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DEPARTMENT OF EDUCATION
Region IX, Zamboanga Peninsula
SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE
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RECC
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Division Memorandum
No. 012, s. 2019

To: Chief Curriculum Implementation Division
Chief School Governance and Operations Division
Public Schools District Supervisors
Elementary and Secondary School Heads
All Others Concerned
This Division

From: The Office of the Schools Division Superintendent

Subject: Policy Guidelines for the Promotion of Master Teachers,
Transfer of Teachers, and Internal Curriculum Policies

Date: April 1, 2019

For the information and guidance of all concerned attached are the Internal Policy Guidelines for the Promotion of Master Teachers, Transfer of Teachers, and Internal Curriculum Policies in accordance with DepEd Order No. 29, s. 2002, "Merit Selection Plan of the Department of Education", DepEd Order No. 57 s 1997" Further Implementation of the Career Progression System for Master Teachers and DepEd Order No. 22, s. 2013, "Revised Guidelines on the Transfer of Teachers from One Station to Another," respectively.

1. These Internal Guidelines will serve as basis in appreciation of documents for the transfer of teachers, selection, appointment and promotion of qualified applicants/personnel to help ensure standardization and stability in procedure and decisions to be done by the Human Resource Merit Promotion and Selection (HRMPSB).
2. In addition, attached is the Curriculum Policies Effective 2019-2020.
3. Attention is invited on the provisions contained in the following DepEd issuances:
 - a. DECS Order No. 70, s. 1998, Revised Policy on Master Teachers for Secondary Schools;

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- b. MEC Order No. 10, s. 1979, IRR for the System of Career Progression Scheme for Public School Teachers;
 - c. MEC Order No. 29, s. 1979, Clarification for Implementing the Career Progression Scheme
 - d. MEC Order No. 62, s. 1983, Further Implementation of Career Progression Scheme;
 - e. MEC Order No. 1, s. 1985, Additional Master Teacher Positions;
 - f. Corrigendum of MECS Order No. 1, s. 1985 (dated February 15, 1985)
 - g. MEC Order No. 4, S. 1987, Amendment to MEC Order No. 29, s. 1979;
 - h. DECS Order No. 57, s. 1997, Further Implementation of the Career Progression Scheme for Master Teachers;
 - i. DECS Order No. 80, s. 1987, Revised Policy on Master Teachers;
 - j. DepEd Order No. 70, s. 1988, Revised Policy on Master Teachers for Secondary School;
 - k. DepEd Order No. 29, s. 2002, "Merit Selection Plan of the Department of Education;
 - l. DepEd Order No. 22, s. 2013, "Revised Guidelines on the Transfer of Teachers from One Station to Another;
 - m. DO 1, s. 1985, "Additional Master Teacher Positions"
4. For immediate dissemination and guidance.
5. Strict compliance is directed.


DR. PEDRO MELCHOR M. NATIVIDAD, CSEE
Schools Division Superintendent 

INTERNAL POLICY GUIDELINES FOR THE PROMOTION OF MASTER TEACHER POSITIONS

1. Inventory of all Master Teachers

1.1 In the Elementary Level

1.1.1 The PSDS of every district shall initiate the preparation of an Inventory of Master Teachers, showing their assignment by school. ¹As allowed by DepEd Order No. 1, s. 1985, "Additional Master Teachers," that 10% of the teachers in a district shall be Master Teachers; 6.6% of such are MT I and 3.4% are MT II or higher. As a local policy, in the case of school level, 10% of the teachers shall be MT I or MT II or higher. What is important is 10% of the teachers per district are Master Teachers. However, in the computation for Master Teachers' Allocation, those teachers assigned to Special Programs such as SPED, Madrasah, Special Science, SPA, ALS, the Multi-Grade and the ²ADM shall not be included.

1.1.2 In case a school has less than 10 number of teachers, they can be clustered with adjacent schools with less than 10 number of teachers, even Multi-Grade Schools. It is also a desire of this Office to have Master Teachers from Multi-Grade Schools.

1.2 In the Secondary Level

1.2.1 ³An allotment of at least one (1) Master Teacher position per subject area with at least 5 to 7 teachers should be the basis for granting master teacher position.

1.2.2 Secondary Head Teachers who desire to move as Master Teacher may be shifted as soon as items for Master Teachers are available, however their subject area of specialization should be considered.

1.2.3 Shifting from one stream to the other is allowed only once.

¹ DO 1, s 1985, "Additional Master Teachers,"

² MECS Order No., s. 1985
Corrigendum MECS Order No., s. 1985

³ DepEd Order No. 70, s. 1988
(1.2.1, 1.2.2, 1.2.3)



- 1.3 It must be stated in the inventory the official designation, school assignment and the total need of Master Teachers duly signed by the Planning Officer;

2. Pre-Ranking Procedures:

2.1 Preparation of the Ranking Template:

The Ranking Template must contain the following data:

- 2.1.1 the name of the school where the item will be deployed;
- 2.1.2 the name of the school, grade level, subject taught of the retired/previous teacher;

A Teacher Deployment Analysis duly signed by the Planning Officer shall be attached to the District Ranking documents.

2.2 Duties and Responsibilities of the District Ranking Committee (DRC) for Elementary and School Selection Committee (SSC) for Secondary:

2.2.1 The District Ranking Committee (DRC) shall coordinate with the school where the newly promoted Master Teacher be deployed. The ranking for MTs shall be opened also to the schools where the newly-promoted MT be deployed. Teachers assigned in other schools who are residents of that barangay where the school is located shall also be considered to give fair opportunity to everyone.³

2.2.2 The DRC shall conduct an open ranking wherein the qualified applicants for promotion shall present their original documents for verification purposes.

2.2.3 Issues and concerns that may arise during the conduct of the ranking must be settled by the DRC before submitting the results to the HRMPSB.

2.2.4 During vacancies, the DRC together with the PSDS shall make an analysis to identify the need of the school where the newly-promoted MT be deployed, the grade level and subject area to be handled.



2.3 Submission of the Letter of Intent

Teachers who are interested to apply for the vacant MT position are to submit their letter of intent which must contain the following data:

- 2.3.1 complete address of the applicant and contact number;
- 2.3.2 distance of the proposed school where he/she is to be transferred or reassigned in case of promotion and the cost of transportation comparative to his/her school assignment;
- 2.3.3 area of specialization, preferred subject/s, priority grade level

3. Reclassification of Master Teacher I

The PSDSs shall facilitate the reclassification of all Master Teachers I and Master Teachers II in his/her District to MT 1 and MT 2, respectively.

INTERNAL POLICY GUIDELINES ON THE REASSIGNMENT OF TEACHERS

1. Letter of Intent

- 1.1 The letter of intent must contain the complete address of the applicant and contact number
- 3.1 It must be stated therein the distance of the proposed school where he/she is to be transferred or reassigned and the cost of transportation comparative to his/her school assignment.
- 3.2 The following must be emphasized in the letter of intent:
 - 1.3.1 priority grade level (Indicate 1st and 2nd priority)
 - 1.3.2 preferred subject area
 - 1.3.3 area of specialization
- 2. A Teacher Deployment Analysis duly signed by the Planning Officer shall be attached to the District Ranking documents.
- 3. It shall be indicated in the ranking form, the grade level and subject taught by the teacher to be replaced.



CURRICULUM POLICIES EFFECTIVE 2019-2020:

1. Class Program/Master Class Program Preparation:

Preparation and finalization of the class/master class program will be done during the INSET conducted before the opening of classes bearing the following signatures:

Prepared: Teacher

Recommending Approval: School Head

Approved: PSDS

The Class Program shall be posted at the doors and be put on the teachers' table.

The PSDS has to keep the file copies of the Class/Master Class Program of the schools.

2. Conduct of Semestral-Break INSETs

The L & D Framework is strictly to be followed in the preparation of proposals and conduct of the INSETs.

Semestral-Break INSETs will be conducted in this manner:
two days: school-based, two days: District-based

These will be the schedule of the pre-INSET activities:

- 2.1 June-September: observation and training needs assessment. A report of the identified training needs of teachers is to be submitted to the District Office for consolidation and for submission to the CID office.
- 2.2 September: Submission of School/District Training Proposal to the SDO. All proposals are to be based on the identified training needs of teachers.

3. Profiling of Teachers

- 3.1 Maintain an updated Teachers' Profile for proper grade/subject assignment of teachers. Best Reading teachers to be assigned in Grades 1-III.
- 3.2 Secondary Schools to maintain an updated Teachers' Profile based on Majors. Submission to the SDO will be every February of the year. Attention: Planning Office.
- 3.3 Regular submission of updated Master Teachers' Profile to the CID Office, Personnel and Planning Office indicating the specific official designation, the grade level handled, and the school of assignment.



4. Other Curriculum-Related Policies:

- 4.1 Master Teachers are NOT to be designated to any administrative function.
- 4.2 School Heads with less than fourteen (14) teachers are to handle 2-4 teaching loads.
- 4.3 Provision of a table for the PSDS in the school head's office of all the schools.
- 4.4 Electronic submission of Monthly District Consolidated Report on the number of class observations conducted per school head indicating the subject area and grade level.
- 4.5 Submission of class observation report (segregated by subject area) to the CID office for distribution to the EPSs. (A school has to prepare one copy only. These documents will be returned to the schools c/o District Office after the EPSs had noted their comments/recommendations.
- 4.6 Electronic submission of the Monthly Technical Assistance Report extended by the PSDS to the school heads relative to instructional supervision.
- 4.7 Electronic submission of the MPS, Percentage Score and the Top 5 Least-Learned Competencies indicating the test items per competency per subject area a week after each quarterly examination.
- 4.8 Be ready with updated school/district data at all times.

(Key Performance Indicators, Comparative MPS results per subject per grade level, Phil-IRI (pre and post test), record of the tracking of SHS graduates, school heads' profile/teachers' profile, Organizational Structure, Master Class Program and other curriculum-related data).

