



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name:

Current Position:

Position Applied:

Item Number of Current Position:

Station/School

SG/Annual Salary:

Level:

Kindergarten

Elementary

Junior High School

Senior High School

I. QUALIFICATION STANDARDS

Elements	QS of the Position	QS of the Applicant	Remarks
Education	To be filled-out by the HRMO	To be filled-out by the HRMO	
Training			
Experience			
Eligibility			
Competency			

Note: Indicate the QS of the Position Applied for based on the CSC-Approved QS

II. PERFORMANCE REQUIREMENTS

1. Copy of duly approved IPCRF for the school year immediately preceeding the application.
2. The applicant must meet the following performance requirements depending on the position applied for.

Position Applied	Performance Requirements
Master Teacher II	At least 10 Highly Proficient COIs at Outstanding; and At least 5 Highly Proficient NCOIs at Very Satisfactory and 5 Highly Proficient NCOIs at Outstanding
Master Teacher III	21 Highly Proficient COIs at Oustanding; and 8 Highly Proficient NCOIs at Very Satisfactory and 8 Highly Proficient NCOIs at Outstanding

Summary of the Achievement of PPST Indicators

*Put a (/) mark if the applicant meets the required PPST indicators; if not, put an (X) mark in both the "O" and "VS" columns.

Domain/Strand/Indicators		O	VS
No.	Domain 1. Content Knowledge and Pedagogy		
1	1.1.3 Model effective applications of content knowledge within and across curriculum teaching areas.		
2	1.2.3 Collaborate with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.		
3	1.3.3 Promote effective strategies in the positive use of ICT to facilitate the teaching and learning process.		
4	1.4.3 Evaluate with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy.		
5	1.5.3 Develop and apply effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.		
6	1.6.3 Model and support colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop the learners' pride of their language, heritage and culture.		
7	1.7.3 Display a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.		

	Domain 2. Learning Environment		
8	2.1.3 Exhibit effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.		
9	2.2.3 Exhibit effective practices to foster learning environments that promote fairness, respect and care to encourage learning.		
10	2.3.3 Work with colleagues to model and share effective techniques in the management of classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.		
11	2.4.3 Work with colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.		
12	2.5.3 Model successful strategies and support colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning.		
13	2.6.3 Exhibit effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning focused environments.		
	Domain 3. Diversity of Learners		
14	3.1.3 Work with colleagues to share differentiated, developmentally appropriate opportunities to address learners’ differences in gender, needs, strengths, interests and experiences.		
15	3.2.3 Exhibit a learner-centered culture that promotes success by using effective teaching strategies that respond to learners' linguistic, cultural, socio economic and religious backgrounds		
16	3.3.3 Assist colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.		
17	3.4.3 Evaluate with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.		
18	3.5.3 Develop and apply teaching strategies to address effectively the needs of learners from indigenous groups.		
	Domain 4. Curriculum and Planning		
19	4.1.3 Develop and apply effective strategies in the planning and management of developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.		
20	4.2.3 Model to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies to cultivate a culture of excellence for all learners.		
21	4.3.3 Work collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability levels.		
22	4.4.3 Review with colleagues, teacher and learner feedback to plan, facilitate, and enrich teaching practice.		
23	4.5.3 Advise and guide colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals.		
	Domain 5. Assessment and Reporting		
24	5.1.3 Work collaboratively with colleagues to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements.		
25	5.2.3 Interpret collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement.		
26	5.3.3 Use effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning.		
27	5.4.3 Apply skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians.		

28	5.5.3 Work collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement.		
	Domain 6. Community Linkages and Professional Engagement		
29	6.1.3 Reflect on and evaluate learning environments that are responsive to community contexts.		
30	6.2.3 Guide colleagues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process.		
31	6.3.3 Discuss with colleagues teaching and learning practices that apply existing codes, laws and regulations applicable to the teaching profession, and the responsibilities specified in the Code of Ethics for Professional Teachers.		
32	6.4.3 Exhibit commitment to and support teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders.		
	Domain 7. Personal Growth and Professional Development		
33	7.1.3 Manifest a learner-centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy.		
34	7.2.3 Identify and utilize personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school.		
35	7.3.3 Contribute actively to professional networks within and between schools to improve knowledge and to enhance practice.		
36	7.4.3 Initiate professional reflections and promote learning opportunities with colleagues to improve practice.		
37	7.5.3 Reflect on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals.		
Total Number of O and VS			

III. COMPARATIVE ASSESSMENT RESULTS

Education	Training	Experience	Performance	Classroom Observable Indicators	Non-Classroom Observable Indicators	Total Score

Conforme:

Attested by:

Teacher Applicant

HRMPSB Chair

IV. DEPED SCHOOLS DIVISION OFFICE ACTION

Reclassification of Position				Date Processed	Remarks
From	Salary Grade	To	Salary Grade		

Evaluated by:

Administrative Officer IV (HRMO)

Certified Correct

Administrative Officer V (Admin Services)

Recommending Approval:

Schools Division Superintendent

V. DEPED REGIONAL OFFICE ACTION

Reclassification of Position				Date Processed	Remarks
From	Salary Grade	To	Salary Grade		

Evaluated by:

Teachers Credential Evaluator

Certified Correct:

Chief, Administrative Division

Approved:

Regional Director