



**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 \_\_\_\_\_ Junior High School  
 \_\_\_\_\_ Elementary \_\_\_\_\_ Senior High School

**I. QUALIFICATION STANDARDS**

Elements	QS of the Position	QS of the Applicant	Remarks
Education			
Training			
Experience			
Eligibility			

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

**II. PERFORMANCE REQUIREMENTS**

- Copy of duly approved IPCRF for the school year immediately preceding the application.
- The applicant must meet the following performance requirements, depending on the position applied for.

Position Applied	Performance Requirements
Teacher II	At least 6 Proficient COIs at Very Satisfactory; and At least 4 Proficient NCOIs at Very Satisfactory
Teacher III	At least 12 Proficient COIs at Very Satisfactory; and At least 8 Proficient NCOIs at Very Satisfactory
Teacher IV	21 Proficient COIs at Very Satisfactory; and 16 Proficient NCOIs at Very Satisfactory
Teacher V	At least 6 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Outstanding
Teacher VI	At least 12 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Very Satisfactory and 4 Proficient NCOIs at Outstanding
Teacher VII	At least 18 Proficient COIs at Outstanding; and At least 6 Proficient NCOIs at Very Satisfactory and 6 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
<b>No.</b>	<b>Domain 1. Content Knowledge and Pedagogy</b>		
1	1.1.2 Apply knowledge of content within and across curriculum teaching areas.		
2	1.2.2 Use research-based knowledge and principles of teaching and learning to enhance professional practice.		
3	1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process.		
4	1.4.2 Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.		
5	1.5.2 Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.		
6	1.6.2 Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.		
7	1.7.2 Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement		
	<b>Domain 2. Learning Environment</b>		
8	2.1.2 Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.		
9	2.2.2 Maintain learning environments that promote fairness, respect and care to encourage learning.		

10	2.3.2 Manage 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	2.4.2 Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.		
12	2.5.2 Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.		
13	2.6.2 Manage learner behavior constructively by applying positive and nonviolent discipline to ensure learning-focused environments.		

	<b>Domain 3. Diversity of Learners</b>		
14	3.1.2 Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.		
15	3.2.2 Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds.		
16	3.3.2 Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.		
17	3.4.2 Plan and deliver 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	3.5.2 Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.		

	<b>Domain 4. Curriculum and Planning</b>		
19	4.1.2 Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.		
20	4.2.2 Set achievable and appropriate learning outcomes that are aligned with learning competencies.		
21	4.3.2 Adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners.		
22	4.4.2 Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.		
23	4.5.2 Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals.		

	<b>Domain 5. Assessment and Reporting</b>		
24	5.1.2. Design, select, organize and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements		
25	5.2.2 Monitor and evaluate learner progress and achievement using learner attainment data.		
26	5.3.2 Use strategies for providing timely, accurate and constructive feedback to improve learner performance.		
27	5.4.2 Communicate promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/ guardians.		
28	5.5.2 Utilize assessment data to inform the modification of teaching and learning practices and programs.		

	<b>Domain 6. Community Linkages and Professional Engagement</b>		
29	6.1.2 Maintain learning environments that are responsive to community contexts.		
30	6.2.2 Build relationships with parents/ guardians and the wider school community to facilitate involvement in the educative process.		
31	6.3.2 Review regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers.		
32	6.4.2 Comply with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.		

	<b>Domain 7. Personal Growth and Professional Development</b>		
33	7.1.2 Apply a personal philosophy of teaching that is learner-centered.		
34	7.2.2 Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.		
35	7.3.2 Participate in professional networks to share knowledge and to enhance practice.		
36	7.4.2 Develop a personal professional improvement plan based on reflection of one's practice and ongoing professional learning.		
37	7.5.2 Set professional development goals based on the Philippine Professional Standards for Teachers.		

<b>Total Number of O and VS</b>		
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**III. COMPARATIVE ASSESSMENT RESULT**

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	Grade	To	Salary Grade		

Evaluated by:

**JUAN DELA CRUZ**  
Administrative Officer IV (HRMO)

Certified Correct

**JUAN DELA CRUZ**  
Administrative Officer V (Admin Services)

Recommending Approval:

**JUAN DELA CRUZ**  
Schools Division Superintendent

**V. DEPED REGIONAL OFFICE ACTION**

Reclassification of Position				Date Processed	Remarks
From	Grade	To	Salary Grade		

Evaluated by:

\_\_\_\_\_  
Teachers Credential Evaluator

Certified Correct:

\_\_\_\_\_  
Chief, Administrative Division

Approved:

**JUAN DELA CRUZ**  
Regional Director