



DIVISION MEMORANDUM
No. 148, s. 2014

Mar 21 2014

**HIRING GUIDELINES FOR TEACHER 1 POSITIONS EFFECTIVE
SCHOOL YEAR (SY) 2014-2015**

To: Assistant Superintendent/OIC
Education Supervisors/Coordinators
District Supervisors/OICs/Caretakers
Elementary and Secondary School Heads

1. Attached herewith is DepEd Order No. 14, s. 2014 entitled, "Hiring Guidelines for Teacher 1 Positions Effective School Year (SY) 2014-2015".
2. In line with this development, School Selection Committees and Division Selection Committees are hereby directed to reconvene immediately in order to make the necessary corrections/changes/adjustments on the Registry of Qualified Applicants submitted to this Office, in consonance with the provisions of DepEd Order No. 14, s. 2014.
3. It is also requested that School Selection Committees shall inform their applicants, in writing, regarding this matter.
3. Immediate dissemination of and compliance with this Memorandum is directed.

ARDEN D. MONISIT, Ed.D.
Schools Division Superintendent

ADM/rng14

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Republic of the Philippines
Department of Education

14 MAR 2014

DepEd ORDER
 No. 14, s. 2014

**HIRING GUIDELINES FOR TEACHER I POSITIONS
 EFFECTIVE SCHOOL YEAR (SY) 2014-2015**

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

1. The Hiring Guidelines for Teacher I Positions for School Year (SY) 2014-2015 are enclosed for the information and guidance of all concerned.
2. The issuance of these Guidelines aims to integrate and further institutionalize the primary objective of the K to 12 Basic Education Program, which is to enhance the overall quality of basic education in the country by hiring highly-competent teachers, and to uphold the mandate of the Department of Education (DepEd) under the Magna Carta for Public School Teachers (Republic Act No. 4670) to promote and improve public school teachers' employment and career opportunities as well as to attract more people with proper qualifications to the teaching profession.
3. Immediate dissemination of and strict compliance with this Order is directed.


BR. ARMIN A. LUISTRO FSC
 Secretary

Encl.:

As stated

References:

DepEd Order Nos.: 12, 25 and 37, s. 2012

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

APPOINTMENT, EMPLOYMENT, REAPPOINTMENT
 CHANGE
 POLICY
 TEACHERS

HIRING GUIDELINES FOR TEACHER I POSITIONS EFFECTIVE SY 2014 – 2015

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 Program is the need for highly competent teachers in public elementary and secondary schools. The program plans to achieve this objective through significantly improving professional standards that will better ensure that the teachers hired are able to substantially contribute to the development of lifelong learners. Furthermore, the hiring system is also set to provide opportunities for the regularization and absorption of all qualified kindergarten volunteers and LGU-hired teachers into the national plantilla.

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 Teacher I positions consistent with the pertinent provisions of existing laws, rules and regulations effective School Year 2014-2015.

1.0 SCOPE

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

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

2.0 DEFINITION OF TERMS

- 2.1 **Applicant** refers to a person who holds a valid certificate of registration/professional license as a teacher from the Professional Regulation Commission (PRC) seeking to be appointed to a Teacher I Position.
- 2.2 **Bona fide resident** refers to 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.
- 2.3 **Catchment area of a school** refers to a barangay, municipality, city or province which has no school and which is being served by kindergarten, elementary, secondary school/s in an adjacent barangay, municipality, city or province.
- 2.4 **Locality** refers to a barangay, municipality, city or province.

- 2.5 **Qualified applicant** refers to an applicant who has been screened and who, therefore, meets the evaluation and selection criteria used by the Schools Division as provided for in the enclosed guidelines.
- 2.6 **Registry of Qualified Applicants (RQA)** refers to the official list of applicants who obtained an overall score of fifty-five (55) points and above based on the criteria set and as a result of the evaluation and selection processes.

3.0 BASIC RULES ON HIRING AND DEPLOYMENT OF TEACHER POSITIONS

- 3.1 DepEd Order No. 22, s. 2013, otherwise known as the “Revised Guidelines on the Transfer of Teachers from One Station to Another” shall be strictly observed.
- 3.2 Public school teachers requesting for transfer to another assignment are not considered new applicants and should therefore not be subject to these hiring guidelines.
- 3.3 DOST scholars for teaching positions in public schools shall comply with and are subject to these hiring and appointment Guidelines.
- 3.4 As provided in Section 26 (b) Paragraph 2 of RA 9293 entitled “An Act Amending Certain Sections of Republic Act Numbered Seventy-eight Hundred and Thirty-six (RA 7836), Otherwise Known as the Philippine Teachers Professionalization Act of 1994,” teachers who have not practiced their profession for the past five (5) years shall be required to take at least twelve (12) units in education courses, consisting of at least six (6) units of content courses.
- 3.5 These Guidelines shall not apply to teacher applicants for the Senior High Schools of the K to 12 Basic Education Program.

4.0 RECRUITMENT PROCEDURE

- 4.1 An applicant shall submit to the head of elementary or secondary school where a teacher shortage or vacancy (regular and/or natural) exists a written application supported by the following documents:
- a. CSC Form 212 (Revised 2005) in two copies with the latest 2x2 ID picture
 - b. Certified photocopy of PRC professional identification card
 - c. Certified photocopy of ratings obtained in the Licensure Examination for Teachers/Professional Board Examination for Teachers
 - d. Certified copy of transcript of records
 - e. Copies of service record, performance rating, and school clearance for those with teaching experience
 - f. Certificates of specialized training, if any
 - g. Certified copy of the Voter’s ID and/or any proof of residency as deemed acceptable by the School Screening Committee
 - h. NBI Clearance

- i. Omnibus certification of authenticity and veracity of all documents submitted, signed by the applicant

If any one of the required documents is not submitted, the School Screening Committee shall refuse acceptance of the application.

Substitutes for the above-named identification documents, such as a barangay clearance, shall not be accepted.

- 4.2 The School Screening Committee shall verify all documents as to completeness and authenticity. The committee shall issue a certification to the applicant that it has received the application specifying the documents that have been submitted in support of the application.
- 4.3 The applicant assumes full responsibility and accountability on the validity and authenticity of the documents submitted, as evidenced by the Omnibus certification of authenticity (Item 4.1.i above). Any violation will automatically disqualify the applicant from the selection process.

5.0 EVALUATION AND SELECTION

- 5.1 The Schools Division Superintendent (SDS) shall issue an Order organizing and designating the members of the following committees:

- 5.1.1 School Screening Committee
- 5.1.2 Division Selection Committee

- 5.2 The Committees shall have the following compositions and functions:

- 5.2.1 School Screening Committee

5.2.1.1 Composition

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

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

- b. 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 needed based on the school's vacancies) shall be members.

For small secondary schools that do not have department heads, the School Head shall be the Committee Chair with four (4) subject leaders from different learning areas as members.

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

5.2.1.2 Functions

- a. Ensures that the updated lists of vacancies are regularly posted at conspicuous places and/or at the websites of schools and teacher education training institutions at all times. The step-by-step procedure in applying for Teacher I positions, including an exact 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.
- d. Makes copies of the applications and documents before submitting the original submissions to the Division Selection Committee. These copies are then to be compiled, with a table of contents and proper pagination, for records purposes.
- e. Submits the list of applicants with the corresponding documents to the Division Selection Committees for elementary or secondary schools.

5.2.2 Division Selection Committee

5.2.2.1 Composition

For Elementary Schools

Chair: Assistant Schools Division Superintendent (ASDS)

Members:

Three (3) Education Program Supervisors
Division Chapter President of the Philippine Elementary
Schools Principals Association (PESPA)
Representative of a Civil Society Organization (CSO)
with technical expertise

For Secondary Schools

Chair: Assistant Schools Division Superintendent

Members:

Three (3) Education Program Supervisors
Division Chapter President of the National Association
of Public Secondary School, Inc. (NAPSSHI)
Representative of a CSO with technical expertise

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

5.2.2.2 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 Education, Teaching Experience, LET/PBET Rating, Experiential Learning Courses, and Specialized Training and Skills.
- d. Conducts interviews.
- e. Observes and rates the demonstration teaching of applicants.
- f. Administers the English Proficiency Test.
- g. Reviews and consolidates, for check-and-balance purposes, the results of the individual ratings of applicants, based on the scores they obtained in each criterion for evaluation.
- h. Prepares separate division-wide RQAs for Kindergarten, Elementary, and Secondary following the point system below:

Registry A - 76 points and above
Registry B - 69 to 75 points
Registry C - 62 to 68 points
Registry D - 55 to 61 points

The Division Selection Committee for Elementary Schools shall prepare the separate RQA for Kindergarten teacher applicants.

The RQA for Secondary teacher applicants shall be by subject area specialization.

- i. Identifies applicants who are volunteer and LGU-hired/funded teachers who have rendered service for at least one year, and/or are bona fide residents of the locality. These applicants will be marked as priority. However, meeting more than one of the aforementioned conditions does not give a higher priority for the applicant. See Section 6.9 and 6.11 of these guidelines.
- j. Secures list of its LGU-hired/funded teachers from the office of the provincial governor, city/municipal mayor, or provincial/city/municipal administrator.
- k. Ensures that LGU-hired/funded and volunteer teacher applicants go through the application process as provided for in these guidelines.
- l. Submits the complete results of the evaluation of applicants (Items 5.2.3.2 c, d, and e), including pertinent records of deliberations, to the SDS for approval.

5.3 Applicants shall be evaluated using the following criteria:

CRITERIA	POINTS
a. Education	20
b. Teaching Experience	15
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

5.3.1 Education – 20 points

Evaluating Education is in terms of the applicant’s academic achievement. Thus, all subjects with corresponding units must be included in the computation.

5.3.1.1 Rating of Education shall be based on the following equivalents, with 1.0 as the highest and 3.0 as the lowest:

General Weighted Average (GWA)	Equivalent Points
1.0	20.00
1.1	19.40

General Weighted Average (GWA)	Equivalent Points
2.0	14.00
2.1	13.40

1.2	18.80
1.3	18.20
1.4	17.60
1.5	17.00
1.6	16.40
1.7	15.80
1.8	15.20
1.9	14.60

2.2	12.80
2.3	12.20
2.4	11.60
2.5	11.00
2.6	10.40
2.7	9.80
2.8	9.20
2.9-3.0	8.60

When the percentage rating is used, the following table of equivalents shall be used, with 1.0 as the highest and 3.0 as the lowest:

Percentage Rating	GWA
99.00 - 100	1.0
97.75 - 98.75	1.1
96.50 - 97.50	1.2
95.25 - 96.25	1.3
94.00 - 95.00	1.4
92.75 - 93.75	1.5
91.50 - 92.50	1.6
90.25 - 91.25	1.7
89.00 - 90.00	1.8
87.75 - 88.75	1.9

Percentage Rating	GWA
86.50 - 87.50	2.0
85.25 - 86.25	2.1
84.00 - 85.00	2.2
82.75 - 83.75	2.3
81.50 - 82.50	2.4
80.25 - 81.25	2.5
79.00 - 80.00	2.6
77.75 - 78.75	2.7
76.50 - 77.50	2.8
75.00 - 76.25	2.9-3.0

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

If the school issues a certification of GWA with a corresponding percentage rating that does not conform to the above table, the committee shall refer to the grading system of the school.

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

5.3.1.2 Additional requirements for kindergarten applicants

- a. He/she must have obtained any of the following degrees, or its equivalent:

Degrees:

- Bachelor in Early Childhood Education
- Bachelor of Science in Preschool Education
- Bachelor of Science in Family Life and Child Development

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

Equivalent:

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

The Division Selection Committee may consider any other similar Bachelor's degree in Early Education.

In cases where there are limited eligible teachers with ECE units, the following measures may be adopted.

- Upon appointment, the teacher shall be required by the Division Office (DO) to earn ECE units gradually. Nine (9) ECE units may be earned at the end of Year 1; eighteen (18) units, Year 2; and twenty-one (21) units, Year 3.
- Kindergarten teacher applicants must not be more than forty-five (45) years old.
 - Applicants shall undergo actual Demonstration Teaching specifically designed for a kindergarten class.
 - Only teaching experience in kindergarten/preschool in both public and DepEd-recognized private schools shall be considered in determining points under the Teaching Experience criterion.

5.3.1.3 Additional requirements for SPED applicants

- He/she must possess any of the following qualifications:
 - Bachelor of Science in Education, with specialization in Special Education
 - Bachelor of Elementary Education with specialization in Special Education
 - Bachelor of Science in Elementary Education with specialization in Special Education
 - Bachelor of Science in Elementary Education, Major in Special Education
 - Bachelor of Science in Elementary Education plus eighteen (18) units in Special Education in the

graduate level with three (3) years of teaching experience with special needs children and with a "Very Satisfactory" performance rating in the regular schools for the last three (3) years

- Bachelor of Science in Elementary Education plus fifteen (15) units in Special Education with four (4) years of teaching experience with special needs children and with a "Very Satisfactory" performance rating in the regular schools for the last three (3) years
- Bachelor of Science in Elementary Education plus twelve (12) units in Special Education with six (6) years of teaching experience with special needs children and with a "Very Satisfactory" performance rating in the regular schools for the last three (3) years
- Bachelor of Science in Elementary Education plus nine (9) units in Special Education with nine (9) years of teaching experience with special needs children and with a "Very Satisfactory" performance rating in the regular schools for the last three (3) years
- Bachelor in Secondary Education, with specialization in Special Education

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

- b. He/she must have at least three (3) years of experience in providing educational services to any of the categories of children with special needs. This is to be verified by a certification from the Principal to be submitted as part of the application.
- c. A certification from the Principal that the applicant has had a Very Satisfactory performance rating for the last three (3) years must be submitted as part of the application.
- d. Applicants shall undergo Demonstration Teaching specifically designed for a SPED class.
- e. Only skills training and teaching experience related to SPED children will be considered in determining the points under Specialized Training and Skills and Teaching Experience, respectively.

5.3.2 Teaching Experience – 15 points

Teaching experience in pre-school, Special Education (SPED), Alternative Learning System (ALS), Early Childhood (EC) kindergarten/preschool, elementary, and secondary in private and public schools shall be given 1.50 points for every school year but shall not exceed twelve (12) points.

For every month of service, 0.15 point shall be given.

Example: 8 months = 1.20 points

10 months = 1.50 points

Only teaching experience related to what is being applied for shall be credited. Hence, the full 0.15 point per month of teaching experience shall be given to the applicants who have come from schools that are DepEd-recognized or with permit to operate.

Teaching experience of kindergarten volunteer teachers and LGU-hired teachers shall merit additional points on top of the score they obtain from the above points system, as follows:

Less than 2 years experience	=	+1 point
2 to less than 5 years experience	=	+2 points
5 or more years experience	=	+3 points

5.3.3 LET/PBET Rating – 10 points

Equivalent points of applicant's rating in the LET/PBET shall be as follows:

LET Rating	Points
87 and above	10
84-86	9
81-83	8
78-80	7
75-77	6

PBET Rating	Points
82 and above	10
79-81	9
76-78	8
73-75	7
70-72	6

5.3.4 Experiential Learning Courses – 5 points

Experiential Learning Courses (ELC) refer to the required subjects in the pre-service education curricula (offered in tertiary schools) that include Field Study and Practice Teaching.

5.3.4.1 Field Study

Field Study courses are intended to provide students with practical learning experiences in which they can observe, verify, reflect on, and actually experience different components of the teaching-learning processes in actual school settings. The experiences will begin with field observation and gradually intensify until students undertake practice teaching. Applicants are to submit a compendium of their written outputs from the series of Field Study courses they have taken. The written outputs will be evaluated as follows:

Scale	%	Point	Adjective	Indicators
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		System	Equivalent	
5	95-100	1.00	Excellent	Presents clear descriptions of experiences that are considered worthwhile and helpful, explains judgments on personal strengths and weaknesses; includes successful outputs and accomplishments.
4	90-94	1.25-1.50	Proficient	Presents some examples of experiences, some explanations of strengths and weaknesses and includes some achievements.
3	85-89	1.75-2.00	Satisfactory	Contains some examples of learning experiences with few explanations of personal strengths and weaknesses and statement of what has been achieved.
2	80-84	2.25-2.50	Developing	There is little evidence of reflections and insights learned; very few details of experiences. Judgment of personal performances is very limited, with little or no attention paid to strengths and weaknesses of work.
1	75-79	2.75-3.00	Needs Improvement	There is no of evidence of reflection; no details of experiences and judgment of performance, without statement of strengths and weaknesses and achievements.

If and only if the applicant did not take Field Study courses, then points for the ELC criterion shall be based on the Practice Teaching Rating. It shall be evaluated according to the scale below:

5.3.4.2 Practice Teaching

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

For every month of service, 0.15 point shall be given.

Example: 8 months = 1.20 points

10 months = 1.50 points

Only teaching experience related to what is being applied for shall be credited. Hence, the full 0.15 point per month of teaching experience shall be given to the applicants who have come from schools that are DepEd-recognized or with permit to operate.

Teaching experience of kindergarten volunteer teachers and LGU-hired teachers shall merit additional points on top of the score they obtain from the above points system, as follows:

Less than 2 years experience	=	+1 point
2 to less than 5 years experience	=	+2 points
5 or more years experience	=	+3 points

5.3.3 LET/PBET Rating – 10 points

Equivalent points of applicant's rating in the LET/PBET shall be as follows:

LET Rating	Points
87 and above	10
84-86	9
81-83	8
78-80	7
75-77	6

PBET Rating	Points
82 and above	10
79-81	9
76-78	8
73-75	7
70-72	6

5.3.4 Experiential Learning Courses – 5 points

Experiential Learning Courses (ELC) refer to the required subjects in the pre-service education curricula (offered in tertiary schools) that include Field Study and Practice Teaching.

5.3.4.1 Field Study

Field Study courses are intended to provide students with practical learning experiences in which they can observe, verify, reflect on, and actually experience different components of the teaching-learning processes in actual school settings. The experiences will begin with field observation and gradually intensify until students undertake practice teaching. Applicants are to submit a compendium of their written outputs from the series of Field Study courses they have taken. The written outputs will be evaluated as follows:

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

5.3.5 Specialized Training and Skills – 5 points

Specialized training for skills development in fields related to the work, duties, and functions of the Teacher I position to be filled shall be given a maximum of 5 points.

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

- at least five (5) days' training;
- duly supported with documents;
- the skill shall be validated through demonstration and/or any other appropriate mode or medium

Points may also be given to skills acquired from experience to be validated through demonstration and/or any other appropriate mode or medium as well.

5.3.6 Interview – 10 points

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:

- Professional experiences
- Instructional skills
- Technology/computer skills

- Classroom discipline
- Classroom management
- Knowledge of content/materials
- Planning skills
- Relationships with administration, staff, parents, and students
- Personal qualities

Applicants shall be rated based on the following attributes:

Personality (5 points)

- *each indicator to be given a maximum of one (1) point:*

- Appearance
- Voice and Speech
- Poise
- Alertness
- Self-confidence

Potential (5 points)

- *each indicator to be given a maximum of one (1) point:*

- Ability to present ideas
- Judgment
- Emotional Stability
- Decisiveness
- Stress Tolerance

5.3.7 Demonstration Teaching – 20 points

Applicants shall be given points on aspects such as:

- Lesson plan
- Lesson execution
- Classroom management
- Appropriate language use
- Language proficiency
- Use of appropriate instructional materials, devices, and technologies
- Cohesion of lesson objectives, lesson process, and lesson assessment
- Evaluation of pupil/student performance strictly following the applicable National Competency-Based Teacher Standards (NCBTS) strands and indicators

Applicants for kindergarten and SPED teaching positions shall undergo Demonstration Teaching specifically designed for kindergarten and SPED classes, respectively.

(Demonstration Teaching is different from Practice Teaching; the former is done during the hiring process, while the latter is part of the pre-service training in ELC.)

5.3.8 Communication Skills – 15 points

An English Proficiency Test with a maximum score of 100% shall be administered to all applicants. The competencies and contents of the test are indicated below. The test shall be distributed by the Central Office and administered by the Division Selection Committee.

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

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

Percentage Score	=	98% or 0.98
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-five (55) points.
- 6.2 The RQA is the list of qualified applicants for appointment which shall include their names, permanent addresses, and final evaluation ratings.
- 6.3 The RQA should 1) be published in order of highest to lowest scores of the applicants, with the corresponding Registries indicated, 2) show the consolidated results of the individual ratings, 3) only include those who obtained total scores of fifty-five (55) and above, and 4) indicate the date of posting.
- 6.4 It shall be used in filling up new items and natural vacancies for Teacher I positions.
- 6.5 Three (3) separate RQAs for Kindergarten, Elementary, and Secondary shall be prepared by the Division Selection Committees. The RQA for Kindergarten shall be prepared by the Division Selection Committee for Elementary Schools. The RQA for Secondary Schools shall be prepared by subject area.
- 6.6 The RQA should be ready by the last week of April of every year so that qualified applicants may be appointed before the opening of each school year. The RQA shall be valid for a period of one (1) school year.
- 6.7 Subject area specialization of the qualified applicants shall be the primary consideration in the secondary school level. As such, the applicant to be appointed should have the subject-area specialization needed by the school.
- 6.8 The amended IRR of RA 8190, entitled "An Act Granting Priority to Residents of the Barangay, Municipality, or City Where the School is Located, in the Appointment or

Assignment of Classroom Public School Teachers," states that "in the appointment or assignment of teachers to public schools and other learning centers with vacant teaching positions, priority shall be given to bona fide residents of the barangay, municipality, city or province where the school is located, in no particular order. Provided, that the teacher possesses all the qualifications for the position as required by law and DepEd Orders. Provided, further, that among the bona fide residents of the barangay, municipality, city, or province where the school or learning center is located, the most qualified shall be given priority."

- 6.8.1 It should be noted that while providing for enumeration, the language of RA 8190 does not provide for a "hierarchy." Thus, a teacher may be appointed if he/she comes from the barangay, municipality, city or province, which does not have to be in the said order.
- 6.8.2 The applicant's place of residence shall be determined by the indicated address in the Voter's ID, unless there is a preponderance of evidence of otherwise, as stated in other pertinent official documents.
- 6.9 Section 8 of RA 10155 states that "priority shall be given to qualified contractual and volunteer teachers, whether employed by the DepEd or the local government units."
- 6.10 Residents of the locality, LGU-hired/funded teachers, and volunteer teachers shall still be subject to these hiring guidelines.
- 6.11 As a general rule, hiring and appointment should be based on the ranking of the applicants in the RQA. Applicants with priority listed in Registry A shall be hired first. Only when all applicants in Registry A have been hired shall applicants with priority in Registry B be considered, and so on.
 - 6.11.1 In the event that applicants invoke priorities in the Kindergarten, Elementary, and Secondary levels, Priority will only be given to locals and/or locally hired if they are listed in Registry A.
 - 6.11.2 Applicants in Registry A, even those without priority, should be appointed first before priority can be given to the local residents and/or locally-hired listed in Registry B.
 - 6.11.3 When all those in Registry A and B have been appointed and assigned to their respective stations and there are still positions to be filled, those with priority in Registry C shall be considered before going to the applicants without priority in Registry C.
 - 6.11.4 When all those in Registry A, B, and C have been appointed and assigned to their respective stations and there are still positions to be filled, those with priority in Registry D shall be considered before going to the applicants without priority in Registry D, and so on and so forth.

7.0 APPOINTMENT OF QUALIFIED APPLICANTS

7.1 The Schools Division Superintendent (SDS) shall:

- 7.1.1 Post the complete results (RQA) in at least three (3) conspicuous places in the Division Office and on the website of the Division Office. The RQA should 1) be published in order of highest to lowest scores of the applicants, with the corresponding Registries indicated, 2) show the consolidated results of the individual ratings, 3) only include those who obtained total scores of fifty-five (55) and above, and 4) indicate the date of posting.
- 7.1.2 Provide the School District and every kindergarten, elementary, and secondary school with copies of the RQAs for posting in their areas of jurisdiction. Regional Directors shall also be provided with copies of the RQAs.
- 7.1.3 Furnish the Local Government Units and Legislative District Representatives with copies of the RQAs. Discussions shall be done to encourage their use of the RQAs in hiring licensed teachers for locally-funded items.
- 7.1.4 Issue official appointments of new teachers for submission to the Civil Service Commission.
- 7.1.5 Advise newly-hired teachers to report for work provided that appointment papers are already in order.

8.0 MONITORING OF DIVISION COMPLIANCE

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

- a. dissemination and discussion of these guidelines with teachers, school heads, district supervisors, superintendents, and other schools division officials;
- b. preparation of schools to receive and acknowledge applications;
- c. organization of Division Selection Committees and School Screening Committees;
- d. briefing and orientation of members of these committees regarding their roles and functions;
- e. preparation of scoring sheets, interview guides, and tests of applicants;
- f. briefing and information-sharing with local governments and other local stakeholders in teacher hiring;

- g. preparation of a report on the observations, both positive and negative, in actual division practices in implementing these guidelines; and
- h. submission of said report on a quarterly basis to the Office of the Secretary through the Office of Planning Service – Research and Statistics Division.

9.0 REPEALING CLAUSE

These Guidelines hereby amend DepEd Order No. 12, 25, and 37, series of 2012. Other rules, regulations and issuances which are also inconsistent with these guidelines are hereby repealed, rescinded or modified accordingly. This Order shall be construed together with RA 8190 (Localization Law) and its implementing rules and regulations.

10.0 EFFECTIVITY

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

BR. ARMIN A. LUISTRO FSC
Secretary