

# Chapter 6

## Position Classification and Compensation Scheme for Teaching Positions in Elementary and Secondary Schools

There is no distinction between the duties of one teaching position and those of other teaching positions. All are involved in classroom teaching. Hence, teaching positions are classified based on the personal qualifications of the incumbents thereof rather than based on the preponderant duties and responsibilities and qualification requirements of the positions. This concept deviates from existing standards that work assignments determine the classification and pay levels of positions. The deviation is made in the case of teachers to encourage and reward initiatives for professional growth which are vital in a dynamic educational system. The progression to a higher position level, which does not entail an increase in duties and responsibilities, recognizes the increase in the academic preparation level.

### 6.1 The Teachers' Preparation Pay Schedule (TPPS)

The TPPS is the position classification and compensation scheme for teaching positions in elementary and secondary schools. It similarly applies to guidance counselors/coordinators, school librarians who are similarly assigned teaching loads. It does not cover school nurses, school physicians, school dentists and other school employees.

### 6.2 Components of the TPPS

#### 6.2.1 Coverage

The TPPS applies to the following classes of positions:

Class	Level	Salary Grade
Teacher	I, II, III	10, 11,12
Master Teacher	I, II, III, IV	16,17,18,19
Head Teacher	I, II, III, IV, V, VI	13,14,15,16,17,18
Special Education Teacher	I, II, III, IV, V	13,14,15,16, 17
Special Science Teacher	I, II, III, IV, V	13,16,19,22, 24
Guidance Counselor	I, II, III	10,11,12
Guidance Coordinator	I, II, III	13,14,15
School Farming Coordinator	I, II, III	13,14,15
Vocational Instruction Supervisor	I, II, III	16,17,18

It also applies to certain classes of positions in the Library Services Group which have at least one teaching load:

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Class	Level	Salary Grade
School Librarian	I, II, III	10,11,12

The TPPS does not apply to Librarian positions not assigned in schools.

### 6.2.2 Basis of Classification of Positions

The Department of Education (DepEd), in consultation with the Department of Budget and Management (DBM), maintains the TPPS, as shown below:

Occupational Group	Teachers' Academic Preparation		
	BSE*	BSE + 20**	MA***
Library Services	School Librarian I, SG-10	School Librarian II, SG-11	School Librarian III, SG-12
School, College and University Teaching	Teacher I, SG-10	Teacher II, SG-11	Teacher III, SG-12
	Head Teacher I, SG-13	Head Teacher II, SG-14	Head Teacher III, SG-15
	Head Teacher IV, SG-16	Head Teacher V, SG-17	Head Teacher VI, SG-18
	Special Education Teacher I, SG-13	Special Education Teacher II, SG-14	Special Education Teacher III, SG-15
	Guidance Counselor I, SG-10	Guidance Counselor II, SG-11	Guidance Counselor III, SG-12
	School Farming Coordinator I, SG-13	School Farming Coordinator II, SG-14	School Farming Coordinator III, SG-15
	Vocational Instruction Supervisor I, SG-16	Vocational Instruction Supervisor II, SG-17	Vocational Instruction Supervisor III, SG-18

\* Bachelor of Science in Education or equivalent

\*\* Bachelor of Science in Education or equivalent plus 20 units in Master of Arts or 20 years of teaching at Level I or Level IV in the case of Head Teachers

\*\*\* Master of Arts

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### **6.2.2.1 Factors for Classification of Positions**

Under the TPPS, the classification of the teaching positions and others similarly covered are in accordance with the principle of "equal pay for equal work, training and experience." The classification of such positions are determined based on:

6.2.2.1.1 academic or educational preparation;

6.2.2.1.2 teaching experience including those in private schools; and

6.2.2.1.3 extra-curricular activities for professional growth.

### **6.2.2.2 Academic Preparation Prerequisites**

The minimum requirements for the classification of positions to the levels established for each class of positions are as follows:

6.2.2.2.1 Level I, e.g., Teacher I, School Librarian I - Bachelor of Science in Education degree or equivalent;

6.2.2.2.2 Level II, e.g., Teacher II, Guidance Counselor II - Bachelor of Science in Education degree or equivalent, plus 20 graduate units; and

6.2.2.2.3 Level III, e.g., Teacher III, School Librarian III, Guidance Counselor III - Master's degree or equivalent.

### **6.2.2.3 Equivalents and Areas of Equivalents**

The DepEd, in consultation with the DBM, establishes "equivalents" to the academic preparation prerequisites and defines the "area of equivalents" and the corresponding units or points. The existing equivalents and areas of equivalents are as follows:

6.2.2.3.1 Table of Equivalents

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<b>Basic Preparation</b>	<b>Category I</b> (Equivalent Titles or Degrees)	<b>Category II</b> (Years of Teaching)	<b>Category III</b> (Credit Allowances)
<p><b>For Level I</b></p> <p>Bachelor's degree for teachers (BSE, BSEE, etc.)</p>	<p>1(a) Bachelor of Pedagogy, Bachelor in Library Science, Bachelor of Science in Nursing, etc.</p>	<p>Teacher's Certificate (2 or 3 years) or equivalent with at least 20 years teaching experience</p>	<p>148 or more units (according to major or minor subject)</p>
	<p>(b) All other Bachelor's degree courses plus at least 18 professional education units</p>		
<p><b>For Level II</b></p> <p>Bachelor's degree for teachers plus 20 years teaching experience (BSE+20)</p>	<p>2(a) Courses in No. 1(a) above plus 20 graduate units</p>	<p>Bachelor's degree for teachers or equivalent with at least 20 years teaching experience</p>	<p>Bachelor's degree for teachers plus at least 20 units of credit allowances</p>
	<p>(b) Courses in No. 1(b) above with at least 18 professional education units plus 20 graduate units</p>		
<p><b>For Level III</b></p> <p>Master's degree in Education</p>	<p>Master of Science/Arts</p>	<p>Bachelor's degree for teachers or equivalent with at least 20 graduate units plus 20 years of teaching experience</p>	<p>Bachelor's degree for teachers or equivalent with at least 20 graduate units, plus credit allowances. The total of graduate units and credit allowances should be equal to the number of units required to graduate with an MA degree.</p>

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### 6.2.2.3.2 Table of Areas of Equivalentents

Professional Activities	Units of Credit
1. Formal Training	1 unit per academic unit
2. Service in professional committees a. Workshop, seminar, conference, etc b. Special assignment from the Director to perform special educational activity (assignment by detail excluded)	1 unit per 25 hours  1 unit per assignment of not less than 30 hours
3. Educational travel not for study purposes (report to be submitted and evaluated)	2 units per 6 months
4. Work experience a. Trade (must be functionally related to school assignment) b. Camp counselor	5 units per year  1 unit per 2-week camping
5. In-service training on the national level a. Boy Scouting for scout masters b. Public administration or educational supervision	1 unit per training period 1 unit per training period
6. Teaching experience with paid service a. Public school b. Government summer school c. Private school prior to assignment in public school d. Private school courses different from subjects taught in public schools	1 unit per 3 years ½ unit per 3-unit course 1 unit per 5 years  1 unit per 3 unit course, ½ unit per annual high school subject
7. Authorship of educational material excluding thesis and dissertations used to obtain a Master's or Doctor's degree	5 units
8. Administrative and supervisory experience a. Public school b. Private school	1 unit per 2 years 1 unit per 4 years

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### **6.2.2.4 The Equivalents Record Form (ERF)**

6.2.2.4.1 The ERF is a tool for determining the appropriate classification of a Teacher position. It reflects the educational preparation, training, teaching experience, workshop and seminars for professional growth undertaken by a teacher.

- The ERF contains information on position title, unique item number and authorized salary in the current Personal Services Itemization and Plantilla of Personnel (PSIPOP).
- Credits claimed as to educational preparation, years of teaching experience in public or private schools and professional activities shall be itemized and supported either by the original or certified true copy of the teacher's special orders, diploma or transcript of records. The authenticity of the documents such as educational preparation and seminars attended shall be certified by the school registrar and the director of training, respectively.
- The allowable credits are computed on the basis of the Table of Equivalents.
- The educational preparation, teaching experience and credits allowed are matched with corresponding category in the preparation and classification levels of the TPPS.

6.2.2.4.2 The processing of the ERF involves the following steps:

- Role of the DepEd
  - ♣ The filling of the ERF can be initiated either by the schools division (SD) or the teacher concerned.

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### ◆ SD Initiative

1. The SD shall identify teachers with 20 or more years of teaching experience, evaluate the duly certified service records, prepare the Certification as to the names of qualified teachers, and inform the teacher concerned that such submission has been made on his/her behalf.
2. In case of approval, the SD shall determine whether or not the approved ERF is within the cut-off date. In case of disapproval, the teacher shall be informed by the SD concerned.

Teachers retiring during the year are not covered by the cut-off dates.

3. If within the cut-off date, the SD shall prepare a request for ERF implementation which shall be endorsed and submitted together with the duly certified service records and Certification as to the names of qualified teachers by the DepEd Regional Office (RO) to the DBM RO concerned.
4. Upon receipt of the Notice of Organization, Staffing and Classification Action (NOSCA), the DepEd RO shall prepare the Notices of Salary Adjustment (NOSA) and the necessary adjustment to the salaries of the teachers concerned.

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5. The SD shall issue the NOSA to the teacher concerned.

### ◆ Teacher's Initiative

1. A teacher who has rendered less than 20 years of service but has earned 20 masteral units shall prepare and submit his/her ERF to the SD.

2. The ERF shall be evaluated by the SD and post-audited by the DepEd RO concerned to determine whether or not it meets the required points.

3. The teacher shall be duly informed by the DepEd RO through the SD whether his/her ERF is approved or disapproved.

4. Consequently, steps 2 to 5 of the SD Initiative are taken.

♣ The flow chart for the processing of ERFs is shown in Annexes A and A-I of this Chapter.

### • Role of the DBM

♣ The DBM RO shall determine whether or not there are available funds for the implementation thereof. If none, the same shall be returned to the DepEd RO with the information that the reclassification may be considered in the next budget cycle.

♣ If there are available funds, the DBM RO shall prepare the corresponding NOSCA and issue the same to the DepEd RO. The salary adjustment accruing to the teachers concerned



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shall be charged against the lump-sum for ERF implementation.

### **6.2.2.4.3 Specific Compensation Guidelines for Teachers with Approved ERFs**

6.2.2.4.3.1 Movement in position level due to the implementation of the ERF is considered as reclassification, which simultaneously partaking the nature of promotion.

6.2.2.4.3.2 Allowable salaries of teachers with approved ERFs

To determine the salary that may be authorized for teachers and other teaching related personnel who are appointed to higher level positions due to approved ERFs, the rules on promotion under Item 1 of Annex C of NBC No. 458 may be adopted.

To illustrate:

A Teacher I whose salary is on the 5<sup>th</sup> step of SG-10 due to step increment based on length of service, with an approved ERF as Teacher II, SG-11 shall have his salary adjusted to 3<sup>rd</sup> step of SG-11, applying the rules of promotion.

From: Teacher I, SG-10 at  
P10,971 per month (5<sup>th</sup>  
step)

To: Teacher II, SG-11 at  
P11,068 per month (3<sup>rd</sup>  
step)

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### **6.2.2.4.3.3 Grant of step increment due to length of service**

The reckoning date for the grant of step increment shall be based on the date of appointment to the latest position of the incumbent. Thus, step increments previously earned by a teacher shall no longer be credited in his new position. Likewise, teaching services not credited in the ERF evaluation can no longer be used in computing the step increments of the incumbent in his reclassified position.

## **6.3 Career Progression System for Public School Teachers**

In addition to the TPPS, the Career Progression System for Public School Teachers attaches a premium to classroom effectiveness and allows teachers to remain in the classroom while advancing in status and compensation. The system provides for equivalence in duties, recognition and compensation for whatever career line a teacher chooses.

### **6.3.1 Career Lines**

- 6.3.1.1 For purposes of advancement, teachers are given the option of choosing alternative career lines in school administration or classroom teaching.
- 6.3.1.2 At the base of the career system is the Teacher position. Thereafter, a teacher may be promoted either as Elementary/Secondary School Principal, following the school administration career line, or as Master Teacher, which falls under the teaching career line.

### **6.3.2 Classroom Teaching Career Line (CTCL)**

- 6.3.2.1 Executive Order No. 500 established a system of career progression and promotion for public school teachers. Four (4) levels of Master Teacher classes under the CTCL, were created as follows:

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<b>Class</b>	<b>Salary Grade</b>
Master Teacher I	16
Master Teacher II	17
Master Teacher III	18
Master Teacher IV	19

6.3.2.2 There are established qualitative and quantitative criteria for each level of Master Teacher. An applicant must possess all the prescribed qualifications to be considered for a particular level which is measured in terms of educational preparation, performance rating, and teaching experience.

6.3.2.3 There is, likewise, a quota system on the allowable number of Master Teacher positions in elementary and secondary schools. The quota system as determined by the DepEd, in consultation with DBM, is as follows:

6.3.2.3.1 For elementary schools: Total Master Teacher positions shall not exceed 10% of the total authorized teacher positions in the district, to wit:

- Master Teacher I positions shall not exceed 6.6% of the total number of authorized teaching positions.
- Master Teacher II positions shall not exceed 3.4% of the number of authorized Master Teacher I positions.

6.3.2.3.2 For secondary schools: One (1) Master Teacher position regardless of level may be allowed per subject area with at least 5-7 authorized teacher positions within the school.

### **6.3.2.4 Attributes and Functions**

The following attributes and functions have been identified for Master Teacher levels:

6.3.2.4.1 All Master Teachers shall be administratively under the school heads where they are

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assigned notwithstanding their rank and salary.

6.3.2.4.2 Master Teachers shall have regular teaching loads.

6.3.2.4.3 Master Teachers shall guide other teachers in the school or district towards improving their competencies as well as taking the lead in the preparation of instructional materials.

6.3.2.4.4 Master Teachers shall serve as demonstration teachers or teacher consultants in other schools in the district.

### **6.3.2.5 Criteria**

As provided under DECS Order No. 57, series of 1997, the requisites/qualifications needed for a candidate to be considered for the Master Teacher position are as follows:

#### 6.3.2.5.1 Master Teacher I

6.3.2.5.1.1 Permanent teacher;

6.3.2.5.1.2 Bachelor's degree for teachers or equivalent as provided in the Magna Carta for Public School Teachers;

6.3.2.5.1.3 Very satisfactory performance rating for the last two years;

6.3.2.5.1.4 At least 3 years teaching experience; and

6.3.2.5.1.5 At least 25 points in leadership and potential, or has been a demonstration teacher in the district level plus 15 points in leadership and potential.

#### 6.3.2.5.2 Master Teacher II

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- 6.3.2.5.2.1 Master Teacher I for at least one year;
- 6.3.2.5.2.2 Very satisfactory rating as Master Teacher I;
- 6.3.2.5.2.3 Bachelor's degree for teachers or equivalent as provided in the Magna Carta for Teachers, plus completion of academic requirements for Master of Arts; and
- 6.3.2.5.2.4 At least 30 points in leadership, potential and achievement; or has been a demonstration teacher in the division level plus 20 points in leadership and potential, provided the activities or accomplishments listed for this purpose had not been credited or used for similar promotions.

### 6.3.2.5.3 Master Teacher III

- 6.3.2.5.3.1 Master Teacher II;
- 6.3.2.5.3.2 M.A. in education or equivalent;  
  
The following are considered M.A. equivalent:
  - Bachelor's degree for teachers or equivalent plus 20 years experience and at least 20 M.A. units;
  - Bachelor's degree for teachers or equivalent plus at least 20 graduate units and at least 18 credit allowances.

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6.3.2.5.3.3 Very satisfactory performance rating as Master Teacher II; and

6.3.2.5.3.4 At least 45 points in leadership, potential and achievement, provided the activities or accomplishments cited for this purpose had not been credited for an earlier promotion.

### **6.3.2.5.4 Master Teacher IV**

6.3.2.5.4.1 Master Teacher III;

6.3.2.5.4.2 At least an M.A. in Education, M.A. in Teaching or Masters in Education;

6.3.2.5.4.3 Outstanding performance rating as Master Teacher III; and

6.3.2.5.4.4 At least 60 points in leadership, potential, and achievements provided the accomplishments and achievements cited for this purpose had not been credited for an earlier promotion.

Requests for reclassification of teaching positions to Master Teacher I and from Master Teacher I to Master Teacher II shall be supported by the plantilla and the pertinent evaluation documents. It shall then be reviewed and verified by the DBM RO concerned, subject to the budget rules and regulations on release of funds prescribed under National Budget Circular No. 303 and National Compensation Circular No. 24, respectively.

### **6.3.3 School Administration Career Line**

The second career line is school administration which covers Head Teachers and School Principals.

6.3.3.1 Item E (12), Section 7, Chapter I of Republic Act (RA) 9155. provides that the selection, promotion and designation of school heads shall be anchored on the

## **Classification and Compensation Scheme for Teaching Positions in Elementary and Secondary Schools**

principles of merit, competence, fitness and equality, rather than on the number of teachers/learning facilitators and learners in the school.

6.3.3.2 Applicants for Head Teacher and Principal positions must possess executive and managerial competence, in addition to the following criteria:

6.3.3.2.1 Performance

6.3.3.2.2 Experience and Outstanding Accomplishments

6.3.3.2.3 Education and Training

6.3.3.2.4 Potential

6.3.3.2.5 Psycho-social Attributes and Personality Traits

6.3.3.3 Promotion to higher Head Teacher (HT) and Principal positions shall be an open ranking basis where merit and fitness are the main consideration and not the position.

6.3.3.4 The detailed guidelines on the selection, promotion and designation of school heads are provided under DepEd Administrative Order (AO) No. 85, s. 2003 dated November 27, 2003 (Annex B).

6.3.3.5 The modified qualification standards for Head Teacher and Principal positions are prescribed under Civil Service Commission (CSC) Resolution No. 040863 promulgated on July 28, 2004 (Annex C).

## **6.4 Compensation Benefits of Teachers**

### **6.4.1 Honoraria for Teaching Overload**

Section 13 of RA No. 4670 (Magna Carta for Public School Teachers) provides that the actual classroom teaching hours for a teacher shall not be more than 6 hours per day or 30 hours per week. The number of teaching hours is designed to give teachers ample time for preparation of lesson plan, correction of exercises and other work incidental to their normal teaching duties. Teaching hours in excess thereof are paid honoraria. The rates,

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which shall be based on the Prime Hourly Teaching Rate (PHTR), shall be computed in accordance with the following formula:

$$\text{PHTR} = \frac{\text{AR}}{\text{W}} \quad \text{T} = \frac{\text{AR}}{1,600} \quad 1.25 = 0.000781 \text{ AR}$$

Where:

AR = Annual salary rate of each teacher proposed to be paid honoraria

W = Total teaching hours (This is computed at 40 hours/week multiplied by 40 weeks or 1,600 hours.)

T = 1.25 or 125% of the teacher's remuneration for services in excess of 6 hours actual teaching per day but not more than 2 hours.

### 6.4.2 Proportional Vacation Pay

6.4.2.1 Among the benefits unique to public school teachers is the proportional vacation pay (PVP) whereby teachers are paid during the Christmas break and the summer vacation.

6.4.2.2 Teachers who rendered continuous services in a school year without incurring absences without pay of more than 1 ½ days are entitled to full salaries during Christmas and summer vacation.

6.4.2.3 Those incurring absences without pay of more than 1 ½ days are still entitled to PVP, computed in proportion to the number of days they have served during the school year.

6.4.2.4 Teachers earn service credits when they render authorized services during the vacation period, Saturdays, Sundays and holidays in the course of the regular school year.

6.4.2.5 The service credits earned by teachers may be used to offset absences of teachers due to illness or to offset proportional deduction in PVP.



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### **6.4.3 Hardship/Special Hardship Allowance**

- 6.4.3.1 Hardship Allowance, as provided under Section 19 of RA No. 4670, is given to all teachers who are assigned to hardship posts whether resident or transient, on regular or temporary status of employment.
- 6.4.3.2 Hardship posts are public schools that are accessible only by hiking, animal ride or banca ride, partly or wholly. Schools that are directly accessible by motorized land or water transport do not qualify as hardship posts.
- 6.4.3.3 Special hardship allowance is granted to teachers assigned to handle multi-grade classes.
- 6.4.3.4 A multi-grade teacher is defined as a public school teacher handling a class of two or more grades. Combined or multi-grade classes may be allowed at the primary level, from Grades I to IV, if the school age population for a given grade cannot meet the minimum requirement of 15 pupils per class.
- 6.4.3.5 The hardship/special hardship allowance shall not exceed 25% of the basic pay of the teacher, and is in lieu of hazard duty pay.

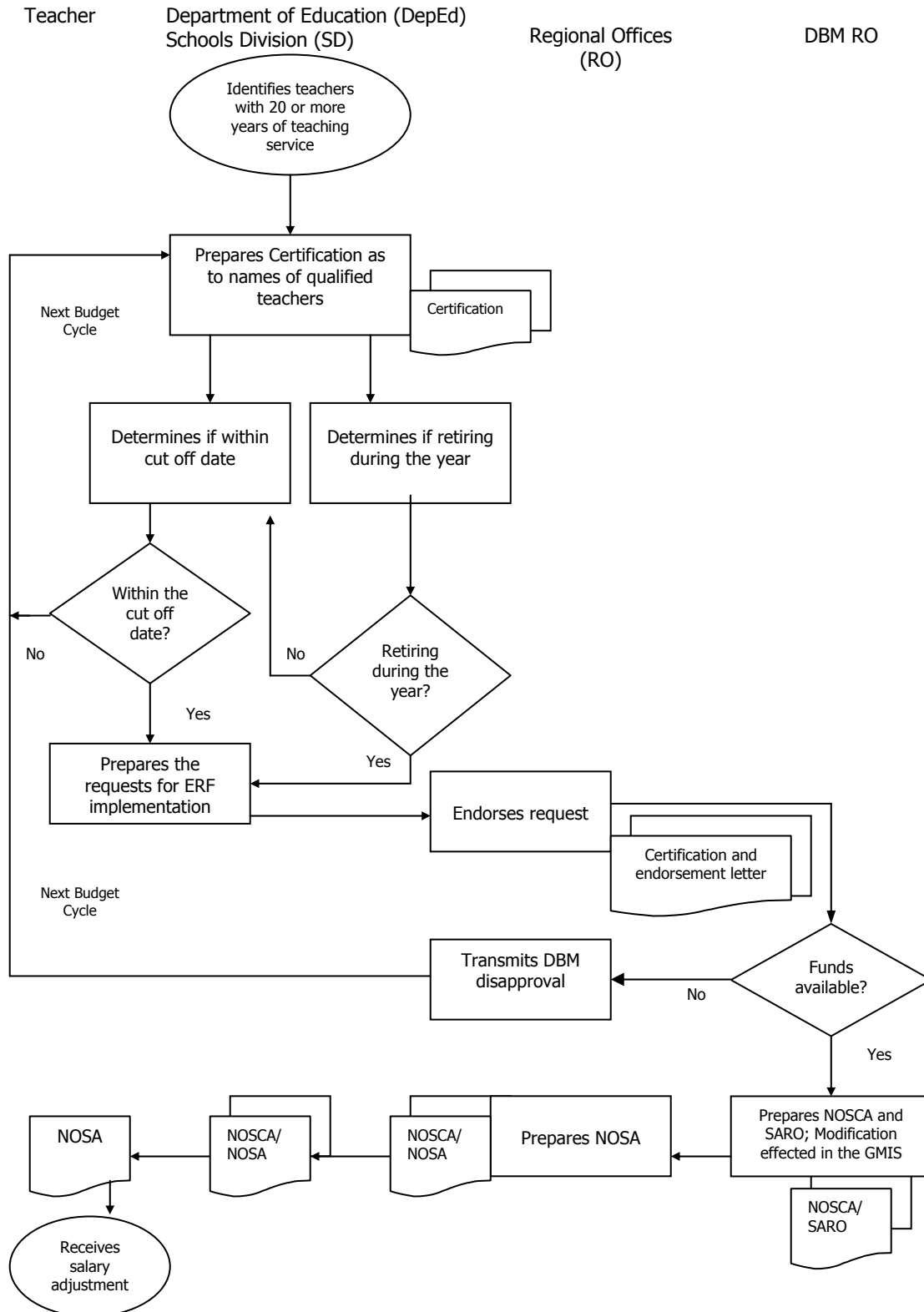
### **6.4.4 One Salary Grade Increase for Retiring Public School Teachers**

- 6.4.4.1 As provided under Joint DECS, CHED, GSIS and DBM Circular No. 1, series of 1997, all incumbents of public school teacher positions are entitled to one (1) salary grade increase on the last day of service for retirement benefit purposes. Similarly covered are positions which fall within the purview of a public school teacher as defined under Section 2 of RA No. 4670 and as amended/modified by RA No. 6758.
- 6.4.4.2 The one salary grade increase shall take effect on the last day of the service of the retiring public school teacher. The salary of the retiring teacher shall be adjusted upward by one salary grade at the same step of his/her previously assigned salary grade.

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## Annex A

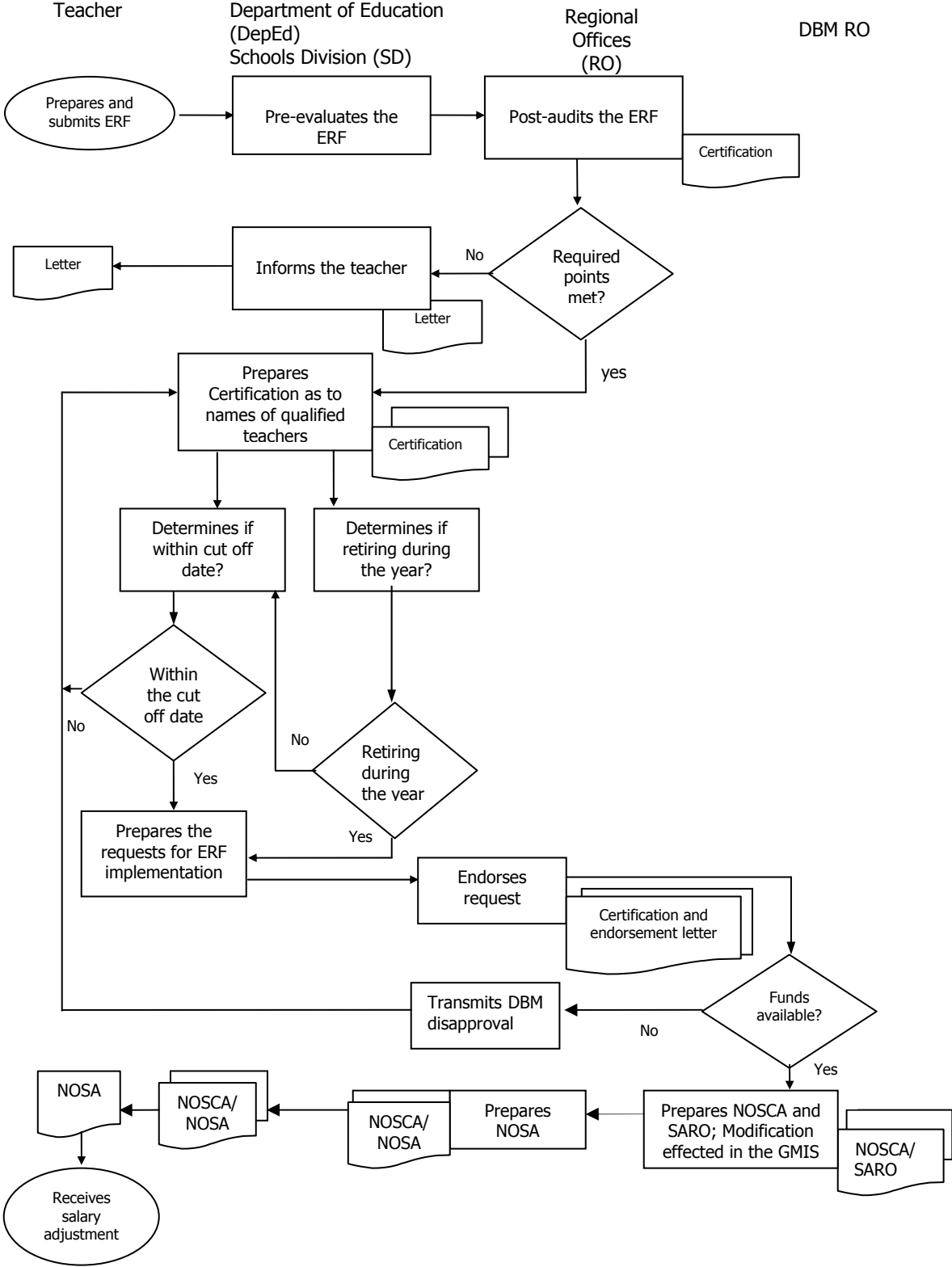
### Flowchart for Processing ERFs Schools Division Initiative



# Classification and Compensation Scheme for Teaching Positions in Elementary and Secondary Schools

Annex A-I

## Flowchart for Processing ERFs Teacher's Initiative



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Annex B

**REPUBLIKA NG PILIPINAS**  
REPUBLIC OF THE PHILIPPINES  
**KAGAWARAN NG EDUKASYON**  
DEPARTMENT OF EDUCATION  
**Dep Ed Complex, Meralco Ave., Pasig City, Philippines**

Tanggapan ng Kalihim  
*Office of the Secretary*

DepEd ORDER  
No. 85 s. 2003

November 27, 2003

**GUIDELINES ON THE SELECTION, PROMOTION  
AND DESIGNATION OF SCHOOL HEADS**

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

1. Pursuant to the Implementing Rules and Regulations of R.A. 9155, the selection, promotion and designation of school heads shall be based on merit, competence, fitness and equality. It is based on these principles that the enclosed guidelines are hereby issued.
2. Immediate dissemination of and compliance with this Order is directed.

(SIGNED) EDILBERTO C. DE JESUS  
Secretary

Encl.:  
As stated

Reference  
DepEd Order No. 1, s. 2003

Allotment: 1 \_\_ (D.O. 50-97)

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

OFFICIALS  
POLICY  
PROMOTION

# Classification and Compensation Scheme for Teaching Positions in Elementary and Secondary Schools

## GUIDELINES ON THE SELECTION, PROMOTION AND DESIGNATION OF SCHOOL HEADS

### I. Leadership Framework

Pursuant to Section 6.1, Rule VI of the Implementing Rules and Regulations of Republic Act No. 9155 (Governance of Basic Education Act of 2001) there shall be a school head for all public elementary and secondary schools or a cluster thereof.

A school head is a person responsible for the administrative and instructional supervision of the school or cluster of schools. As such, a school head is expected to possess the following leadership dimensions:

1. **Education Leadership.** The ability to lead in crafting a shared school vision including the development of curriculum policies and practices which provide success for all students;
2. **People Leadership.** The ability to work with various stakeholders; develop effective relationships with diverse individuals and groups; inspire the respect and cooperation of people and promote the development and effectiveness of people within the organization;
3. **Strategic Leadership.** The ability to expire complex issues from a global perspective, to manage an educational enterprise, to focus resources and motivate people in the realization of the shared school vision.

It is within the framework of leadership that the succeeding guidelines on the selection, promotion, and designation of school heads have been formulated.

### II. Basic Policies

1. The selection, promotion and designation of school heads shall be anchored on the principles of merit, competence, fitness and equality.
2. Applicants for Head Teacher and Principal positions must possess executive and managerial competence, in addition to the following criteria:
  - i. Performance
  - ii. Experience and Outstanding Accomplishments
  - iii. Education and Training
  - iv. Potential
  - v. Psycho-social Attributes and Personality Traits

Annex 1 presents the details on these criteria.

3. Policies pertaining to Principals
  - 3.1 Aspirants for Principalship must pass a test to be considered for selection and promotion.

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- a. To qualify for the test, the aspirant must be any of the following:
    - Master Teacher I for at least two (2) years
    - Master Teacher II for at least one (1) year
    - Head Teacher for at least one (1) year
    - Teacher-in-Charge for at least two (2) years
    - Teacher III for at least three (3) years
    - Teacher II for at least four (4) years
    - Teacher I for at least five (5) years
  - b. The test shall serve as a mechanism for evaluating the aspirants in terms of the 3-dimensional leadership qualifications. It may consist of paper & pencil, simulation, etc.
  - c. The Department Central Office will set the standards for testing.
  - d. Test development and quality assurance will be provided by the Regional Office. The test administration will be division-based.
- 3.2 Those who pass the test shall form the pool of qualifiers from which shall be drawn those who will undergo the training for Principalship.
- 3.3 Pending the development of the test, those who have successfully completed the Basic School Management Course (BSMC) and the Strategic Management and Instructional Leadership Course for School Administrators (SMILE-CSA) being conducted by the National Educators Academy of the Philippines (NEAP) will be exempted from the test requirement for a one year period reckoned from the date of the issuance of this Order.
- 3.4 The ranking of candidates for Principal position shall be open to all qualified applicants/candidates.
- 3.5 The appointment of a school principal shall be non-station specific.
4. Policies pertaining to Head Teachers
- 4.1 Promotion to higher Head Teacher positions shall likewise be on an open ranking basis.
  - 4.2 The ranking of candidates to a Head Teacher position shall be open to all qualified applicant/candidates.
5. Policies pertaining to Teacher-in-Charge
- 5.1 The Schools Division Superintendent shall designate Teachers-In-Charge.
  - 5.2 To be designated as Teacher-In-Charge, a teacher must have teaching experience of at least three (3) years.

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### III. Computation of Points

1. In computing the number of points for purposes of ranking the Head Teacher/Principal, a specific number of points is assigned to each criterion as follows:

Criteria	Maximum No. of Points	Total
Performance Rating	40	40
Experience/Outstanding Accomplishments	10/25	35
Education/Training	10/10	20
Potential	2.5	2.5
Psychosocial attributes and Personality traits	2.5	2.5
<b>Total</b>		<b>100</b>

2. In the evaluation of accomplishment/s, the following matrix is suggested.

Outstanding Accomplishment/s	Measures	Maximum No. of Points
Outstanding Employee Award	} See Annex II	5
Innovations		5
Research and Dev. Projects		4
Publication/Authorship		4
Consultancy/Resource Speakership		4
Linkages & Resource Mobilization		3
<b>TOTAL</b>		<b>25</b>

Annex II presents the details on computation of points.

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Annex I

Following are the basic qualifications required of:

## I. Head Teacher

Criteria	HTI	HTII	HTIII	HTIV	HTV	HTVI
Education	BEEd/BSE or its equivalent or Bachelors degree with 18 professional education units	BEEd/BSE or its equivalent or Bachelors degree with 18 professional education units	BEEd/BSE or its equivalent or Bachelors degree with 18 professional education units	BEEd/BSE or its equivalent or Bachelors degree with 18 professional education units	BEEd/BSE or its equivalent or Bachelors degree with 18 professional education units	BEEd/BSE or its equivalent or Bachelors degree with 18 professional education units
Training	8 hrs. of relevant training	8 hrs. of relevant training	8 hrs. of relevant training	8 hrs. of relevant training	8 hrs. of relevant training	8 hrs. of relevant training
Experience	1 year as TIC or 3 yrs. Teaching experience	1 year as HT	2 years as HT	3 years as HT	4 years as HT	5 years as HT
Performance	VS for the last 3 rating periods	VS for the last 3 rating periods	VS for the last 3 rating periods	VS for the last 3 rating periods	VS for the last 3 rating periods	VS for the last 3 rating periods

Note: Promotion to higher Head Teacher (HT) positions shall be on an open ranking basis where merit and fitness shall be the main consideration and not the position

## II. Principal

Criteria	PI	PII	PIII	PIV
Education	BEEd/BSE with 18 professional units in education or its equivalent	BEEd/BSE + 6 units of Management	BEEd/BSE + 6 units of Management	BEEd/BSE + 9 units of Management
Training	8 hrs. of relevant training	8 hrs. of relevant training	8 hrs. of relevant training	8 hrs. of relevant training
Experience	MT I for at least 2 yrs.; or MT II for at least 1 yr.; or HT for at least 1 yr., or TIC for at least 3 yrs.; or TII for at least 4 yrs.; or TI for at least 5 yrs.	1 yr. as Principal	1 yr. as Principal	1 yr. as Principal
Performance	VS for the last 3 yrs.	VS for the last 3 yrs.	VS for the last 3 yrs.	VS for the last 3 yrs.

Note: For Head Teacher and Principal: Training credited in the previous promotion will not be considered in succeeding promotion.



# Classification and Compensation Scheme for Teaching Positions in Elementary and Secondary Schools

Annex II

## COMPUTATION OF POINTS

### I. Performance Rating (40 points)

Numerical Rating result multiplied by forty (40) per cent

### II. Experience (10) points

Relevant experience consists of the performance of duties and functions relevant to the next higher position over a period expressed in years with every year given a point but not to exceed ten (10) points equivalent to 10 years.

### III. Outstanding Accomplishments (25) points

#### A. Outstanding Employee Award (5) points

Awardee in the school	- 1 pts.
Nomination in the division/awardee in the district	- 2 pts.
Nomination in the region/awardee in the division	- 3 pts.
Nomination in the Department/awardee in the region	- 4 pts.
National awardee (Kapwa Award/Pagasa Award/ Presidential Award)	- 5 pts.

#### B. Innovations (5 points)

Conceptualized an innovative work plan and properly documented and approved by immediate chief and attested by authorized regional/division official	- 1 pt.
Implementation of work plan has been started	- 2 pts.
Work plan has been implemented with documented outputs	- 3 pts.
Work plan or essential parts thereof adopted for wider implementation	- 5 pts.

#### C. Research and Development Projects (5 points)

Conducted research at other levels	- 3 pts.
Conducted research at the other school level	- 4 pts.
Conducted research at the division level	- 5 pts.

#### D. Research and Development Projects (5 points)

Sole Authorship of a book	- 5 pts.
Co-authorship of a book (Shall be divided by the number of authors)	- 4 pts.
Articles published (Per article but not to exceed 4 pts.)	- 1 pt.

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- E. Consultancy/Resource Speakership in Training/Seminars/  
Workshops/Symposia (5 points)
  - District level - 1 pt.
  - Division level - 2 pts.
  - Regional level - 3 pts.
  - National level - 4 pts.
  - International level - 5 pts.
  
- IV. Education and Training (20 points)
  - A. Education (10 points)
    - Bachelors degree in Education - 4 pts.
    - Ma units
      - 18 units - 6 pts.
      - 24 units or completion of academic requirements - 8 pts.
      - MA degree - 10 pts.
  
  - B. Training (10 points)
    - Participant in 3 or more training activities
      - For at least 2 days - 2 pts.
      - Co-chairmanship of a technical committee - 4 pts.
      - Chairmanship of a technical committee - 6 pts.
      - Co-chairmanship of a planning committee - 8 pts.
      - Chairmanship of a planning committee - 10 pts.
  
- V. Potential (2.5 points)
  
- VI. Psychosocial attributes and physical characteristics (2.5 points)

# Classification and Compensation Scheme for Teaching Positions in Elementary and Secondary Schools

Annex C

DE JESUS, Edilberto C.

Re: Qualification Standards for Head  
Teacher I to III and Principal I to IV (For  
Elementary School); Teacher I to VI and  
Principal I to iv (For Secondary School)  
Positions in the Department of Education

X-----X

## RESOLUTION NO . 040863

Secretary Edilberto C. De Jesus of the Department of Education (DepEd) requests the modification of its 1995 approved qualification standards for the following positions:

For Elementary School

Head Teacher I to III  
Principal I to IV

For Secondary School

Head Teacher I to VI  
Principal I to IV

Secretary De Jesus stated that the modification is anchored under DepEd's Guidelines on the Selection, Promotion and Designation of Schools Heads under DepEd Order No. 85, s. 2003 pursuant to RA 9155, otherwise known as the Basic Education Act of 2001. Said Act provides, among other things, that the selection, promotion and designation of school heads shall be based on merit, competence, fitness and equality. He likewise stated that that the proposed modified requirements are not lower than those provided under the CSC Qualification Standards.

Policy No. 2, Part I – General Policies of CSC MC No. 030962 dated September 12, 2003 specifically the 3<sup>rd</sup> paragraph provides that "Agencies are encouraged to set specific or higher standard for their positions. These standards shall be submitted to the Commission for approval, and once approved they shall be adopted by the Commission as qualification standards in the attestation of appointments of the agency concerned." (Underscoring supplied).

An evaluation of DepEd's proposed modified qualification standards vis-à-vis the approved minimum qualification standards of positions as provided in the 1997 Revised Qualification Standards Manual shows that the proposed modified qualification standards are higher.

WHEREFORE, foregoing premises, considered, the Commission Resolves to approve the modified qualification standards of the following positions in the Department of Education:

POSITION TITLE	SG	LEVEL	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
<b>For Elementary School</b>						
Head Teacher II	14	2	Bachelor's degree in Elementary or Bachelor's degree with 18 professional education units	1 year as Head Teacher	8 hours of relevant training	RA 1080 (Teacher)

## Manual on Position Classification and Compensation

<b>POSITION TITLE</b>	<b>SG</b>	<b>LEVEL</b>	<b>EDUCATION</b>	<b>EXPERIENCE</b>	<b>TRAINING</b>	<b>ELIGIBILITY</b>
Head Teacher III	15	2	Bachelor's degree in Elementary or Bachelor's degree with 18 professional education units	2 years as Head Teacher	8 hours of relevant training	RA 1080 (Teacher)
<b>For Secondary School</b>						
Head Teacher I	13	2	Bachelor's degree in Elementary or Bachelor's degree with 18 professional education units with appropriate field of specialization	1 year as Teacher-In-Charge or 3 years teaching experience	8 hours of relevant training	RA 1080 (Teacher)
Head Teacher II	14	2	Bachelor's degree in Elementary or Bachelor's degree with 18 professional education units with appropriate field of specialization	1 year as Head Teacher	8 hours of relevant training	RA 1080 (Teacher)
Head Teacher III	15	2	Bachelor's degree in Elementary or Bachelor's degree with 18 professional education units with appropriate field of specialization	2 years as Head Teacher	8 hours of relevant training	RA 1080 (Teacher)
Head Teacher IV	16	2	Bachelor's degree in Elementary or Bachelor's degree with 18 professional education units with appropriate field of specialization	3 years as Head Teacher	8 hours of relevant training	RA 1080 (Teacher)
Head Teacher V	17	2	Bachelor's degree in Elementary or Bachelor's degree with 18 professional education units with appropriate field of	4 years as Head Teacher	8 hours of relevant training	RA 1080 (Teacher)

**Classification and Compensation Scheme for Teaching Positions in  
Elementary and Secondary Schools**

<b>POSITION TITLE</b>	<b>SG</b>	<b>LEVEL</b>	<b>EDUCATION</b>	<b>EXPERIENCE</b>	<b>TRAINING</b>	<b>ELIGIBILITY</b>
			specialization			
Head Teacher VI	18	2	Bachelor's degree in Elementary or Bachelor's degree with 18 professional education units with appropriate field of specialization	5 years as Head Teacher	8 hours of relevant training	RA 1080 (Teacher)
<b>For Elementary School</b>						
Principal I	18	2	Bachelor's degree in Elementary or Bachelor's degree with 18 professional education units	MT I for at least 2 yrs.; or MT II for at least 1 yr.; or HT for at least 1 yr.; or TIC for at least 2 years; or T III for at least 3 years; or T II for at least 4 years; or T I for at least 5 years	8 hours of relevant training	RA 1080 (Teacher)
Principal II	19	2	Bachelor's degree in Elementary or Bachelor's degree with 18 professional education units + 6 units of Management	1 year as Principal	8 hours of relevant training	RA 1080 (Teacher)
Principal III	20	2	Bachelor's degree in Elementary or Bachelor's degree with 18 professional education units + 6 units of Management	2 years as Principal	8 hours of relevant training	RA 1080 (Teacher)
Principal V	21	2	Bachelor's degree in Elementary or Bachelor's degree with 18 professional education units + 6 units of Management	3 years as Principal	8 hours of relevant training	RA 1080 (Teacher)

## Manual on Position Classification and Compensation

POSITION TITLE	SG	LEVEL	EDUCATION	EXPERIENCE	TRAINING	ELIGIBILITY
<b>For Secondary School</b>						
Principal I	18	2	Bachelor's degree in Elementary or Bachelor's degree with 18 professional education units	MT I for at least 2 yrs.; or MT II for at least 1 yr.; or HT for at least 1 yr.; or TIC for at least 2 years; or T III for at least 3 years; or T II for at least 4 years; or T I for at least 5 years	8 hours of relevant training	RA 1080 (Teacher)
Principal II	19	2	Bachelor's degree in Elementary or Bachelor's degree with 18 professional education units + 6 units of Management	1 year as Principal	8 hours of relevant training	RA 1080 (Teacher)
Principal III	20	2	Bachelor's degree in Elementary or Bachelor's degree with 18 professional education units + 6 units of Management	2 years as Principal	8 hours of relevant training	RA 1080 (Teacher)
Principal IV	21	2	Bachelor's degree in Elementary or Bachelor's degree with 18 professional education units + 6 units of Management	3 years as Principal	8 hours of relevant training	RA 1080 (Teacher)

RESOLVED further, that the above approved qualification standards shall be the bases of the Civil Service Commission in the attestation of appointments and other personnel actions.

## **Classification and Compensation Scheme for Teaching Positions in Elementary and Secondary Schools**

Let copy of this Resolution be disseminated to all Civil Service Commission Regional and Field Offices.

Quezon City, July 28, 2004.

(Signed) **KARINA CONSTANTINO-DAVID**  
Chairman

(Signed) **J. WALDEMAR V. VALMORES**  
Commissioner

(Signed) **CESAR D. BUENAFLORES**  
Commissioner

*Attested by:*

(Signed) **REBECCA A. FERNANDEZ**  
Director IV