



Republic of the Philippines  
**Department of Education**

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**HIRING GUIDELINES FOR SENIOR HIGH SCHOOL (SHS) TEACHING  
 POSITIONS EFFECTIVE SCHOOL YEAR (SY) 2016-2017**

To: Undersecretaries  
 Assistant Secretaries  
 Bureau and Services Directors  
 Regional Directors  
 Schools Division Superintendents  
 Public Elementary and Secondary Schools Heads  
 All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017**, which aims to clearly define the application, selection, and appointment process of SHS teachers as well as to establish professional standards and evaluation criteria which will ensure that highly competent individuals with the appropriate qualifications and specializations are hired to teach in (SHSs).
2. All DepEd Orders and other related issuances, rules and regulations, and provisions which are inconsistent with these guidelines are hereby repealed, rescinded, or modified accordingly.
3. Immediate dissemination of and strict compliance with this Order is directed.

  
**BR. ARMIN A. LUISTRO FSC**  
 Secretary

Encls.:  
 As stated

Reference:  
 None

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

APPOINTMENT  
 POLICY  
 RECRUITMENT

SCHOOLS  
 SELECTION  
 TEACHERS

R: Sally: DO-hiring guideliens for SHS teaching positions effective SY 2016-2017  
 0793-December 7, 2015

## **HIRING GUIDELINES FOR SENIOR HIGH SCHOOL (SHS) TEACHING POSITIONS**

### **I. Rationale**

The Department of Education (DepEd) recognizes that the success of any education system greatly relies on the competence of its teachers. Hence, one of the primary issues the Department aims to address through its comprehensive implementation of the K to 12 Basic Education Program is the need for highly competent teachers in senior high schools. The program plans to achieve this objective through setting professional standards that will better ensure that the teachers hired are able to significantly contribute to the development of lifelong learners.

Faithful to the merit and fitness principle of the Civil Service Doctrine of the Constitution and DepEd's continuing thrust to enhance the quality of basic education, these hiring guidelines are hereby promulgated for teaching positions in the senior high school consistent with the pertinent provisions of existing laws, rules and regulations.

### **II. Scope**

1. These guidelines, which shall apply to the filling-up of newly-created and/or natural vacancies for teaching positions in public senior high schools, shall cover the following areas/aspects:
  - a. Announcement of vacancies and receiving of applications;
  - b. Verification and validation of submitted documents ;
  - c. Evaluation criteria and selection process of qualified applicants;
  - d. Appointment of qualified applicants; and
  - e. Monitoring of Schools Division Offices (SDOs) compliance by Regional Offices (ROs)
2. For applicants who are already teaching with the DepEd either in elementary or junior high schools (JHS), DepEd Order No. 66, s. 2007 on the "Revised Guidelines on the Appointment and Promotion of Other Teaching, Related Teaching and Non-Teaching Positions" shall apply, except for "Part III. Computation of Points" of said DepEd Order. "Part VII. Evaluation Criteria and Computation of Points" of this Order shall apply instead.

### **III. Definition of Terms**

1. **Bona fide resident** refers to an applicant who has been residing for at least six (6) months at the barangay, municipality, city or province in which the school being applied to for a teaching position is located, as evidenced by the Personal Data Sheet (CSC Form 212, Revised 2005) and a Voter's Identification Card or any proof of residency deemed acceptable by the School Screening Committee.
2. **Displaced HEI applicant** refers to applicant who has a minimum teaching experience of at least one (1) complete academic year in an HEI as of academic year (AY) 2014-2015 and has been displaced as a result of the implementation of RA 10533 otherwise known as the "Enhanced Basic Education Act of 2013."

3. **Higher Education Institution (HEI)** refers to an educational institution, private or public, undertaking operations of higher education program/s with an organized group/s of students pursuing defined studies in higher education, receiving instructions from teachers, usually located in a building or group/s of buildings in a particular site specifically intended for educational purposes.
4. **Permanent** refers to the employment status issued to a person who meets all the minimum qualification requirements of the position to which he/she is being appointed, including the appropriate eligibility prescribed, in accordance with the provisions of law, rules and standards promulgated in pursuance thereof. This includes all level of positions (As amended by CSC MC No. 15, s. 1999).
5. **Provisional** refers to the employment status issued to a teacher who meets all the requirements of the position except eligibility (professional teaching license).
6. **Published Work** refers to a copyrighted work, as enshrined in RA 8293 otherwise known as the “Intellectual Property Code of the Philippines” made available to the public by sale or other transfer of ownership, or by rental, lease, or lending on an unrestricted basis. This includes works that are literary, scholarly, scientific and/or artistic in nature published in a book, journal, anthology, textbook, newsletter, newspaper, magazine, or any other recognized publication medium.
7. **Qualification Standards (QS)** refers to the minimum and basic requirements for positions in the government. These shall serve as the basic guide in the selection of personnel and in the evaluation of appointments to all positions in the government.
8. **Qualified applicant** refers to a person who meets the evaluation and selection criteria in accordance with DepEd policy, rules and regulations set forth in these guidelines.
9. **Registry of Qualified Applicants (RQA)** refers to the official list of applicants who obtained an overall score of seventy (70) points and above based on the criteria and as a result of the evaluation and selection process set herein.
10. **Senior High School** refers to an educational institution, public or private, undertaking educational operations offering Grades 11 and 12 with specialized upper secondary education based on the defined tracks and strands under the K to 12 program of the Enhanced Basic Education with students pursuing defined studies and receiving instruction from teachers, usually located in a building or group/s of building in a particular physical or cyber site.
11. **Senior High School Teacher** refers to a person who meets the minimum requirements whether on full-time or part-time basis including industrial arts and vocational teachers and all other persons performing supervisory, managerial and/or administrative functions in all schools and educational offices at the district, division, regional and central levels and qualified to practice teaching under RA 7836 and/or those performing functions in support of education such

as standard setting, policy and programs formulation, research and sector monitoring and evaluation.

A DepEd teacher having both JHS and SHS teaching loads will only be considered an SHS teacher (with an SHS item) if he/she has satisfied all requirements, successfully undergone the application process for a SHS teaching position, and has a predominantly SHS teaching load, that is, more than fifty percent (50%) of his/her teaching load are those of SHS.

- 12. Part-time Senior High School Teacher** refers to a practitioner in a field related to an SHS track/strand who teaches in SHS. Part-time SHS teachers may teach in one or more schools within the division, provided that the total teaching load will not exceed one-half of the regular teaching load. Prior to application, practitioner-SHS applicants currently employed by the national government or local government unit shall seek approval from the head of his/her unit to teach in SHS with supporting evidence thereto.
- 13. SHS Subject Groups** are related SHS subjects grouped according to needed teacher specialization/preparation, such that all the subjects in any track/strand offered by the school can be taught by qualified teachers. The SHS subject groups shall be the basis for preparing the SHS Registry of Qualified Applicants. SHS teacher applicants should also indicate the SHS subject group they intend to teach in their application letter. Ideally, SHS teachers should be able to teach most, if not all, of the subjects in the same group. SHS teachers may also teach subjects from different groups provided that he/she qualified to do so.

For the purposes of these guidelines, the SHS Subject Groups are as follows:

Group I. HUMSS and the following subject groupings:

I-A: Oral Communication, Reading and Writing, English for Academic and Professional Purposes, Practical Research

I-B: Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino, Pagbasa at Pagsusuri ng Iba't ibang Teksto sa Pananaliksik, Pagsulat sa Filipino sa Piling Larangan

I-C: 21<sup>st</sup> Century Literature from the Philippines and the World; Contemporary Philippine Arts from the Region; Understanding Culture, Society and Politics; Introduction to the Philosophy of the Human Person and related specialized HUMSS subjects

I-D: Media and Information Literacy; Empowerment Technologies (for the Strands)

Group II. ABM and Entrepreneurship, Research and Work Immersion

Group III. STEM and the following subject groupings:

III-A: General Mathematics, Statistics and Probability and related specialized STEM subjects

III-B: Earth Science, Earth and Life Science, Physical Science and related specialized STEM subjects

Group IV. TVL and the following specializations:

IV-A: Specialized TVL/Agri-Fisheries

IV-B: Specialized TVL/Industrial Arts

IV-C: Specialized TVL/ICT

IV-D: Specialized TVL/Home Economics

Group V. Sports and the following subjects:

- Physical Education and Health, Personal Development and related specialized Sports Subjects

Group VI. Arts and Design

#### **IV. Announcement of Vacancies**

1. The complete list of all vacant SHS positions shall be disseminated by the DepEd Central Office to the Schools Division Offices (SDOs) and schools offering Grades 11 and 12.
2. The SDO's Personnel Division shall publish the vacant positions in the CSC Bulletin of Vacant Positions and through other modes of publication such as agency website and newspaper and post the same in at least three (3) conspicuous places in the SDO, its website, and in the schools concerned for at least ten (10) calendar days. The date of posting shall be indicated in the notice.
3. The publication of vacant positions per track and strand shall include the documentary and eligibility requirements, qualification standards (QS), evaluation criteria, application processes and procedures, and the deadline for submission of application for the respective positions. The deliberation by the Division Selection Committee shall be made not earlier than ten (10) days from the date of publication of vacant position. It shall be valid until six (6) months reckoned from the date of publication; thus, appointments shall be made within this period. Otherwise, it shall be republished and open for application until the right candidate for the position is chosen.
4. The SDO's Personnel Division shall transmit the lists of vacant SHS teaching positions with corresponding QS to CSC not later than the 10<sup>th</sup> day of every month. It shall include the specific job title, job requirements, and job description.

#### **V. Application Process and Documentary Requirements**

1. Applicants shall register to the Department's online system at [application.deped.gov.ph](http://application.deped.gov.ph), where they must encode their Personal Data Sheet (PDS) and select the division(s) where they want to be ranked. Once submitted, a Unique Applicant Number (UAN) will be issued. In the submission of application requirements, the UAN shall be indicated, if available.

1.1 Each division shall assign an e-mail address (either its official division office's e-mail or its HR's e-mail) where the system will forward the applications.

1.2 Applications without the UAN indicated shall still be accepted by the SDO. Applicants who are unable to submit the UAN may still go through the evaluation process, be ranked in the Registry of Qualified Applicants, and be hired. However, the UAN shall be submitted to the SDO once it is available.

2. An applicant shall submit to the SDO or the school head of the SHS (either standalone SHS or complete secondary school) where a teacher shortage or vacancy exists, a written application, supported by the following documents:

	<b>Applicants for Permanent Positions</b>	<b>Applicants for Part-Time Positions</b>
Mandatory requirements	<ul style="list-style-type: none"> <li>• Letter of intent which shall indicate the following information:               <ol style="list-style-type: none"> <li>a. Statement of purpose/expression of interest</li> <li>b. Subject group he/she intends to teach</li> <li>c. Preferred school(s), if any</li> </ol> </li> <li>• CSC Form 212, Revised 2005 (Personal Data Sheet) in two (2) copies with the latest 2x2 ID picture</li> <li>• Certified photocopy of certificates of relevant specialized trainings, if any</li> <li>• Certified copy of Voter's ID and/or any proof of residency</li> <li>• National Bureau of Investigation (NBI) clearance</li> <li>• Omnibus certification of authenticity and veracity of all documents submitted, signed by the applicant</li> </ul>	
Additional requirements	<ul style="list-style-type: none"> <li>• Certified photocopy of Diploma on Bachelor's degree</li> <li>• Certified photocopy of Transcript of Records with at least 15 units of specialization in relevant strand/specialized subject</li> <li>• Certified photocopy of Professional Regulation Commission (PRC) professional ID card/certificate of registration /license</li> <li>• Certified photocopy of ratings obtained in the Licensure Examination for teachers (LET)/Professional Board Examination for Teachers (PBET)</li> </ul>	<ul style="list-style-type: none"> <li>• Written approval from his/her head of unit if he/she is currently employed by the national government or the local government unit.</li> </ul>
Additional requirements for <b>TVL</b> teacher-applicants	<ul style="list-style-type: none"> <li>• Technical Education and Skills Development Authority (TESDA) National Certificate (NC) of at least one level higher than course to be taught in subject to be taught (e.g. NC-III in SMAW to teach SMAW-NC-II) or same level if there is no NC level higher. Exceptions are given to applicants for courses with no National Certificates (e.g. Handicraft courses)</li> </ul>	

	<b>Applicants for Permanent Positions</b>	<b>Applicants for Part-Time Positions</b>
Additional requirements for <b>TVL</b> teacher-applicants	<ul style="list-style-type: none"> <li>• Certified photocopy of Trainers Methodology Certificate (TMC), if available</li> </ul>	
Additional requirement for <b>Arts and Design and Sports</b> Tracks teacher-applicants	<ul style="list-style-type: none"> <li>• Certified photocopy of Certification of Proficiency/Recognition from recognized and respectable relevant associations/organizations/guild</li> </ul>	
Additional requirement for <b>HEI/TVI faculty</b>	<ul style="list-style-type: none"> <li>• Certified photocopy of Certification of Status of Employment/Service Record from HEI/TVI</li> </ul>	

3. Academic personnel applicants from HEIs must present a Certificate of Service Rendered and of Good Standing from his or her previous employer with the information listed below, if available.
  - a. Employee's name
  - b. Job title
  - c. Duration of services rendered by the applicant employee
4. Applicants who have already submitted the complete requirements during the Call for Expressions of Intent shall not be required to resubmit. However, they may submit additional/updated documents (e.g. new certificates, portfolio pieces, etc.). Applicants who have submitted partial or incomplete requirements shall be required to submit the lacking necessary documents.

## **VI. Evaluation and Selection Committees**

1. The Schools Division Superintendent (SDS) shall issue a Memorandum organizing and designating the members of the following committees for expanded junior high schools:
  - a. School Screening Committee
  - b. Division Selection Committee
  - 1.1 Standalone senior high schools shall only have a Division Selection Committee. Thus, for said schools, all functions of the School Screening Committee, as detailed in Item 6.2.1, shall be performed by the Division Selection Committee.

## 2. School Screening Committee (SSC)

### 2.1 Composition

Chair:

- School Head

Members:

- Head Teacher for Core and/or Track subjects as needed based on the school's vacancies
- Three (3) teachers from the different learning areas as needed based on the school's vacancies
- President or authorized representative of the School Governing Council (SGC) or the Parents-Teachers Association (PTA)

Committee members shall be identified by the School Head using the abovementioned designations. The School Head shall then transmit the Composition of the SSC to the Schools Division Superintendent for the issuance of a corresponding Designation Order.

### 2.2 Functions

- a. Ensures that the updated lists of vacancies are regularly posted at conspicuous places, on the websites of schools, at teacher education training institutions, higher education institutions (HEIs), and industry and private institutions at all times. The step-by-step procedure in applying for SHS teaching positions, including a copy of this Order, must be posted as well.
- b. Receives applications and documents.
- c. Verifies and certifies as to completeness, veracity, accuracy, and authenticity of documents. This verification includes but is not limited to interviewing or getting additional information from applicants' referees and/or the issuing bodies from which they obtained certifications and other documents.
- d. Informs applicants about schedules, timelines, and deadlines at least seven (7) days in advance. Documentary proof of announcements, notifications, and communications shall be kept.
- e. Issues a certification to each applicant that it has received the application specifying the documents that have been submitted in support of the application. (Annex of Standardized Certification that includes the checklist of requirements must be included.)
  - i. The SSC shall not refuse acceptance of any application. If any of the required documents are incomplete or invalid, the Committee shall immediately notify the applicant to facilitate the complete and proper submission of documents.
  - ii. All applications, even those found to be incomplete or inauthentic, must still be forwarded to the Division



Selection Committee (DSC), albeit such submissions must be noted and marked by the Committee.

- f. Produces copies of the received applications and documents before submitting the original submissions to the Division Selection Committee. The copies are then to be compiled and/or bound, with a table of contents and proper pagination, and are to be kept in the Office of the School Head for records purposes.

### 3. Division Selection Committee (DSC)

#### 3.1 Composition

Chair:

- Assistant Schools Division Superintendent (ASDS)

Members:

- One (1) Education Program Supervisor/Specialist
- Division Chapter President of NAPSSHI or NASSPHIL
- Authorized representative of an accredited or recognized teachers' association, organization, or union
- Authorized representative of a duly-accredited or – recognized organization/industry proficient and knowledgeable in the track/learning area needed based on the school's vacancies (*not needed for the evaluation of core subject applicants*)
- One (1) Regional Education Supervisor as Process Observer

In an SDO where there is more than one (1) ASDS, the ASDS in charge of Academics shall be designated as the Chair.

In an SDO where there is no ASDS, the Superintendent shall designate the Chief of the Curriculum and Instruction Division or the School Governance and Operations as the Chair of the Division Selection Committee.

The official in charge of personnel actions shall provide secretariat services and maintain the minutes of proceedings of the selection and deliberation process. The minutes shall be signed by the Chair and all members of the Division Selection Committee.

#### 3.2 Functions

- a. Receives from the School Screening Committee the list of applicants with the corresponding documents.
- b. Verifies the documents submitted by the School Screening Committee as to completeness, accuracy, authenticity, and veracity.
- c. Evaluates applicants based on the criteria set forth in these guidelines.
- d. Ensures that applicants are notified at least seven (7) days before the scheduled conduct of evaluation procedures such as Demonstration Teaching, English Proficiency Test, and Interview. Documentary proof of announcements, notifications, and communications shall be kept.

- e. Reviews and consolidates the results of the individual ratings of applicants based on the scores they obtain in each criterion for evaluation.
- f. Prepares separate division-wide RQAs for each core subject and track.
- g. Sends to each applicant a written communication detailing the scores he or she has received for each evaluation criterion as well as the final overall rating, signed by the Chair
- h. Submits the complete results of the evaluation of applicants, including pertinent records of deliberations to the SDO's Personnel Division.

**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.

<b>Final Percentage Rating Obtained in Tertiary Education</b>	<b>Equivalent Points for Academic Track and Core Subject Applicants</b>	<b>Equivalent Points TVL, Arts and Design, and Sports Applicants</b>
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

- 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.

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

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.).
- 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.

### 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
<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>	<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>	<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, <b>or</b> 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>

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

<b>I. Teaching Ability: Demonstrates appropriate knowledge of content and pedagogy</b>
<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</li> <li>- addressing the multiple and varied needs of students</li> <li>- maintaining high expectations for students when confronted with setbacks</li> </ul> </li> </ul>
<b>II. Classroom Management: Demonstrates ability to encourage positive student behavior and to deal effectively with negative student behavior</b>
<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>

<ul style="list-style-type: none"> <li>• Provides reasonable examples of: <ul style="list-style-type: none"> <li>- encouraging positive student behavior</li> <li>- dealing effectively with negative student behavior</li> <li>- strategies to deal with uncommon classroom management challenges</li> </ul> </li> </ul>
<p><b>III. School Fit: Demonstrates skills and needs for development that can be a good fit with the school</b></p>
<ul style="list-style-type: none"> <li>• Interacts with interviewer in appropriate or professional manner</li> <li>• Shows respect for the opinions of others</li> <li>• Expresses personal and professional expectations and/or preferences that are in line with the school culture</li> <li>• Shows appreciation of how families impact student performance</li> <li>• Provides reasonable examples of: <ul style="list-style-type: none"> <li>- strategies for creating positive relationships with administrators, faculty, students</li> <li>- Interests and skills that match the school’s culture and needs</li> </ul> </li> </ul>

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</b> points for TVL, Arts and Design, and Sports track applicants



**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
<ul style="list-style-type: none"> <li>• Published work</li> </ul>	1 pt. each	2 pts. each	5 pts. each
<ul style="list-style-type: none"> <li>• Recognized Innovations and Accomplishments in Research and Development</li> </ul>	1 pt. each	2 pts. each	3 pts. each
<ul style="list-style-type: none"> <li>• 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> </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

- 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:

<b>SUBMISSION CATEGORIES</b>	<b>POINTING SYSTEM</b> (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.

A. Lesson Planning and Preparation	OBSERVABLE INDICATORS AND CORRESPONDING POINTS			
	4 points	3 points	2 points	1 point
1. Selecting Instructional Objectives	Teacher's objectives reflect high level learning related to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit practical/ workable methods of assessment.	Teacher's objectives represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit practical/ workable methods of assessment.	Teacher's objectives are of moderate value or suitability for students in the class, consisting of a combination of objectives and activities, some of which permit practical/ workable methods of assessment.	Teacher's objectives represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit practical/ workable methods of assessment.
2. Mapping Coherent Instruction	All of the elements of the instructional design support the stated instructional objectives, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.	Most of the elements of the instructional design support the stated instructional objectives and engage students in meaningful learning and the lesson or unit has a clearly defined structure.	Some of the elements of the instructional design support the stated instructional objectives and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	The various elements of the instructional design do not support the stated instructional objectives or engage students in meaningful learning and the lesson or unit has no defined structure.
3. Instructional Materials, Resources, and Technology	All materials and resources support the instructional objectives and key concepts, and most engage students in meaningful learning. There is evidence of	All materials and resources support the instructional objectives and key concepts, and most engage student in meaningful learning.	Some of the materials and resources support the instructional objectives and key concepts, and some engage	Materials and resources do not support the instructional objectives and key concepts or engage students in

	student participation in selecting or adapting materials.	Technology used to enhance and support instruction.	students in meaningful learning.	meaningful learning.
<b>B. Classroom Management</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
1. Managing Classroom Procedures	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures have been established, but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures are partly inefficient, resulting in the loss of much instructional time.
2. Organizing Physical Space	Teacher's classroom is safe and students contribute to ensuring that the physical environment supports the learning of all students.	Teacher's classroom is safe and learning is accessible to all students; the teacher uses physical resources well and ensures that the physical arrangement supports the learning activities.	Teacher's classroom is safe and essential learning accessible to all students but the future arrangement only partially supports the learning activities.	Teacher makes poor use of the physical environment resulting in unsafe or inaccessible conditions for some students. There is poor alignment between the physical arrangement and the lesson activities.
<b>C. Teaching-Learning Process</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
1. Knowledge of Content and Pedagogy	Teacher's knowledge of content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student	Teacher displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.

	describing instruction or seeking causes for student misunderstanding.	practices reflect current pedagogical knowledge.	misconceptions.	
2. Questioning and Discussion Skills	Teacher formulates many of the high-level questions and assumes responsibility for the participation of all students in the discussion.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.
3. Students' Learning	Students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. There is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities, materials, resources, instructional groups and/or technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.

	understanding.	engaged.		
4. Students' Response to Activities	All students are cognitively engaged in the activities and in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.	Most activities are appropriate to students. Almost all students are cognitively engaged in them.	Some activities are appropriate to students and engage them cognitively but others do not.	Activities are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.
5. Learning Activities	Learning activities are highly relevant to students and instructional objectives and key concepts. They progress coherently, producing a unified whole and reflecting recent professional research.	Most of the learning activities are suitable to students and instructional objectives and key concepts. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Only some of the learning activities are suitable to students or instructional objectives and key concepts. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Learning activities are not suitable to students or instructional objectives and key concepts. They do not follow an organized progression and do not reflect recent professional research.
<b>D. Language Proficiency</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
1. Use of language	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors: vocabulary may be inappropriate, vague, or used incorrectly,

			backgrounds.	leaving students confused.
2. Conveyance of Information and Ideas	Conveys information and ideas with clarity.	Conveys information and ideas with considerable clarity.	Conveys information and ideas with limited clarity.	Presents orally using correct intonation and body language to clarify a message.
<b>E. Assessment of Learning Outcomes</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
1. Congruence with Instructional Objectives	The assessment is completely congruent with the instructional objectives and key concepts, both in content and process.	All the instructional objectives and key concepts are assessed through the proposed plan, but the approach is more suitable to some goals than to others.	Some of the instructional objectives and key concepts are assessed through the proposed approach, but many are not.	Content and methods of assessment lack congruence with instructional objectives and key concepts.
2. Assessing Student Learning	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional objectives. The results of assessment have minimal impact on the design of future instruction.

<b>F. Reinforcement of Learning</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
1. Providing Opportunities to Strengthen Students' Written Work, Performance Tasks, and Quarterly Assessment	The teacher integrated and carried out the plan for reinforcing learning through well-defined agreement and established connection to next lesson.	The teacher integrated and carried out the plan for reinforcing learning through well-defined task as an agreement and but unable to establish connection to the next lesson.	The teacher integrated agreement in the plan without traces of reinforcing learning and connecting it to the next lesson.	The teacher failed to integrate and carry out the provision for reinforcing learning of the lesson taught.

The number of points attained for each of the fifteen (15) listed components shall be added and then divided by sixty (60). The quotient shall then be multiplied by 0.20 (or 20% for Academic track and core subject applicants) or by 0.15 (or 15% for TVL, Arts and Design, and Sports tracks applicants). The product shall then be multiplied by 100.

Example:

Sum of points attained for the 15 components by Arts and Design applicant = 45

$[(45 / 60) \times 0.15] \times 100 = 11.25$

Score for Demonstration Teaching = 11.25 / 15

Applicants shall undergo Demonstration Teaching specifically for subject/s under the SHS subject group for which they are applying.



### **VIII. CONSTITUTING AND UTILIZING THE REGISTRY OF QUALIFIED APPLICANTS (RQA)**

1. The RQA is the list of applicants qualified for appointment, which shall be used in filling up new items and natural vacancies for SHS teaching positions. It shall be valid for a period of one (1) year.
  - 1.1 However, if and only if the all applicants in the RQA have been appointed and there are still available positions, the SDO shall appoint applicants following the guidelines in Items VIII.10-12.
2. The cutoff score for inclusion in the RQA is seventy (70) points.
3. Six (6) separate RQAs shall be prepared by the Division Selection Committee according to the six (6) SHS Subject Groups as defined in Item II.13.
4. The RQAs should 1) show the full names (in alphabetical order) and specializations of qualified applicants, 2) show both the results of each criterion and the final overall rating, 3) indicate the date of posting, and 4) be signed by the SDS.
5. Subject area specialization of the qualified applicants shall be the primary consideration. Thus, applicants to be appointed must be qualified to teach the subject area specialization needed by the school.
6. Only applicants with professional teaching licenses from PRC shall be given permanent appointments.
7. Pursuant to Section 12 of RA 10533, qualified academic personnel affected or displaced from employment from HEIs as a result of the adoption and implementation of the Act shall be given first priority in hiring. Thus, per RQA, displaced HEI faculty (with the specializations needed by the school) shall be appointed first before all other qualified applicants may be appointed.
8. For SY 2016-2017, the RQAs must be posted by the last week of February 2016. Applicants may be appointed in March 2016.
9. For SY 2016-2017, hiring for teachers for the core subjects shall be prioritized. For SY 2017-2018, hiring for teachers for the specialized subjects shall then be prioritized. For SY 2018-2019 onwards, hiring shall be based on the division and schools' needs.
10. In cases where all those in the RQA have been appointed there are still available positions, applicants with eligibility (professional teaching license) who obtained ratings of 65.00 to 69.99 points may be given permanent appointments.
11. If all those without eligibility who obtained ratings of 65.00 to 69.99 points have been appointed and assigned to their respective stations and there are still available positions, applicants who obtained 65.00 to 69.99 points but are without eligibility may be given contractual appointments.

12. In cases where all those who obtained 65.00 to 69.99 (Items VIII.10-11) have been appointed and assigned to their respective stations and there are still available positions, the concerned Schools Division Office shall coordinate with a neighboring SDO whose RQA has not yet been exhausted and facilitate their applicants' deployment to the Division, subject to the applicants' written concurrence. If an applicant refuses to be deployed to the other division, no deployment shall be effected. The evaluation process shall not be repeated; the scores given by the neighboring SDO shall be honored.

#### **IX. RELEASE OF THE REGISTRY OF QUALIFIED APPLICANTS (RQA)**

The Schools Division Superintendent (SDS) shall:

1. Post the signed and complete results (RQA) in at least three (3) conspicuous places in the Schools Division Office and on the website of the Schools Division Office. The RQAs must have the contents indicated in Section VIII.4.
2. Provide the school district, secondary schools, and other interested parties with copies of the RQAs for posting in public places and in their areas of jurisdiction.

#### **X. DETERMINATION OF RANK AND SALARY TO BE OFFERED TO QUALIFIED APPLICANTS**

1. Once the RQA has been released, the Division Selection Committee shall determine and directly communicate with the qualified applicants regarding the following concerns:
  - a. Teaching rank and salary to be offered based on applicant's qualifications, following the qualification standards set in Annex A (Qualifications Standards) of this Order. However, only Teacher I positions may be offered to qualified fresh graduates (those who have successfully completed a course of study or training within one year from the date of graduation).
  - b. Options for status of employment based on applicant's preference and eligibility
    - i. Permanent
      - Allowed if applicant obtains a rating of 70 and above; and possesses requirements under Education, Experience, Training, and Eligibility set in Annex A; or
      - If applicant is a licensed teacher who obtains a rating between 65.00 and 69.99, and the SDO has exhausted its RQA and there are still positions to be filled. (See Item VIII.10.)
    - ii. Provisional
      - Allowed if applicant obtains a rating of 70 and above; and possesses requirements under Education, Experience, and Training set in Annex A. Eligibility

requirement (passing the LET) must be gained within the first five (5) years of teaching SHS.

iii. Contractual

- Allowed if applicant obtains a rating of 70 and above but opts to have a contractual appointment; or
- If applicant lacks the Eligibility requirement but obtains an RQA rating between 65.00 and 69.99, and the SDO has exhausted its RQA, appointed eligible applicants who obtained 65.00 to 69.99 points, and there are still positions to be filled. (See Item VIII.11.)

## **XI. APPOINTMENT OF APPLICANTS**

As the appointing authority, the SDS shall:

1. Ensure that hiring of qualified teachers (permanent, provisional, or contractual) are according to Civil Service rules and regulations;
2. Advise newly-hired teachers to report for their first day of work, provided that appointment papers are already in order; and
3. Provide the Regional Office with the list of hired applicants with the respective employment status, teaching ranks, and salary grades, to which the applicants should have concurred.

## **XII. MONITORING OF DIVISION COMPLIANCE**

Regional Directors shall regularly monitor and ensure strict compliance with the provisions of these hiring guidelines, as follows:

1. Dissemination and discussion of these guidelines with teachers, school heads, district supervisors, superintendents, and other schools division officials;
2. Preparation of schools to receive and acknowledge applications;
3. Organization of Division Selection Committees and School Screening Committees;
4. Briefing and orientation of members of these committees regarding their roles and functions;
5. Preparation of scoring sheets, interview guides, and tests of applicants;
6. Briefing and information sharing with local governments and other local stakeholders in teacher hiring;
7. Preparation of a report on the observations, both positive and negative, in actual division practices in implementing these guidelines; and
8. Submission of said report on a quarterly basis to the Office of the Secretary through the Personnel Division.

**XIII. GRIEVANCE AND PROTEST PROCEDURES**

Aggrieved qualified applicants in the RQAs of the Schools Division Office and those who are disqualified may file a protest or complaint, respectively.

**XIV. EFFECTIVITY**

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

**BR. ARMIN A. LUISTRO FSC**  
Secretary

**ANNEX A**  
**SENIOR HIGH SCHOOL (SHS) QUALIFICATION STANDARDS (QS)**  
**FOR THE ACADEMIC TRACK AND CORE SUBJECTS**

<b>POSITION TITLE &amp; SALARY GRADE</b>	<b>EDUCATION REQUIREMENTS</b>	<b>EXPERIENCE REQUIREMENTS</b>	<b>TRAINING REQUIREMENTS</b>	<b>ELIGIBILITY REQUIREMENTS</b>
Teacher I (Senior High School) [SG 11]	Bachelor's degree majoring in the relevant strand/subject; or any Bachelor's degree with at least 15 units of specialization in relevant strand/ subject	None required.	None required.	<ul style="list-style-type: none"> <li>Regular applicants for a permanent position: RA 1080 (Teacher); if not, they must pass the LET within five (5) years of hiring</li> </ul>
Teacher II (Senior High School) [SG 12]	Bachelor's degree majoring 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.	
Teacher III (Senior High School) [SG 13]	Bachelor's degree majoring in the relevant strand/ subject; or any Bachelor's degree plus at least 12 units towards a Master's degree in relevant strand/ subject	1 year of relevant teaching/industry work experience	4 hours of training relevant to the subject area specialization	<ul style="list-style-type: none"> <li>Regular applicants for a contractual position: None required</li> <li>Practitioners (part-time only): None required</li> </ul>
Master Teacher I (Senior High School) [SG 18]	Master's degree in relevant strand/subject	4 years of relevant teaching/industry work experience	8 hours of training relevant to the subject area specialization	
Master Teacher II (Senior High School) [SG 19]	Master's degree in relevant strand/subject	5 years relevant teaching/industry work experience	12 hours of training relevant to the subject area specialization	
Master Teacher III (Senior High School) [SG 20]	Master's degree in relevant strand/core or specialized subject plus 12 units towards a Doctorate in relevant strand/subject	5 years relevant teaching/industry work experience	16 hours of training relevant to the subject area specialization	
Master Teacher IV (Senior High School) [SG 21]	Master's degree in relevant strand/specialized subject plus 18 units Doctorate towards a Doctorate in relevant strand/specialized subject	6 years relevant teaching/industry work experience	20 hours of training relevant to the subject area specialization	

**ANNEX A**  
**SENIOR HIGH SCHOOL (SHS) QUALIFICATION STANDARDS (QS)**  
**FOR THE ARTS & DESIGN TRACK**

<b>POSITION TITLE &amp; SALARY GRADE</b>	<b>EDUCATION REQUIREMENTS</b>	<b>EXPERIENCE REQUIREMENTS</b>	<b>TRAINING REQUIREMENTS</b>	<b>ELIGIBILITY REQUIREMENTS</b>
Teacher I (Senior High School) [SG 11]	Bachelor's degree majoring in field(s) under the Track; or any Bachelor's degree plus at least 15 units of specialization in the relevant subject	None required.	None required.	<ul style="list-style-type: none"> <li>• Regular applicants for a permanent position: RA 1080 (Teacher); if not, they must pass the LET within five (5) years of hiring</li> <li>• Regular applicants for a contractual position: None required</li> <li>• Practitioners (part-time only): None required</li> </ul>
Teacher II (Senior High School) [SG 12]	Bachelor's degree majoring in field(s) under the Track; or any Bachelor's degree plus <u>15</u> units of specialization in the relevant subject	1 year relevant teaching/industry work experience	4 hours of training relevant to the courses in the Track	
Teacher III (Senior High School) [SG 13]	Bachelor's degree majoring in field(s) under the Track; or any Bachelor's degree plus 18 units of specialization in the relevant subject	2 years relevant teaching/industry work experience	4 hours of training relevant to the courses in the Track	
Master Teacher I (Senior High School) [SG 18]	Bachelor's degree majoring in field(s) under the Track; or any Bachelor's degree plus 18 units of specialization in the relevant subject; and 18 units for a Master's degree in fields under the Strand	3 years relevant teaching/industry work experience	8 hours of training relevant to the courses in the Track	
Master Teacher II (Senior High School) [SG 19]	Bachelor's degree majoring in fields under the Track; or any Bachelor's degree plus 18 units of specialization in the Strand; and 24 units for a Master's degree in fields under the Strand	4 years relevant teaching/industry work experience	8 hours of training relevant to the courses in the Track	
Master Teacher III (Senior High School) [SG 20]	Completion of academic requirements for a Master's degree in fields under the Track	5 years relevant teaching/industry work experience	16 hours of training relevant to the courses in the Track	
Master Teacher IV (Senior High School) [SG 21]	Completion of academic requirements for a Master's degree in fields under the Track	6 years relevant teaching/industry work experience	16 hours of training relevant to the courses in the Track	

**ANNEX A**  
**SENIOR HIGH SCHOOL (SHS) QUALIFICATION STANDARDS (QS)**  
**FOR THE SPORTS TRACK**

<b>POSITION TITLE &amp; SALARY GRADE</b>	<b>EDUCATION REQUIREMENTS</b>	<b>EXPERIENCE REQUIREMENTS</b>	<b>TRAINING REQUIREMENTS</b>	<b>ELIGIBILITY REQUIREMENTS</b>
Teacher I (Senior High School) [SG 11]	Bachelor's degree majoring in fields under the Track; or any Bachelor's degree plus 15 units of specialization in fields under the Track	None required.	None required.	<ul style="list-style-type: none"> <li>• Regular applicants for a permanent position: RA 1080 (Teacher); if not, they must pass the LET within five (5) years of hiring</li> <li>• Regular applicants for a contractual position: None required</li> <li>• Practitioners (part-time only): None required</li> </ul>
Teacher II (Senior High School) [SG 12]	Bachelor's degree majoring in fields under the Track; or any Bachelor's degree plus <u>15</u> units of specialization in fields under the Track	1 year relevant teaching/industry work experience	4 hours of training relevant to the courses in the Strand	
Teacher III (Senior High School) [SG 13]	Bachelor's degree majoring in fields under the Track; or any Bachelor's degree plus 18 units of specialization in fields under the Track	2 years relevant teaching/industry work experience	4 hours of training relevant to the courses in the Strand	
Master Teacher I (Senior High School) [SG 18]	Bachelor's degree majoring in fields under the Track; or any Bachelor's degree plus 18 units of specialization in the Strand; and 18 units for a Master's degree in in fields under the Track	3 years relevant teaching/industry work experience	8 hours of training relevant to the courses in the Strand	
Master Teacher II (Senior High School) [SG 19]	Bachelor's degree majoring in fields under the Track; or any Bachelor's degree plus 18 units of specialization in the Strand; and 24 units for a Master's degree in in fields under the Track	4 years relevant teaching/industry work experience	8 hours of training relevant to the courses in the Strand	
Master Teacher III (Senior High School) [SG 20]	Completion of academic requirements for a Master's degree in fields under the Track	5 years relevant teaching/industry work experience	16 hours of training relevant to the courses in the Strand	
Master Teacher IV (Senior High School) [SG 21]	Completion of academic requirements for a Master's degree in fields under the Track	6 years relevant teaching/industry work experience	16 hours of training relevant to the courses in the Strand	

**ANNEX A**  
**SENIOR HIGH SCHOOL (SHS) QUALIFICATION STANDARDS (QS)**  
**FOR THE TECHNICAL-VOCATIONAL LIVELIHOOD (TVL) TRACK**

<b>POSITION TITLE &amp; SALARY GRADE</b>	<b>EDUCATION REQUIREMENTS</b>	<b>EXPERIENCE REQUIREMENTS</b>	<b>TRAINING REQUIREMENTS</b>	<b>ELIGIBILITY REQUIREMENTS</b>
Teacher I (Senior High School) [SG 11]	Bachelor's degree holder; or graduate of technical-vocational course(s) in the area of specialization	None.	At least NC II <i>*Appropriate to the specialization</i>	<ul style="list-style-type: none"> <li>Regular applicants for a permanent position: RA 1080 (Teacher); if not, they must pass the LET within five (5) years of hiring</li> </ul>
Teacher II (Senior High School) [SG 12]	Bachelor's degree holder; or graduate of technical-vocational course(s) in the area of specialization	None.	At least NC II + TMC I <i>*Appropriate to the specialization</i>	
Teacher III (Senior High School) [SG 13]	Bachelor's degree holder; or graduate of technical-vocational course(s) in the area of specialization	1 year relevant teaching/industry work experience	At least NC III + TMC I <i>*Appropriate to the specialization</i>	<ul style="list-style-type: none"> <li>Regular applicants for a contractual position: None required</li> </ul>
Master Teacher I (Senior High School) [SG 18]	Bachelor's degree holder; or graduate of technical-vocational course(s) in the area of specialization	2 years relevant teaching/industry work experience	At least NC IV + TMC I <i>*Appropriate to the specialization</i>	
Master Teacher II (Senior High School) [SG 19]	Bachelor's degree holder; or graduate of technical-vocational course(s) in the area of specialization	3 years relevant teaching/industry work experience	At least NC III + TMC II <i>*Appropriate to the specialization</i>	<ul style="list-style-type: none"> <li>Practitioners (part-time only): None required</li> </ul>
Master Teacher III (Senior High School) [SG 20]	Bachelor's degree holder; or graduate of technical-vocational course(s) in the area of specialization	4 years relevant teaching/industry work experience	At least NC IV + TMC II <i>*Appropriate to the specialization</i>	
Master Teacher IV (Senior High School) [SG 21]	Bachelor's degree holder; or graduate of technical-vocational course(s) in the area of specialization	5 years relevant teaching/industry work experience	At least NC IV + TMC II <i>*Appropriate to the specialization</i>	