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DepED ORDER
No. 20, s. 2009

**FURTHER REVISIONS TO THE HIRING GUIDELINES FOR TEACHER I POSITIONS
UNDER DEPED ORDER NO. 4, S. 2007**

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

1. For the information and guidance of all concerned, enclosed are further revisions to DepED Order No. 4, s. 2007 (Revisions to the Hiring Guidelines for Teacher I Positions).
2. Immediate dissemination of and compliance with this Order is directed.



JESLI A. LAPUS
Secretary

Encl.: As stated

Reference:

DepED Order: (No. 4, s. 2007)

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

APPOINTMENT, EMPLOYMENT, REAPPOINTMENT
CHANGE
POLICY
TEACHERS

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FURTHER REVISIONS TO THE HIRING GUIDELINES FOR TEACHER I POSITIONS UNDER DEPED NO. 4, S. 2007

The Department of Education (DepED) actively implements policy reforms called Basic Education Sector Reform Agenda (BESRA) which are expected to create critical changes necessary to further accelerate, broaden, deepen and sustain the improved current educational efforts. The vision for improved school performance propels a unified system that provides for the need for highly qualified teachers.

In order to institutionalize the objectives of BESRA, particularly the reforms in Teacher Education and Development Program (TEDP) and School Based Management (SBM), the revisions to the hiring guidelines for Teacher I positions in the public elementary and secondary schools under DepED Order No. 4, s. 2007 (*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 2009-2010.

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 shall cover the following areas/aspects:

- (a) Recruitment - Announcement of Vacancies and Receipt of Applications
- (b) Verification and Validation of Documents Submitted
- (c) Evaluation and Selection of Applicants
- (d) Appointment of Qualified Applicants
- (e) 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 **Qualified applicant** refers to a person who underwent and passed the evaluation and selection process and met the requirements for appointment to a Teacher I position.
- 2.3 **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 the evaluation and selection processes.
- 2.4 **Bona fide resident** refers to a qualified applicant who declared himself/herself a resident of a particular barangay, municipality, city or province for at least six (6) months in the Personal Data Sheet (CSC Form 212, revised 2005) accompanying his/her application.
- 2.5 **Catchment areas** refer to adjacent barangays where there is no school but are being served by elementary schools located in a particular barangay.

3.0 BASIC RULES ON HIRING FOR TEACHER I POSITIONS

- 3.1 The recruitment, evaluation and selection of applicants for Teacher I positions shall start from January to April of each year.
- 3.2 An applicant shall file his/her application to the school head of either an elementary or secondary school.
- 3.3 Appointments of teachers shall be made prior to the opening of the current school year beginning June and until the next Registry of Qualified Applicants (RQA) has been prepared.
- 3.4 The guidelines on deployment shall be strictly observed (DepED Order 21, s. 2005).
- 3.5 Public school teachers requesting for transfer to another assignment are not considered new applicants and should therefore not be subjected to these hiring guidelines.
- 3.6 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 nearest elementary or secondary school head 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
- 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 validity and authenticity of the documents submitted. Any violation will merit corresponding sanctions after due process.
- 4.4 The School Selection Committees shall submit to the concerned Division Sub-committees the lists of applicants together with the required documents.

5.0 EVALUATION AND SELECTION

- 5.1 The Schools Division Superintendent (SDS) shall organize the following Committees:
 - A. School Selection Committee
 - B. Division Sub-Committee
 - C. Division Selection Committee

5.2 The Committees shall have the following compositions and functions:

A. School Selection Committee

1. Composition

- 1.1 The Committee at the elementary level shall be chaired by the School Head with four (4) Master Teachers/best performing teachers as members.
- 1.2 The Committee at the secondary level shall be chaired by the School Head, the Department Head concerned and three (3) teachers from the different learning areas as members.

2. Functions

- 2.1 Receives applications.
- 2.2 Verifies documents as to completeness, veracity, accuracy and authenticity.
- 2.3 Submits the list of applicants with the corresponding documents to the Division Sub-Committees for elementary and secondary levels
- 2.4 Recommends to the SDS the appointments of qualified applicants listed in the RQA for the current school year who are bona fide residents of the locality where the vacancies exist and those from the "catchment areas" who are to be assigned in public elementary and secondary schools, consistent with the provisions of RA No. 8190 (Localization Law).

B. Division Sub-Committee

1. Composition

- 1.1 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.
- 1.2 The Division Sub-Committee for secondary level shall be chaired by a School Head with four (4) other School Heads as members.

2. Functions

- 2.1 Receives the list of applicants with the corresponding documents.
- 2.2 Reviews the documents submitted by the School Selection Committee as to completeness, accuracy, authenticity, and veracity.
- 2.3 Evaluates applicants on Education, Teaching Experience, LET/PBET Rating, Experiential Learning Course and Specialized Training and Skills.
- 2.4 Conducts interviews.
- 2.5 Observes and rates demonstration teaching of applicants.
- 2.6 Administers the English proficiency test.

2.7 Consolidates individual ratings and submits the initial rank list of qualified applicants to the Division Selection Committee.

C. Division Selection Committee

1. Composition

For Elementary Schools

Chair: Assistant Schools Division Superintendent

Members:

- Two (2) Education Supervisor I
- President of the PESPA (Division Chapter)
- President of the Teachers' Association (Division Level)

For Secondary Schools

Chair: Assistant Schools Division Superintendent

Members:

- Two (2) Education Supervisor I
- President of the PAPSSA (Division Chapter)
- President of the Teachers' Association (Division Level)

- 1.1 In a schools division where there is no ASDS, the Superintendent shall designate an Education Supervisor I as the Chair of the Division Selection Committee, in addition to the two (2) Education Supervisor I members.
- 1.2 The personnel in-charge of personnel actions shall provide secretariat services and maintain records of proceedings of deliberations.

2. Functions

- 2.1 Prepares the written English Proficiency Test.
- 2.2 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.
- 2.3 Prepares a division-wide ranklist, one for elementary level and another for secondary level, based on item 2.2.
- 2.4 Prepares the RQA of qualified applicants who obtained total scores of fifty (50) points or above by school district, for elementary level, and by school for secondary level, by subject area.
- 2.5 Submits the complete results of the evaluation of applicants (items 2.2, 2.3 and 2.4), 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 AND SKILLS	5
f. INTERVIEW	10
g. DEMONSTRATION TEACHING	20
h. COMMUNICATION SKILLS	15
TOTAL	100

5.3a EDUCATION - 25 points

Scoring Education is in terms of the applicant's academic achievement which means that all subjects with corresponding units must be included in the computations.

General Weighted Average	Equivalent Points	
1.0	25	25
1.1	23.75	24.25
1.2	22.5	23.5
1.3	21.25	22.75
1.4	20	22
1.5	18.75	21.25
1.6	17.5	20.5
1.7	16.25	19.75
1.8	15	19
1.9	13.75	18.25

General Weighted Average	Equivalent Points	
2.0	12.5	17.50
2.1	11.25	16.75
2.2	10	16.00
2.3	8.75	15.25
2.4	7.5	14.5
2.5	6.25	13.75
2.6	5	12.25
2.7	3.75	11.5
2.8	2.5	10.75
2.9-3.0	1.25	10

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

Percentage Rating	GWA
99.0 - 100	1.0
97.75 - 98.75	1.1
96.5 - 97.5	1.2
95.25 - 96.25	1.3
94.0 - 95.0	1.4
92.75 - 93.75	1.5
91.5 - 92.5	1.6
90.25 - 91.25	1.7
89.0 - 90.0	1.8
87.75 - 88.75	1.9

Percentage Rating	GWA
86.5 - 87.5	2.0
85.25 - 86.25	2.1
84.0 - 85.0	2.2
82.75 - 83.75	2.3
81.5 - 82.5	2.4
80.25 - 81.25	2.5
79.0 - 80.0	2.6
77.75 - 78.75	2.7
76.5 - 77.5	2.8
75.0 - 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.

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

5.3b TEACHING EXPERIENCE - 10 points

Teaching experience in pre-school, SPED, elementary and secondary in private and public 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

5.3c LET/PBET RATING - 10 points

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

<i>LET Rating</i>	<i>Points</i>	<i>PBET Rating</i>	<i>Points</i>
87 +	10	82 +	10
85-86	9	80-81	9
83-84	8	78-79	8
81-82	7	76-77	7
79-80	6	74-75	6
77-78	5	72-73	5
75-76	4	70-71	4

5.3d EXPERIENTIAL LEARNING COURSES – 5 points

RUBRICS FOR EXPERIENTIAL LEARNING COURSE

1. Field Study

Scale	%	Point System	Adjective Equivalence	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 performance 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 an absence of evidence of reflection; no details of experiences and judgment of performance, without statement of strengths and weaknesses and achievements.

2. Practice Teaching

Scale	%	Point System	Adjective Equivalence	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 self-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. • 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 a focus which is nuclear • 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. • Lack 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.

5.3e 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 one (1) week 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.

5.3f 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

5.3g 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 NCBTS strands and indicators.

5.3h 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 applicants, these are left to the expertise of the Division Selection Committee.

1. Listening
2. Speaking
3. Reading
4. Writing

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

Percentage Score = 98% or .98
Weighted Points = 15
Rating = .98 x 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 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 next 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.
- 6.4 Only a qualified applicant for a specific subject area shall fill the vacancy in that subject area needed at the secondary school level before the residence of the qualified applicant is considered.
- 6.5 The School Selection Committee may recommend qualified applicants from other subject areas to fill the position when there is no available qualified applicant with the preferred subject area of specialization.
- 6.6 Recommendations by the School Selection Committee for the appointment of qualified applicants included in the RQA to be sent to the Division Office should be signed by all the Committee members.

7.0 APPOINTMENT OF QUALIFIED APPLICANTS

- 7.1 Functions of the Schools Division Superintendent (SDS)
 - 7.1a Posts the complete results (C.2.5) in at least three (3) conspicuous places in the Division Office: consolidated results of the individual ratings, division-wide ranklist and RQA of teachers who obtained total scores of fifty (50).
 - 7.1b Appoints only from among the qualified applicants recommended by the School Selection Committee in the schools/school districts where the vacancies exist.
 - 7.1c Ensures that the matching of qualified applicants in the RQAs with the available vacant positions in schools shall be done consistent with the provisions of RA No. 8190 (Localization Law) and other pertinent laws, rules and regulations, in the following order:
 - a. Qualified applicants in the RQA who are bona fide residents of barangays where schools with vacancies are located are to be recommended for appointment. Bona fide residents of adjacent barangays where no schools are located and have been identified as "catchment areas" shall also be considered.
 - b. When there are more qualified bona fide residents of the barangay and "catchment areas" than the available vacant positions to be filled up, the School Selection Committee shall determine those to be recommended for appointment.
 - c. When bona fide residents of the barangay and "catchment areas" have been appointed and there are still available vacant positions to be filled up, qualified applicants from the municipality or city shall be appointed.
 - d. If there are two or more qualified applicants who are bona fide residents of the municipality or city where the school with a vacancy exists, the School Selection Committee will choose from among the qualified applicants.

- e. When bona fide residents of the municipality or city have been appointed and there are still available vacant positions to be filled up, qualified applicants from the province shall be appointed.
 - f. If there are two or more qualified applicants who are bona fide residents of the province where a school vacancy exists, the School Selection Committee shall select from among the qualified applicants.
- 7.1d 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.
- 7.1e 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 AND SANCTIONS

- 8.1 Regional Directors shall regularly monitor and ensure the full implementation of the provisions of these hiring guidelines, as follows:
- a. extent of dissemination and discussion of these guidelines with teachers, school heads, district supervisors, superintendents and other schools division's officials;
 - b. preparation of schools to receive, acknowledge and endorse applications;
 - c. organization of Division Sub-committees and 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; and
 - f. extent of briefing and information sharing with local governments and other local stakeholders in teacher hiring.
- 8.2 Anyone found guilty of violating any of the provisions of these revised guidelines or any part thereof shall be administratively dealt with accordingly.

9.0 GRIEVANCE AND PROTEST PROCEDURES

Aggrieved qualified applicants in the RQAs of the Schools Division Offices may file a protest.

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.

The Regional Director shall, upon receipt of the complaint, furnish the Schools Division Superintendent (SDS) of the complaint within seventy-two (72) hours. The SDS shall answer within fifteen (15) days the allegations thereof, furnishing the complainant a copy. The complainant shall in turn answer within fifteen (15) days.

On the basis of the replies of the complainant and 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 to 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 EFFECTIVITY

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



JESLI A. LAPUS
Secretary