teaches children/youths with special needs</li><li>• Uses instructional materials/assistive devices appropriate for children with special needs</li><li>• Conducts case studies/researches of children/youths with special needs</li><li>• Implements Individual Educational Plan (IEP) for children/youth with special needs in consultation with parents, confers with parents, principal, medical specialists, social workers, professional and other stakeholders</li><li>• Coordinates placement of children/youth with special needs for regular classroom inclusion</li><li>• Ensures that regular and receiving teachers adhere to inclusive education policies</li><li>• Serves as a SPED focal person in the division/or a resource room teacher in the SPED Center of the school</li></ul>
<b>Teacher II (Academic Track), Teacher II (TVL Track) &amp; Teacher III</b>	<ul style="list-style-type: none"><li>• Teaches or more grades/levels using appropriate and innovative teaching strategies</li><li>• Facilitates learning in the elementary/secondary schools through functional lesson plans (for new teachers up to 3 years) Daily Log (for teachers teaching 4 years and above) of activities and appropriate, adequate and updated instructional materials</li><li>• Monitors and evaluates pupils/students' progress</li><li>• Undertakes activities to improve performance indicators</li><li>• Maintains updated pupils/students progress regularly</li><li>• Supervises curricular and co-curricular projects and activities</li><li>• Maintains updated pupil/student school records</li><li>• Counsels and guides pupils/students</li><li>• Supports activities of governmental and non-governmental organizations</li><li>• Conducts Action Plan</li><li>• Maintains Daily Routine (classroom cleanliness, classroom management, overall physical classroom atmosphere</li><li>• Maintains harmonious relationship with fellow teachers and other school personnel as well as with parents and other stakeholders</li><li>• Does related work</li></ul>





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**Enclosure No. 4.7**

Annex C

**CHECKLIST OF REQUIREMENTS**

Name of Applicant: \_\_\_\_\_ Application Code: \_\_\_\_\_  
 Position Applied For: \_\_\_\_\_  
 Office: \_\_\_\_\_  
 Contact Number: \_\_\_\_\_  
 Religion: \_\_\_\_\_  
 Ethnicity: \_\_\_\_\_  
 Person with Disability: Yes ( ) No ( )  
 Solo Parent: Yes ( ) No ( )

Basic Documentary Requirement	Status of Submission <i>(To be filled out by the applicant; Check if submitted)</i>	Verification <i>(To be filled out by the HRMO/IR Officer/sub-committee)</i>	
		Status of Submission <i>(Check if completed)</i>	Remarks
a. Letter of Intent addressed to the Head of Office, or to the highest human resource officer			
b. Duly accomplished Personal Data Sheet (PDS) (CS Form No. 212, Revised 2017) and Work Experience Sheet, if applicable			
c. Photocopy of valid and updated PRC License/ID, if applicable			
d. Photocopy of Certificate of Eligibility/Report of Rating, if applicable			
e. Photocopy of scholastic/academic record such as but not limited to Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available			
f. Photocopy of Certificate/s of Training, if applicable			
g. Photocopy of Certificate of Employment, Contract of Service, or duly signed Service Record, whichever is/are applicable			
h. Photocopy of latest appointment, if applicable			
i. Photocopy of the Performance Ratings in the last rating period(s) covering one (1) year performance prior to the assessment, if applicable			
j. Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and Data Privacy Consent Form			
k. Other documents as may be required for comparative assessment:			
Means of Verification (MOVs) showing Outstanding Accomplishments, Application of Education, and Application of Learning and Development reckoned from the date of last issuance of appointment			
Photocopy of Performance Rating obtained from the relevant work experience, if performance rating in Item (i) is not relevant to the position to be filled			

Attested:

\_\_\_\_\_  
 Human Resource Management Officer

**OMNIBUS SWORN STATEMENT**

**CERTIFICATION OF AUTHENTICITY AND VERACITY**

I hereby certify that all information above are true and correct, and of my personal knowledge and belief, and the documents submitted herewith are original and/or certified true copies thereof.

**DATA PRIVACY CONSENT**

I hereby grant the Department of Education the right to collect and process my personal information as stated above, for purposes relevant to the recruitment, selection, and placement of personnel of the Department and for purposes of compliance with the laws, rules, and regulations being implemented by the Civil Service Commission.

\_\_\_\_\_  
 Name and Signature of Applicant

Subscribed and sworn to before me this \_\_\_\_ day of \_\_\_\_\_, year \_\_\_\_\_.

\_\_\_\_\_  
 Person Administering Oath

In consonance with Republic Act No. 8792 or the "Electronic Commerce Act of 2000", (e)lectronic documents shall have the legal effect, validity or enforceability as any other document or legal writing and a) (w)here the law requires a document to be in writing, that requirement is met by an electronic document if the said electronic document maintains its integrity and reliability and can be authenticated so as to be usable for subsequent reference.

