



Republic of the Philippines
Department of Education

DepEd O R D E R
 No. **12**, s. 2012

FEB 0 1 2012

**REVISED GUIDELINES ON THE HIRING OF TEACHER I POSITIONS BASED
 ON THE REFORM ACTIONS IN BASIC EDUCATION SECTOR
 REFORM AGENDA (BESRA)**

To: Undersecretaries
 Assistant Secretaries
 Bureau Directors
 Regional Directors
 Schools Division/City Superintendents
 Heads, Public Elementary and Secondary Schools

1. The Revised Guidelines on the Hiring of Teacher I Positions are enclosed for the information and guidance of all concerned. These are based on the **Revisions to DepED Order No. 20, s. 2009** entitled "**Further Revisions to the Hiring Guidelines for Teacher I Positions under DepED Order No. 4, s. 2007**" entitled "**Revisions to the Hiring Guidelines for Teacher I Positions.**"
2. The issuance of these revised guidelines aim to integrate and to institutionalize the Teacher Education and Development Program (TEDP) and the School-Based Management (SBM) which are the reform actions in Basic Education Social Reform Agenda (BESRA), and to clarify some gray areas in DepED Order No. 20, s. 2009.
3. Immediate dissemination of and strict compliance with this Order is directed.

BR. ARMIN A. LUSTRO FSC
 Secretary

Encl.: As stated

References: DepED Order: (Nos.: 20, s. 2009 and 4, s. 2007)

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

APPOINTMENT, EMPLOYMENT, REAPPOINTMENT
 CHANGE
 POLICY
 TEACHERS

Model: 2012 Hiring Guidelines for Teacher I Positions
 863-January 20, 2012

(Enclosure to DepEd Order No. 12, s. 2012)

FURTHER REVISIONS TO THE HIRING GUIDELINES FOR TEACHER I POSITIONS UNDER DEPED ORDER NO. 20, s. 2009

The Department of Education's (DepED) Basic Education Sector Reform Agenda (BESRA) is expected to create critical changes necessary to further accelerate, broaden, deepen and sustain improvements in the country's educational system. The desire for improved school performance propels a unified system that requires highly qualified teachers.

In order to institutionalize the objective of BESRA, particularly the reforms in Teacher Education and Development Program (TEDP) and School-Based Management (SBM), these revisions to the hiring guidelines for Teacher I positions in the public elementary and secondary schools under DepED Order No. 20, s. 2009 (*Further Revisions to the Hiring Guidelines for Teacher I Positions*) shall be implemented by Schools Divisions consistent with the pertinent provisions of existing laws, rules and regulations effective School Year 2012-2013.

1.0 SCOPE

These guidelines which shall apply to the filling up of newly created or natural vacancies for Teacher I positions in public elementary and secondary schools shall cover the following areas/aspects:

- 1.1 Recruitment – Announcement of Vacancies and Receipt of Applications
- 1.2 Verification and Validation of Documents Submitted
- 1.3 Evaluation and Selection of Applicants
- 1.4 Appointment of Qualified Applicants
- 1.5 Monitoring of Division Office Compliance by the Regional Office

2.0 DEFINITION OF TERMS

- 2.1 **Applicant** refers to a person who holds a valid certificate of registration/professional license as a teacher from the Professional Regulation Commission (PRC) seeking to be appointed to a Teacher I Position.
- 2.2 **Bona fide resident** refers to a qualified applicant who is resident of a particular barangay, municipality, city or province for at least six (6) months as evidenced by the Personal Data Sheet (CSC Form 212, Revised 2005) and voter's ID.
- 2.3 **Catchment areas** refer to adjacent barangay, municipality, city or province where there is no school but are being served by elementary or secondary schools located in a particular barangay, municipality, city or province.
- 2.4 **Locality** refers to a barangay, municipality, city or province.
- 2.5 **Qualified applicant** refers to a person with a valid professional teacher's license who meets the evaluation and selection criteria applied by the Schools Division Superintendent (SDS) in accordance with these guidelines.
- 2.6 **Registry of Qualified Applicants (RQA)** refers to the official list of those who obtained an over-all score of fifty (50) points or above during evaluation and selection processes.

3.0 BASIC RULES ON HIRING FOR TEACHER I POSITIONS

- 3.1 The guidelines on deployment contained in DepED Order 21, s. 2005 shall be strictly observed.
- 3.2 Public school teachers requesting for transfer to another assignment are not considered new applicants and should not therefore be subjected to these hiring guidelines.
- 3.3 As provided in Sec 26 (b) Paragraph 2 of RA 9293, teachers who have not practiced their profession for the past five (5) years shall be required to take at least twelve (12) units of education courses, consisting of at least six (6) units of pedagogy and six (6) units of context courses.

4.0 RECRUITMENT PROCEDURE

- 4.1 An applicant shall submit to the head of the elementary or secondary school a written application supported by the following documents:
 - CSC Form 212 (Revised 2005) in two copies with the latest 2"x 2" ID picture
 - Certified photocopy of PRC Certificate of Registration/License
 - Certified photocopy of ratings obtained in the Licensure Examination for Teachers/Professional Board Examination for Teachers
 - Certified copies of transcript of records for baccalaureate course
 - Copies of service record, performance rating and school clearance for those with teaching experience
 - Certificates of specialized training, if any
 - Certified copy of the Voter's ID
 - NBI Clearance
 - Omnibus certification of authenticity and veracity of all documents submitted.

If any of these documents are not submitted, the School Selection Committee may refuse acceptance of the application.

The committee shall issue a certification to the applicant that it has received the application specifying the documents that have been submitted in support of the application.

- 4.2 The School Selection Committee shall verify all documents as to completeness and authenticity.
- 4.3 The applicant assumes full responsibility and accountability on the validity and authenticity of the documents submitted. Any violation will automatically disqualify the applicant from the selection process.
- 4.4 The School Selection Committees shall submit to the concerned Division Sub-Committee the list of applicants together with the required documents.

5.0 EVALUATION AND SELECTION

- 5.1 The Schools Division Superintendent (SDS) shall organize the following Committees:

- 5.1.1 School Selection Committee
- 5.1.2 Division Sub-Committee
- 5.1.3 Division Selection Committee

5.2 The Committees shall have the following compositions and functions:

5.2.1 School Selection Committee

5.2.1.1 Composition

- a. The Committee at the elementary level shall be chaired by the School Head with four (4) Master Teachers/best performing teachers as members.

In the case of primary, incomplete elementary and multigrade (MG) schools, the Committee shall be chaired by the cluster school head with four (4) best performing teachers from the cluster schools as members.

- b. The Committee at the secondary level shall be chaired by the School Head with the Department Head concerned and three (3) teachers from the different learning areas as members.

For small secondary schools that do not have department heads, the School Head shall be the Committee Chair with four subject leaders from different learning areas as members.

5.2.1.2 Functions

- a. Receives applications.
- b. Verifies documents as to completeness, veracity, accuracy and authenticity.
- c. Submits the list of applicants with the corresponding documents to the Division Sub-Committee for elementary or secondary level.
- d. Submits to the Schools Division Superintendent (SDS) recommendation for appointment of qualified applicants in the Division Registry of Qualified Applicants (RQA).

5.2.2 Division Sub-Committee

5.2.2.1 Composition

- a. The Division Sub-Committee for elementary level shall be chaired by the Schools District Supervisor/Coordinating Principal of the district with four (4) School Heads as members.
- b. The Division Sub-Committee for secondary level shall be chaired by a School Head with four (4) other School Heads as members.

5.2.2.2 Functions

- a. Receives from the School Selection Committee the list of applicants with the corresponding documents.

- b. Reviews the documents submitted by the School Selection Committee as to completeness, accuracy, authenticity, and veracity.
- c. Evaluates applicants based on Education, Teaching Experience, LET/PBET Rating, Experiential Learning Course and Specialized Training and Skills.
- d. Conducts interviews.
- e. Observes and rates demonstration teaching of applicants.
- f. Administers the English Proficiency Test;
- g. Consolidates individual ratings and submits the initial rank list of qualified applicants to the Division Selection Committee.

5.2.3 Division Selection Committee

5.2.3.1 Composition

For Elementary Schools

Chair: Assistant Schools Division Superintendent (ASDS)

Members:

Two (2) Education Program Supervisors
 Division Chapter President of the Philippine Elementary Schools Principals Association (PESPA)
 Division Level President of the Teachers' Association (PTA)

For Secondary Schools

Chair: Assistant Schools Division Superintendent (ASDS)

Members:

Two (2) Education Program Supervisors
 Division Chapter President of the National Association of Secondary School Heads Incorporated (NAPSSHI)
 Division Level President of the Teachers' Association (PTA)

- a. In schools divisions where there is no ASDS, the Superintendent shall designate another Education Program Supervisor as the Chair of the Division Selection Committee.
- b. The official in-charge of personnel actions shall provide secretariat services and maintain records of proceedings or deliberations.

5.2.3.2 Functions

- a. Receives from the Division Sub-Committee the initial rank lists of qualified applicants with corresponding documents.
- b. Reviews and consolidates the results of the individual ratings of applicants, one for elementary level and another for secondary

level, by subject area, showing the scores they obtained in the criteria for evaluation.

- c. Prepares separate Registry of Qualified Applicants (RQA) for elementary and secondary levels as follows:

Registry A - 70 points and above
 Registry B - 60 to 69 points
 Registry C - 55 to 59 points
 Registry D - 50 to 54 points

- d. Submits the complete results of the evaluation of applicants (items b and c), including pertinent records of deliberations, to the SDS for approval.

5.3 Applicants shall be evaluated using the following criteria:

| CRITERIA | POINTS |
|---------------------------------|------------|
| a. Education | 25 |
| b. Teaching Experience | 10 |
| c. LET / PBET Rating | 10 |
| d. Experiential Learning Course | 5 |
| e. Specialized Training Skills | 5 |
| f. Interview | 10 |
| g. Demonstration Teaching | 20 |
| h. Communication Skills | 15 |
| TOTAL | 100 |

5.3.1 EDUCATION – 25 points

Rating on education shall be based on the following equivalents:

| <i>General Weighted Average (GWA)</i> | <i>Equivalent Points</i> | <i>General Weighted Average (GWA)</i> | <i>Equivalent Points</i> |
|---------------------------------------|--------------------------|---------------------------------------|--------------------------|
| 1.0 | 25.00 | 2.0 | 17.50 |
| 1.1 | 24.25 | 2.1 | 16.75 |
| 1.2 | 23.50 | 2.2 | 16.00 |
| 1.3 | 22.75 | 2.3 | 15.25 |
| 1.4 | 22.00 | 2.4 | 14.50 |
| 1.5 | 21.25 | 2.5 | 13.75 |
| 1.6 | 20.50 | 2.6 | 12.25 |
| 1.7 | 19.75 | 2.7 | 11.50 |
| 1.8 | 19.00 | 2.8 | 10.75 |
| 1.9 | 18.25 | 2.9-3.0 | 10.00 |

When the percentage rating is used, the following table of equivalents shall be used:

| <i>Percentage Rating</i> | <i>GWA</i> | <i>Percentage Rating</i> | <i>GWA</i> |
|--------------------------|------------|--------------------------|------------|
| 99.00 - 100 | 1.0 | 86.50 - 87.50 | 2.0 |
| 97.75 - 98.75 | 1.1 | 85.25 - 86.25 | 2.1 |

| | |
|---------------|-----|
| 96.50 - 97.50 | 1.2 |
| 95.25 - 96.25 | 1.3 |
| 94.00 - 95.00 | 1.4 |
| 92.75 - 93.75 | 1.5 |
| 91.50 - 92.50 | 1.6 |
| 90.25 - 91.25 | 1.7 |
| 89.00 - 90.00 | 1.8 |
| 87.75 - 88.75 | 1.9 |

| | |
|---------------|---------|
| 84.00 - 85.00 | 2.2 |
| 82.75 - 83.75 | 2.3 |
| 81.50 - 82.50 | 2.4 |
| 80.25 - 81.25 | 2.5 |
| 79.00 - 80.00 | 2.6 |
| 77.75 - 78.75 | 2.7 |
| 76.50 - 77.50 | 2.8 |
| 75.00 - 76.25 | 2.9-3.0 |

Applicants with non-education degrees shall be rated using their GWAs in their baccalaureate degrees and the 18 professional units in education.

Where the school issues a certification of GWA with corresponding Percentage Rating that does not conform to the above table, the committee shall refer to the grading system of the school.

For schools with "unique" grading systems, a corresponding transmutation table must be constructed.

5.3.2 TEACHING EXPERIENCE – 10 points

Teaching experience in pre-school, SPED, elementary and secondary in public and private schools shall be given one (1) point for every school year but not to exceed 10 points.

For every month of service, 0.1 point shall be given.

Example: 8 months = 0.8 point

11 months = 1.1 points

Only teaching experience in private schools that are DepEd-recognized or have DepEd permit to operate shall be considered.

5.3.3 LET/PBET RATING – 10 points

Rating of applicant's performance in the LET/PBET shall be as follows:

| <i>LET Rating</i> | <i>Points</i> |
|-------------------|---------------|
| 87+ | 10 |
| 85.86 | 9 |
| 83-84 | 8 |
| 81-82 | 7 |
| 79-80 | 6 |
| 77-78 | 5 |
| 75-76 | 4 |

| <i>PBET Rating</i> | <i>GWA</i> |
|--------------------|------------|
| 82+ | 10 |
| 80-81 | 9 |
| 78-79 | 8 |
| 76-77 | 7 |
| 74-75 | 6 |
| 72-73 | 5 |
| 70-71 | 4 |

5.3.4 EXPERIENTIAL LEARNING COURSES - 5 points

RUBRICS FOR EXPERIENTIAL LEARNING COURSES (ELC)

5.3.4.1 Field Study

| Scale | % | Point System | Adjectival Equivalent | Indicators |
|-------|--------|--------------|-----------------------|--|
| 5 | 95-100 | 1.00 | Excellent | Presents clear description of experiences that are |

| | | | | |
|---|-------|-----------|-------------------|---|
| | | | | considered worthwhile and helpful, explains judgments on personal strengths and weaknesses; includes successful outputs and accomplishments. |
| 4 | 90-94 | 1.25-1.50 | Proficient | Presents some examples of experiences, some explanations of strengths and weaknesses and includes some achievements. |
| 3 | 85-89 | 1.75-2.00 | Satisfactory | Contains some examples of learning experiences with few explanations of personal strengths and weaknesses and statement of what has been achieved. |
| 2 | 80-84 | 2.25-2.50 | Developing | There is little evidence of reflections and insights learned; very few details of experiences. Judgment of personal performances is very limited, with little or no attention paid to strengths and weaknesses of work. |
| 1 | 75-79 | 2.75-3.00 | Needs Improvement | There is no evidence of reflection; no details of experiences and judgment of performance, without statement of strengths and weaknesses and achievements. |

Where the applicant does not have a Field Study, the ELC shall be based on the Practice Teaching Rating.

5.3.4.2 Practice Teaching

| Scale | % | Point System | Adjectival Equivalent | Indicators |
|-------|--------|--------------|-----------------------|--|
| 5 | 95-100 | 1.00 | Outstanding | <ul style="list-style-type: none"> • Presents a variety of work done individually or in group. • Uses many resources. • Shows good organization and a clear focus. • Displays evidences of assessment such as revisions, a letter on why one chose a certain entry, etc. |
| 4 | 90-94 | 1.25-1.50 | Very Satisfactory | <ul style="list-style-type: none"> • Presents a variety of work done individually or in group. • Uses many resources. • Contains minor organizational flaws. • Exhibits some errors in grammar, usage or mechanics. |

| | | | | |
|---|-------|-----------|-------------------|--|
| | | | | <ul style="list-style-type: none"> Reflects enthusiasm, creativity, self-assessment, extensive investigations and analysis of information |
| 3 | 85-89 | 1.75-2.00 | Satisfactory | <ul style="list-style-type: none"> Presents fewer work and some resources. Includes confusing organization and lacks focus Reflects some enthusiasm, creativity, self-assessment, extensive investigations and analysis of information. |
| 2 | 80-84 | 2.25-2.50 | Fair | <ul style="list-style-type: none"> Contains problems in mechanics that interfere with communication. Reflects poor organization. Lacks focus, enthusiasm, creativity and analysis of information. |
| 1 | 75-79 | 2.75-3.00 | Needs Improvement | <ul style="list-style-type: none"> Consists mainly of ditto sheets or pages copied from a textbook. Contains no evidence of student thinking. |

5.3.5 SPECIALIZED TRAINING AND SKILLS – 5 points

Any of the specialized training for skills development such as journalism, sports, music, theatre arts, Information and Communication Technology (ICT) and other similar or allied skills shall be given a maximum of 5 points.

In the assignment of points, the following should be met:

- at least five (5) days' training;
- duly supported with documents;
- the skill shall be validated thru demonstration

Points may also be given to skills acquired from experience to be validated thru demonstration.

5.3.6 INTERVIEW – 10 points

The Division Sub-Committee shall interview the applicants based on the following attributes:

Personality (5 pts), each indicator to be given one (1) point

Appearance
Voice and Speech
Poise
Alertness
Self-confidence

Potential (5 pts), each indicator to be given one (1) point

Ability to present ideas
Judgment
Emotional Stability

Decisiveness
Stress tolerance

5.3.7 DEMONSTRATION TEACHING – 20 points

Applicants shall be given points on aspects such as: lesson plan, presentation of the lesson, classroom management and evaluation of pupil/student performance strictly following the applicable National Competency- Based Teacher Standards (NCBTS) strands and indicators.

5.3.8 COMMUNICATION SKILLS – 15 points

An English Proficiency Test with a maximum score of 100% shall be administered to applicants. The competencies and contents of the test are indicated below. However, as to the procedure and the test items to be administered to the applicant, these are left to the discretion of the Division Selection Committee.

- a. Listening (25%)
- b. Speaking (25%)
- c. Reading (25%)
- d. Writing (25%)

The percentage score obtained by an applicant shall be multiplied by the weight of 15 points, as follows:

| | |
|------------------|----------------------------------|
| Percentage Score | = 98% or 0.98 |
| Weighted Points | = 15 |
| Rating | = $0.98 \times 15 = 14.7$ points |

6.0 Constituting and Utilizing the Registry of Qualified Applicants (RQA)

- 6.1 The cut-off score for inclusion in the RQA is fifty (50) points.
- 6.2 The RQA is the list of qualified applicants for appointment which shall include their names, permanent addresses and final evaluation ratings. It shall be used in filling-up new items and natural vacancies for Teacher I positions.
- 6.3 The RQA for the elementary level shall be prepared by schools district while the RQA for the secondary level shall be prepared by school and by subject area.
- 6.4 In the event that an applicant is not appointed to any teaching position during the school year, he/she shall be automatically included in the succeeding year's updating of the RQA. He/she may opt to submit new documents to be included in the evaluation with new applicants; otherwise he/she shall retain his/her previous points.
- 6.5 Subject area specialization and not the residence of the qualified applicants shall be the primary consideration in the filling up of vacancy in Gr. V-VI for elementary as well as the secondary school level.

7.0 APPOINTMENT OF QUALIFIED APPLICANTS

- 7.1 Functions of the Schools Division Superintendent (SDS)

- 7.1.1 Posts the complete results (5.2.3.2.e) in at least three (3) conspicuous places in the Division Office: consolidated results of the individual ratings, division-wide rank list and RQA of teachers who obtained total scores of fifty (50) or above.
- 7.1.2 Appoints only from among the qualified applicants recommended by the School Selection Committee in the schools/schools districts where the vacancies exist.
- 7.1.3 Those in Registry A shall be given priority in the appointment. When all those in Registry A have been appointed and assigned to their respective stations and there are still positions to be filled, those in Registry B shall be considered before going to Registry C and D, in that order.
- 7.1.4 Provides every elementary and secondary school with copies of the RQAs for posting in their areas of jurisdiction. Regional Directors shall also be provided with copies of the RQAs.
- 7.1.5 Furnishes the Local Government Units with copies of the RQAs. Discussions shall be done to encourage their use of the RQAs in hiring licensed teachers to locally-funded items.

8.0 MONITORING OF DIVISION COMPLIANCE

- 8.1 Regional Directors shall regularly monitor and ensure strict compliance with the provisions of these hiring guidelines, as follows:
 - a. dissemination and discussion of these guidelines with teachers, school heads, district supervisors, superintendents and other schools division officials;
 - b. preparation of schools to receive, acknowledge and endorse applications;
 - c. organization of Division Sub-Committees and School Selection Committees;
 - d. briefing and orientation of members of these committees regarding their roles and functions;
 - e. preparation of scoring sheets, interview guides and tests of applicants;
 - f. briefing and information-sharing with local governments and other local stakeholders in teacher hiring;
 - g. preparation of a report on the observations, both positive and negative, in actual division practices in implementing these guidelines; and
 - h. submission of said report on a quarterly basis to the Office of the Secretary through the Office of Planning Service- Research and Statistics Division.

9.0 GRIEVANCE AND PROTEST PROCEDURES

Aggrieved qualified applicants in the RQAs of the Schools Division Offices and those disqualified under Par. 4.4 of these guidelines may file a protest or complaint, respectively.

The protest, which shall be subscribed and sworn to in the form of a letter-complaint in three (3) copies, shall be filed at the regional office within ninety (90) days from the issuance of the appointment. Complaints may be filed immediately upon being notified of his/her disqualification.

The Regional Director shall, upon receipt of the protest/complaint, refer to the Schools Division Superintendent (SDS) the protest/complaint within seventy-two (72) hours. The SDS shall answer, within fifteen (15) days, the allegations thereon furnishing the protestant/complainant a copy thereof.

On the basis of the reply of the respondent, the Regional Director shall have fifteen (15) days to make the decision which shall be final in so far as DepED is concerned. Any appeal regarding the DepED decision shall be filed with the Civil Service Commission.

10.0 REPEALING CLAUSE

Rules, regulations and issuances which are inconsistent with these guidelines are hereby repealed, rescinded or modified accordingly.

11.0 Sanctions

Anyone found guilty of violating any of the provisions of these guidelines or any part hereof shall be charged administratively pursuant to RA6713 otherwise known as the Code of Conduct and Ethical Standards for Public Officials and Employees and other relevant laws, rules and regulations.

12.0 EFFECTIVITY

The revised guidelines and criteria provided in this Order shall take effect immediately.


BR. ARMIN A. LUISTRO FSC
Secretary