



**Teacher Professional and  
Career Development Project**



**MACEDONIAN  
CIVIC  
EDUCATION  
CENTER**

## **QUARTERLY PROGRAM PERFORMANCE REPORT**

**April 1, 2014 – June 30, 2014**

**Agreement No. RFA-165-A-13-00001**

**Submitted by:**

**Macedonian Civic Education Centre (MCEC)**

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**LIST OF ABBREVIATIONS (IN ALPHABETICAL ORDER)**

BDE	Bureau for Development of Education
EU	European Union
MCEC	Macedonian Civic Education Center
MoES	Ministry of Education and Science
MoF	Ministry of Finance
NEC	National Examination Center
OSCE	Organization for Security and Co-operation in Europe
OECD	Organization for Economic Co-operation and Development
SbS	Foundation for Educational and Cultural Initiatives Step by Step Macedonia
SEI	State Education Inspectorate
TCD	Teacher Career Development
TPD	Teacher Professional Development
TPCD	Teacher Professional and Career Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children Education Fund
USAID	United States Agency for International Development
VET Center	Vocational Education Training Center
WB	World Bank
YES Network	Youth Employability Skills Network
ZELS	Association of the Units of Local-Self Government of the Republic of Macedonia

## MACEDONIAN CIVIC EDUCATION CENTER (MCEC)

### USAID TEACHER PROFESSIONAL AND CAREER DEVELOPMENT PROJECT (TPCD)

#### QUARTERLY PROGRAM PERFORMANCE REPORT #5

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<b>Cooperative Agreement No:</b>	<b>RFA-165-A-13-00001</b>
<b>Progress Report No:</b>	<b>6</b>
<b>Reporting Period:</b>	<b>April 1, 2014 – June 30, 2014</b>

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## 1. BACKGROUND

On December 7, 2012 the Macedonian Civic Education Center (MCEC) signed the Cooperative Agreement with USAID to implement USAID Teacher Professional and Career Development Project (TPCD). The Project is a 30-month initiative which contributes to the design, development and establishment of a teacher professional and career development system in the Republic of Macedonia by identifying necessary interventions that support existing national policies and practices.

The TPCD project aims to create a comprehensive, transparent, feasible and cost-effective system that will improve student achievement and strengthen teacher performance and credibility. MCEC, in partnership with relevant institutions, will achieve a set group of goals through an integrated approach and activities that focus on lessons learned from past projects for teachers' professional development, current initiatives and regional/international best practices.

The TPCD project goal is to accomplish the following three, mutually dependent and inter-related results<sup>1</sup>:

- *Result 1: Comprehensive Legal System Improved*

Review of legislation related to professional and career development of educators in pre-school, primary and secondary education to determine capacities of institutions to effectively perform assigned roles and responsibilities, and thereby strengthen the TPCD system.

- *Result 2: Enhanced Financial Schemes*

Review different schemes to finance the professional and career development of teachers and proposing funding scenarios that are realistic and viable in the Macedonian context.

- *Result 3: Standards for Teacher Competencies Developed*

Develop standards for teacher competencies and professional development opportunities, along with tools for evaluating performance and advancement in the teaching profession.

During Year 1, the Project focused on establishing project structures, defining collaboration with relevant stakeholders, conducting a comprehensive review of TPCD in the country and a comparative analysis of countries with well-established TPCD systems. In addition, the Project worked on identifying and cataloguing teacher core competences and commenced the process of developing teacher standards. During Year 2, the Project will finalize the teacher standards, and will start development of catalogue for core professional competencies and standard for student support services. The established working groups will work on improving the mentoring process of novice teachers in schools, establishing an internal school performance assessment of teachers, drafting the procedures and developing instruments for teacher career advancement. Along this, the Project will work on legal regulation of the developed products in the adequate laws.

The TPCD system will be based on clear standards of quality teaching, multiple measures, accurate teacher evaluation<sup>2</sup>, targeted professional development and continued support to

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<sup>1</sup> In the text below all activities that are related to fulfillment of the three project expected results are grouped under the following three components: Component 1 - Comprehensive Legal System, Component 2 - Enhanced Financial Schemes, Component 3 – Standards for Teacher Competencies.

<sup>2</sup> Teacher evaluation refers to all forms of evaluation such as: School Self-evaluation, Integral Evaluation, teacher rewarding based on the External Student Assessment.

teachers. To achieve this, the project will use a participatory approach, which will enable strong coordination with, and contribution from, the Bureau for Development of Education (BDE) and other educational institutions.

## **2. PROGRESS TOWARDS OBJECTIVES**

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During the reporting period the following was accomplished:

### Crosscutting Activities:

- Key education stakeholders actively involved in planning of the project activities;
- Preparations for the online public debate on core professional competencies and standards for student support service staff in order to gather the opinion from primary and secondary schools finalized;
- The first issue of the TPCD project Newsletter published, posted on the MCEC, USAID, BDE and MoES webpage and electronically distributed to all primary and secondary schools and other stakeholders;
- Round table discussion with the representatives from the faculties that educate school support services staff organized;
- Regional meetings with the representatives of Associations of pedagogues, psychologists, sociologists, social workers and special educators working in the schools conducted;
- Participation at the Inclusive TeacherNet Workshop from June 24 to 26, 2014;
- Meeting with the president of Teacher Union organized.

### Component One, Comprehensive Legal System:

- Processes for induction and passing the state exam by novice teachers mapped and finding shared with representatives of MoES and BDE;
- Letter with findings and recommendations from the review of the draft Law on Passing the State Exam submitted to the cabinet of the Minister and Deputy Minister of Education.

### Component Two, Enhance Financial Schemes:

- Additional data gathered for the survey on the financial capacities and the role of municipalities;
- Supplementary data gathered for the profile of teachers and schools in order to provide more accurate scenarios related to funding of teacher career advancement system;

### Component Three, Standards for Teacher Competencies:

- International Education Consultant distant/online support to project staff provided;
- Draft catalogue of student support services core professional competencies and standards developed;
- The draft guideline and the draft system for improving the mentoring process of novice teachers developed;
- On-going development of the process for professional development of teachers;
- The process of development of procedures and instruments for career advancement of teachers commenced.

### **3. PROJECT UPDATE**

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#### **3.1 Key Project Personnel Positions**

There are no changes in the key project personnel positions.

#### **3.2 Other Project Staff**

There are no changes in the other project staff.

### **4. PROJECT ACTIVITIES**

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#### **4.1 Crosscutting Activities**

##### **Cooperation with the BDE and other relevant institutions**

The project continues to maintain good cooperation with the Ministry of Education and Science (MoES), Bureau for Development of Education (BDE) and other relevant education institutions including the Teacher Union. The Presidential Elections held on April 13 and 27, 2014 and the Early Parliamentary Elections organized on April 27, 2014, resulted in changes of the top management position of the Ministry of Education and Science, and the current Minister Mr. Spiro Ristevski, was replaced with Mr. Abdilqim Ademi. However, Mr. Ristovski remains on a leadership position in the Ministry as Deputy Minister for Education. The position of BDE director has been advertised, because the mandate of the current director expires. The deputy director of the National Examination Center (NEC), Ms. Blagica Lasovska became Member of the Parliament, and her position has also been advertised. It is still uncertain whether there will be other changes in the other top management position of other educational institutions.

The elections had an impact on the implementation of the project activities which resulted in postponing some of the activities for later. Members of the expert groups from the state institutions were involved in the election commissions and were unable to contribute to the work on the project. At the beginning of June, the external testing of students prevented the school practitioners' members of the expert groups (teachers and student support services) to actively participate in the working group meetings.

The project has established a good cooperation with the Teacher Union. The President of the Union, Mr. Jakim Nedelkov has been very responsive and supportive to the project requests. On June 23, 2014 the project met with the Mr. Nedelkov and shared with him the competencies and standards for teachers and students support services. He took the initiative to distribute the competencies to the members of the Teacher Union and with the support of the project to organize meetings with the members of the Teacher Union to solicit their opinion.

At the initiative of the USAID AOR, on April 25, the project met with the Prime Minister's Education Advisor to brief him on project activities and ensure the primary activities of the project are in sync with plans the top leadership of the Government of Macedonia has for teachers professional and career development.

After the initial meeting held on March 26 between the project, the USAID AOR, and the Director of the National Examinations Center that is responsible for the *Law on Training and Examination of Primary and Secondary School Directors*, the project has been attempting to get feedback from the NEC Director and establish a Working Group to start drafting the core professional competencies for school directors, but due to the elections, there has been a delay in obtaining a response from the NEC.

##### **Steering Committee Activities**

Due to Presidential and Early Parliamentary Elections, followed by reconstruction of some key positions in the Government, including the education sector, the project team had to postpone

the planned Steering Committee meeting and the adoption of the draft teacher competencies and standards until September 2014. At the forthcoming meeting of this body, the project team will present the draft teacher and student support services competencies and standards. Each institution will be asked to accept the competencies and standards, before submitting them to MoES to be officially adopted.

### **Meetings, debates and roundtable discussions**

On May 27, 2014 the project organized a round table discussion with the representatives from the Faculties that educate Students Support Service staff. Total number of 27 individuals participated at the roundtable discussion during which the feedback related to the core professional Student Support Services competencies prepared on behalf of the faculty departments was considered. A summary of the round table discussion is included as Annex 4 of this report.

In the period between June 20 and July 7, 2014, six regional meetings with the Associations of Students Support Service in the schools were organized in Skopje (2), Bitola, Shtip, Kumanovo and Tetovo. The goal of the meetings was to receive a feedback on the competencies and standards from the student support services who work in schools before opening the on-line public debate. On these meetings 126 individuals from 92 schools participated and provided their input.

During this quarter, the project team and the project partner organization held planning meetings on April 28 and June 18, 2014. These meetings enabled to project staff to reflect on the implementation of the annual plan, and to create a new implementation timeframe for the activities that were postponed due to the elections. In addition, the project team discussed about activities to be implemented in the following year.

The project team conducted working group meetings with the expert groups for developing: Student Support Services competencies and standards, guideline for mentoring novice teachers, guideline for internal assessment and professional development and the expert group for developing procedures and instruments for career advancement of teachers.

### **Public relations**

The first issue of the TPCD project Newsletter was developed in three languages and published in April 2014. This issue of the Newsletter contains articles which aimed to introduce the public to the overall goal and objectives of the Project, share with them the findings from the Analysis, information on the teacher competencies and standards, and the international consultant's capacity building workshop. Furthermore, the newsletter included the TPCD system setup diagram in order to present the complexity of the system and the responsibilities of the involved institutions.

The TPCD project Newsletter was distributed electronically to all primary and secondary schools, teacher training faculties, educational institutions and to almost 3000 individual address of teachers and parents. Furthermore, the newsletter was posted on the MCEC, USAID, BDE and MoES webpages (please see **Annex 1** for a copy of the Newsletter in English language).

### **Collaboration of TPCD with international agencies and USAID projects**

TPCD team was invited by OSCE to present the project during a workshop on Students' Practicum held on June 28. The purpose of the workshop was to discuss the experience and practices of pedagogical faculties in implementing the guideline for conducting practical training of students and future steps that needs to be taken about the institutionalization of the students' mentorship program. Present at the meeting were representatives from: Faculty of Philosophy in Skopje; Faculty of Pedagogy in Skopje; Faculty of Philosophy in Tetovo; Faculty of Educational Science in Shtip; Faculty of Pedagogy in Bitola; Ministry of Education and Science; Bureau for Development of Education; State Education Inspectorate and Macedonian Civic Education Center.

Having in mind that the TPCD system is affected by the developments in initial teacher education, the project staff was invited to share with the participants the achievements to date, on-going activities and future plans. As part of the session dedicated to institutionalization of student mentorship program, the TPCD team presented the teacher core professional competencies and the processes related to mentorship and professional development of teachers. The presentation initiated interest and active discussion among the participants. In order to ensure better quality implementation of the mentorship process of students in schools, the project and OSCE agreed to discuss with BDE the possibility of including an additional training module when accrediting a program for mentoring of novice teachers. This is a temporary solution until the system of career advancement starts to be implemented and sufficient number of teachers are been appointed as teacher-mentors.

The cooperation with USAID Youth and Employability Skills Network (YES Network) has continued during this reporting period. Following the integration of specific competencies for VET school teachers regarding the practical training in companies, YES Network and the VET Center representatives incorporated competencies from the career counselors' standard in the Catalogue for Teacher Core Professional Competencies.

## **4.2 COMPONENT 1: COMPREHENSIVE LEGAL SYSTEM**

### **Activity 4.2.1: Draft amendments in the laws to regulate the teacher competencies and standards**

The draft *Law on State Exam for Novice Teachers* developed by MoES was analyzed in details by the team and compared with the legal acts which regulate the induction period and the process of examination of novice teacher. Furthermore, the team mapped the current and new process which concern the novice teachers, please see **Annex 2** for copy of the *Processes for Induction of Novice Teachers and Passing State Exam*. One of the key findings identified in the draft law is the fact that there is not mention about the induction process i.e. mentoring of novice teachers which is one of the weakest parts of the existing system. The main emphasis in the law is placed only on the process for organizing the state exam and it was noticeable the large number of committees that MoES has to establish. The findings were presented and discussed with the representatives from MoES and BDE, and it was decided to write a letter to the cabinet of the Minister outlining the parts which need to be revised and taken into consideration before submitting the Law on State Exam for Novice Teachers for adoption, for more details on the content of the letter including the issues raised, please refer to **Annex 3**. Due to changes of the leadership in MoES, the letter was sent to both the cabinet of the new Minister and the cabinet of the Deputy Minister on June 25, 2014.

## **4.3 COMPONENT 2: ENHANCE FINANCIAL SCHEMES**

### **Activity 4.3.1: Developing financial scenario for teacher professional development**

During this reporting period the project team continued to collect relevant data related to the capacity building activities implemented by various actors. In addition, results from the international testing PISA and TIMSS were collected and highest and lowest results on a municipality level were identified. Furthermore, the data from the municipality annual financial reports was collected and incorporated in TPCD database. The received information will be used to correlate the estimate number of citizens per municipality, the number of schools in each municipality, the gross domestic product in eight strategic planning regions, in order to learn how much each municipality produces and consumes. The goal of this activity is to record examples of best practice which will be further examined and used in the process of proposing national policy related to professional development of teachers.

### **Activity 4.3.2: Developing financial scenario for teacher career advancement**

As part of a survey conducted by the USAID IIEP, the project collected data about number of teachers, classes and students as well as languages of instruction. However, this survey was

only completed by schools participating in IIEP activities of the current year. Thus, the project was unable to gather information for all school. It was agreed with MoES to receive the missing data including data about teachers employed on definite or indefinite contracts, however the information is still pending. This data will be used to extend the existing database developed by the international consultant Mr. Crawford in order to guide the team in the process of developing a career advancement model which is fair, cost-effective and realistic.

#### **4.4 COMPONENT 3: STANDARDS FOR TEACHER COMPETENCIES**

##### **Activity 4.4.1: Expert Group**

During this reporting period three working groups were established to work on 1) developing a guideline for conducting the mentoring process for novice teachers; 2) setting up the process for professional development on school level, and 3) designing processes and procedures for career advancement.

In the process of establishing working groups, the project took a due care to include representatives of all relevant institutions and school practitioners. In order to ensure alignment of the solutions developed under the different working groups, the project invited members to join and contribute to the work of other groups. In this regard, during the initial meeting of the group for setting up the professional development process, representatives from career advancement and mentoring working groups participated. This proved to be very useful practice which adds value to the work and results of the groups.

##### **Activity 4.4.2: Develop Teacher Standards**

During this reporting period, the VET Centre Advisors included competencies from the career counselors' standard in the Catalogue for Teacher Core Professional Competencies. Furthermore, as reported under section 4.1 Cross cutting activities, the project met with the President of the Teacher Union, and discussed the possibility of gaining feedback from the members of the Union regarding the teacher competencies and standards. Mr. Nedelkov invited the project staff to present the competencies at the upcoming Teacher Union council meeting to be organized end of August, and he will consider the possibility of organizing regional meetings to receive a wider feedback on the developed documents.

Once the feedback from all relevant institution has been considered and relevant comments incorporated, the competencies and standards will be submitted to the Steering Committee for adoption. Although, according the Annual Work Plan, this document was planned to be discuss with the members of the steering committee in April/May due to the Early Parliamentary Election, this activity was postponed for September.

##### **Activity 4.4.3: Develop Competencies and Standards for Student Support Services**

Over these three months, number of working group meetings to finalize the Student Support Services competencies and standards were organized. In the process of development, the working group considered many different structures of the document, however, ultimately decided the document to cover general competencies for all members of the Student Support Services team and specific competencies that relate only to certain profiles/professions.

At the round table discussion the representatives from all faculties presented their comments and concerns on behalf of their departments. In addition, the university professors worked together with project staff and the members of the working group to incorporate their views in the document. The contribution of the faculty staff was very useful and greatly contributed to improving the quality and relevance of the competencies. For more information please refer to **Annex 4** for the *Report on the round table discussion with faculties that educate student support services*. As a result of the round table discussion, the project team engaged professor Bornarova from the University of St. Cyril and Methodius in Skopje, Department of Social Work to review the document and mark the distinct competencies related to the position of social worker in the schools, and to separate them from the competencies of a sociologists.

In order to obtain a feedback from the school practitioners, the Student Support Services competencies and standards, regional round table discussions were organized with the Association of Student Support Services. The participants at these meetings confirmed the importance and the need of such documents that will assist the schools in clarifying roles and responsibilities of each professional who works as Student Support Services. Besides giving specific comments related to competencies in order to improve and/or clarify them, the participants also enquired information about the process of developing and adopting the documents. Moreover, the participants were interested to find out whether the documents are going to legally bound them to fulfill all competencies and is the State Education Inspectorate going to request evidence of their achievement during the School Integral Evaluation. Although not directly within the remit of the Project, the participants expressed their dissatisfaction about their status, overload with administrative duties, and the lower income in comparison to the teachers. The project will develop a report with the main findings and recommendations which came out of the regional round table discussions.

On June 18, 2014, the project team met with the USAID Education Specialist, Ms. Lela Jakovlevska, who provided valuable suggestions for improving the competencies and standards. Her input was highly appreciated by the project team and all suggestions were embedded in the final version of the document.

Following the incorporation of the feedback received on the Student Support Services competencies and standards, and upon translating the draft document into Albanian language, the documents will be posted on the website and all primary and secondary schools in the country will be invited to take part in the on-line public debate.

#### **Activity 4.4.4: Develop procedures, tools and instruments for teacher career advancement**

The initial meeting of the working group for setting up the career advancement process was held on June 11 and 12, 2014. During this meeting the group mapped a draft process for advancing teachers into mentors and advisors (please see **Annex 5** for the *Sample of the draft process on career advancement*). The participants firstly identified the already existing and functional elements that will retain in the system and elements which need to be further developed, abandoned and new developed. In addition, the expert group discussed and agreed about conditions that teachers need to fulfill in order to be eligible to apply for promotion into a higher title. Furthermore, the working group discussed about the composition of the municipal and state commissions that will be responsible to evaluate teacher evidence files. Please see **Annex 6** for the *Report from the meeting of the group for teacher career advancement*. Following the initial meeting of the working group the members continued to work on designing tools and instruments to effectuate the career advancement process. The consultant Frank Crawford furnished the working group with international best practice examples to help the working group in the development process of the tools and instruments. In addition, the draft processes and the instruments that were developed during this reporting period were discussed with Mr. Crawford, and his recommendations were taken into consideration.

#### **Activity 4.4.5: Draft guidelines for assessing the achievement of teacher competencies and standards**

The initial idea to develop a guideline which will be used to assess the performance of teachers against the competencies and standards was reconsidered. This was due to the fact that the management structure of the schools (in most of the schools there is only a director, and in the larger schools there is also a deputy director), the weak management capacities of school directors, and teachers' resistance to performance appraisal, it was decided to work on setting up the process for professional development on a school level. However, teachers who would like to advance in career will need to undergo an assessment, and this process is been developed by the group responsible for setting the career advancement process.

The initial meeting of the working group for developing professional development process was organized on May 9, 2014. During this meeting, the expert group generated many ideas and managed to set up the process for professional development of teachers. The drafted parts of the guideline were reviewed and discussed on-line and during the meetings of the working group. The first draft of the guideline is expected in the course of the next reporting period.

#### **Activity 4.4.6: Draft guidelines for mentoring program and the process of conducting mentorship**

During this quarter the development of a guideline for mentoring program commenced. At the initial meeting of this expert group some very valid issues related to the program and processes of mentoring novice teachers were identified. Some of the suggestions include setting a minimum time for in-class observation, taking the personality test at the beginning of the initial education or at the beginning of the induction period, setting up clear criteria for selecting a mentor for the novice teachers, upgrading the portfolio for mentoring the novice teacher and developing guidelines related to the minimum content and documentation required in the portfolio, improving the process of taking the state exam, improving the cooperation and interaction between the mentor and the novice teacher, etc.

The expert group managed to develop a general structure of the document consisted of three areas: 1) roles and responsibilities of each individual and institution involved in the induction process; 2) description of processes and procedures related to mentoring novice teachers; and 3) tools and instrument templates to be used during the mentoring process.

## **5. LESSONS LEARNT**

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### **Online public debates timeframe**

Prior to opening the online public debate regarding the Catalogue of core professional competencies for student support services, the project held regional round table discussions during which, the school representatives highly recommended not to conduct the public debate during the summer period. Thus, the project reconsidered the initial timeframe (from June to middle of August) and decided to hold the public debate from second half of August until the end of September. This decision was also supported by the low response rate received from the public debate on the core professional competencies for teachers last year.

## **6. ACTIVITIES FOR THE NEXT REPORTING PERIOD**

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### **6.1 Crosscutting Activities**

- Organize a broader public debate with schools to solicit their opinion about the Catalogue of core professional competencies and standards for students support services;
- Organize a Steering Committee meeting to adopt the Catalogue of teacher and student support services core professional competencies and standards;
- Organize a meeting with the Teacher Union;
- Finalize and share the second issue of the project newsletter with partners, stakeholders and all primary and secondary schools in the country.

### **6.2 Component One: Comprehensive Legal System**

- Follow up with the Cabinet of the Minister of the Education regarding *Law on State Exam for Novice Teachers*;
- Follow up with the NEC director on the *Law on Training and Examination of Primary and Secondary School Directors* and the possibility of developing core competencies for school directors.

### **6.3 Component Two: Enhanced Financial Schemes**

- Draft a report on the trends in the quality of education on municipality level, by intersection of different data (students/teachers ratio, students' achievement on international studies and State Matura, list of attended trainings by teacher's against trends in demography, literacy rate and economic parameters such as unemployment rate, GDP and other) over the period of 10 years;
- On-going work on developing financial scenarios for TCD;
- On-going work on developing financial scenarios for TPD.

### **6.4 Component Three: Standards for Teacher Competencies**

- Finalize the competencies and standards for students support services based on the comments and suggestions from the online public debate;
- Finalize the draft guidelines for mentoring program and the process of conducting mentorship;
- Continue the development of procedures, tools and instruments for teacher career advancement;
- Finalize the draft guidelines for school professional development;
- Commence the development of competencies for school directors.

## **7. INCREASING PARTICIPATION OF PEOPLE WITH DISABILITIES**

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On June 24 and 25, a member of the TPCD team participated in the conference on Regional Support for Inclusive Education financed by Council of Europe. More than 120 project participants, educators, policy makers and Civil Society representatives gathered in Skopje from countries in South East Europe. The conference provided an excellent opportunity for the participants to share their vision of an inclusive teacher and to discuss current trends in teacher education. Key competences to ensure that a teacher is equipped to deliver truly inclusive education were also discussed. As part of this session, the project gave short presentation about the catalogue of Teacher Core Professional Competencies and how the inclusiveness is embedded in the documents. On June 26, TPCD representative hosted a meeting to which members of the PolicyNet group were invited. During the meeting, steps that the project should take towards sustaining the results in the current policies and educational practices related to inclusive education were discussed.

By working on the competencies of the Special Educator as one of the four key members of the Student Support Services in the schools, the project is addressing the adequate quality of support provided to students with disabilities attending regular/mainstream schools.

When hosting events, the project is ensuring the venues are accessible for people with disabilities.

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- Annex 3** Letter to the Ministry of Education with proposed amendments in Draft Law for Passing the State Exam of Novice Teachers, Student Support Services and Educators in the Primary and Secondary Schools, and Student Dormitory
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**Annex 1**      TPCD Newsletter No. 1



**USAID**  
FROM THE AMERICAN PEOPLE



MACEDONIAN  
CIVIC  
EDUCATION  
CENTER

**TEACHER PROFESSIONAL AND CAREER DEVELOPMENT PROJECT**

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**NEWSLETTER** number 1  
April 2014

The USAID Teacher Professional and Career Development Project is funded by the US Agency for International Development (USAID) and implemented by the Macedonian Civic Education Center (MCEC), in cooperation with the Step by Step Foundation for Educational and Cultural Initiatives, which is involved in the activities related to the preparation of teacher standards and competencies.

The aim of the project is to upgrade and improve the system for professional and career development of teachers and thus contribute to a better quality of teacher performance and higher student achievements in the Republic of Macedonia.

The project implementation started in December 2012 and will last until June 2015.

 The Teacher Professional and Career Development Project is implemented with the support of the Bureau for Development of Education.

## INTRODUCTION

*Dear readers,*

Professional development and career advancement are probably the most important things for every true professional. Systematic changes introduced in this area trigger even greater interest. Therefore, we expect that you will be interested in the activities and decisions proposed and implemented within the project. Our vision is the future teacher professional and career development system to be developed and based on clear standards for quality teaching, accurate and transparent teacher evaluation, guided professional development and continuous teacher support. With the objective of providing a system which will be suitable to our conditions and compatible with the other changes in education, our partners in the implementation of project activities and in the establishment of a comprehensive, transparent, sustainable and cost-effective system for teacher professional and career development include: the Ministry of Education and Science (MoES), the Bureau for Development of Education (BDE), the Center for Vocational Education and Training (VET Center), the State Education Inspectorate (SEI), the National Examinations Centre (NEC), municipalities, teacher faculties and the Trade Union for Education, Science and Culture of the Republic of Macedonia.



The project includes the general professional public in the shaping of all draft solutions for teacher professional and career development through participation in public discussions and debates.

The period behind us was marked by numerous implemented successful activities which concern the achievement of the following three project aims:

- (1) Development of teacher standards and competencies;
- (2) Provision of a comprehensive legislative framework for professional and career development;
- (3) Development of financial scenarios for proposed solutions.



The project team will periodically prepare this electronic newsletter with the objective of informing the professional public of the activities undertaken and providing its greater involvement in the development of solutions that affect the whole educational staff.

In this first edition we provide information on the key findings and recommendations arising from the Policy and Practice Analysis of the Teacher Professional and Career Development in the Republic of Macedonia.

At the same time, we developed a supplement to the Catalogue of Core Professional Teacher Competences and Standards. In the period behind us we worked on capacity building of all stakeholders, and in this issue we provide information on the workshop implemented with Mr. Frank Crawford, a prominent education expert from Scotland.



In the next period, the project will focus on the development of competencies and standards for school psychologists/ pedagogues/ special education teachers, etc., which will be sent to key educational institutions, including all elementary and secondary schools. They will be asked to make a contribution to the finalization of the document.

Please, send your opinions and suggestions related to the improvement of the professional and career development system to [prasa@mcgo.org.mk](mailto:prasa@mcgo.org.mk).

Sincerely,  
**Vera Kondic Mitkovska,**  
Project Chief of Party

## TEACHER PROFESSIONAL AND CAREER DEVELOPMENT PROJECT

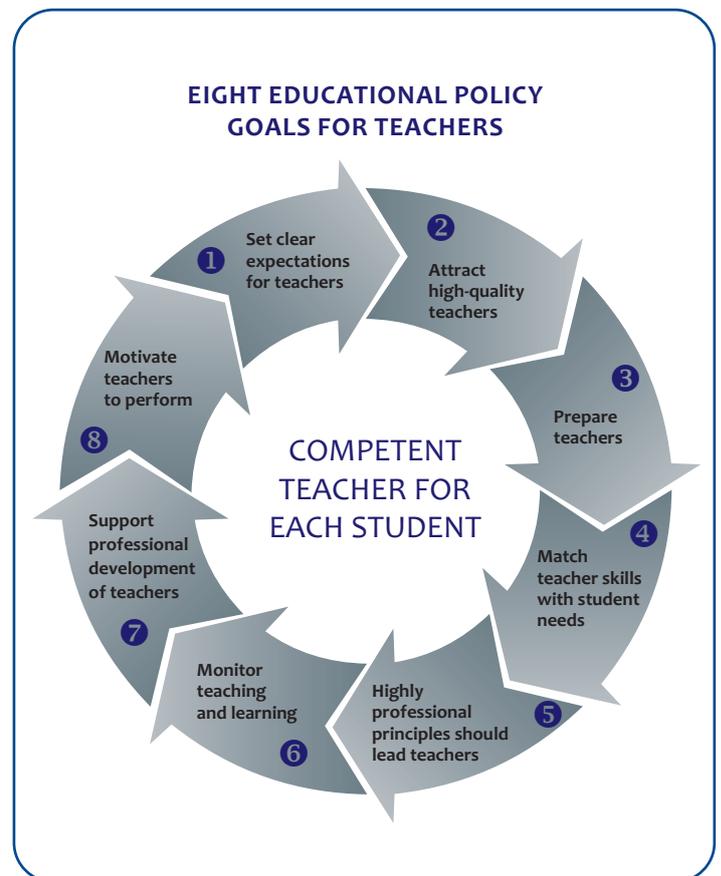
### POLICY AND PRACTICE ANALYSIS OF TEACHER PROFESSIONAL AND CAREER DEVELOPMENT IN THE REPUBLIC OF MACEDONIA – A BASIS FOR SYSTEM IMPROVEMENT

We know that good teaching and good teachers are a key factor for student achievements. Therefore, the question is: "How should teachers be prepared to respond to the different challenges they face?". The Policy and Practice Analysis of Teacher Professional and Career Development helps to give an answer to this complex question.

The USAID Teacher Professional and Career Development Project in the period from April to September 2013 conducted an analysis of the policies and practices relevant to the teaching staff situation.

Through the use of the conceptual framework developed by World Bank experts, entitled Systems Approach for Better Education Results (SABER teaching staff), important teacher-related issues were analyzed, which, as demonstrated by research, countries have undertaken to increase teacher effectiveness. Based on the key findings of the Analysis, relevant recommendations for promotion of the professional and career development in our country have been drawn.

A brief overview of the key findings for each of the eight educational policy goals has been given below:



**1. Set clear expectations for teachers.** The curricula clearly define what students are expected to achieve and what teachers are expected to do. However, there are no defined competencies for what teachers should know, be competent in and do in order to successfully do their job. The development of a catalogue of professional competences will contribute to a better understanding of the modern teaching profession as a profession of complex requirements and continuous improvement.

**2. Attract high-quality teachers.** The process of the induction period and mentoring as well as the implementation of the Teacher State Exam should be improved. For this purpose, guidelines for mentoring program preparation should be developed and mandatory training for mentors should be introduced. The quality control of the induction period should be strengthened and the mechanisms for the implementation of the Teacher State Exam should be improved. In addition, standards for teachers in a variety of tiers/posts should be developed, which will serve as a basis for assessment of eligibility of teachers for these posts.

**3. Prepare teachers.** Initial teacher training in the Republic of Macedonia has the potential of enabling future teachers to gain the necessary knowledge and skills. However, it should include more practical experience, thus providing an opportunity for future teachers to apply in practice the theoretical knowledge gained and to start acquiring the core professional teacher competencies as early as during their University studies.

**4. Match teacher skills with student needs.** The record-keeping in the Republic of Macedonia does not allow at any moment in time generated data on whether there is a lack of qualified staff for individual subjects, and as a result, there are no systematic measures to overcome this problem. Consequently, the system for identification of deficient teaching staff should be improved and projections for future needs of qualified staff should be made.

**5. Highly professional principles should lead teachers.** Candidates for school principals undergo mandatory training through which they acquire management skills, but there is no system for continuous professional development of principals. Hence, a system for continuous mandatory training of principles should be established. The analysis has also demonstrated that their administrative tasks should be rationalized in a way that school data will be regularly updated in EMIS, and state institutions will directly download the information they need.

**6. Monitor teaching and learning.** The Republic of Macedonia is in the process of establishing student assessment systems that can be used to improve teaching and educational policymaking. However, there are no consistent long-term policies on the kinds of student assessment that will be carried out, the analyses that will be conducted and the purposes for which will the results will be used. Teachers should receive training on how to use the external assessment results to improve their own performance. Performance quality standards should also be developed which will be used for internal and external evaluation of the teaching staff. For this purpose, procedures for internal monitoring of teacher work should be established, and the criteria for their evaluation should be in compliance with the evaluation standards for on a national level.

**7. Support professional development of teachers.** Teachers in the Republic of Macedonia have an obligation to develop professionally, but there are no specific requirements referring to scope or intensity of trainings required. Thus, it would be a good idea to determine a legally required minimum of training hours and to provide sufficient funds so that every teacher could attend training. The system for evaluation of training certificates should be reconsidered and it should be linked to the duration of trainings, and especially with the certification of applied knowledge. The program accreditation should be performed regularly and teachers should be able to participate in trainings according to their personal needs' assessment, and not only if sent by the school.

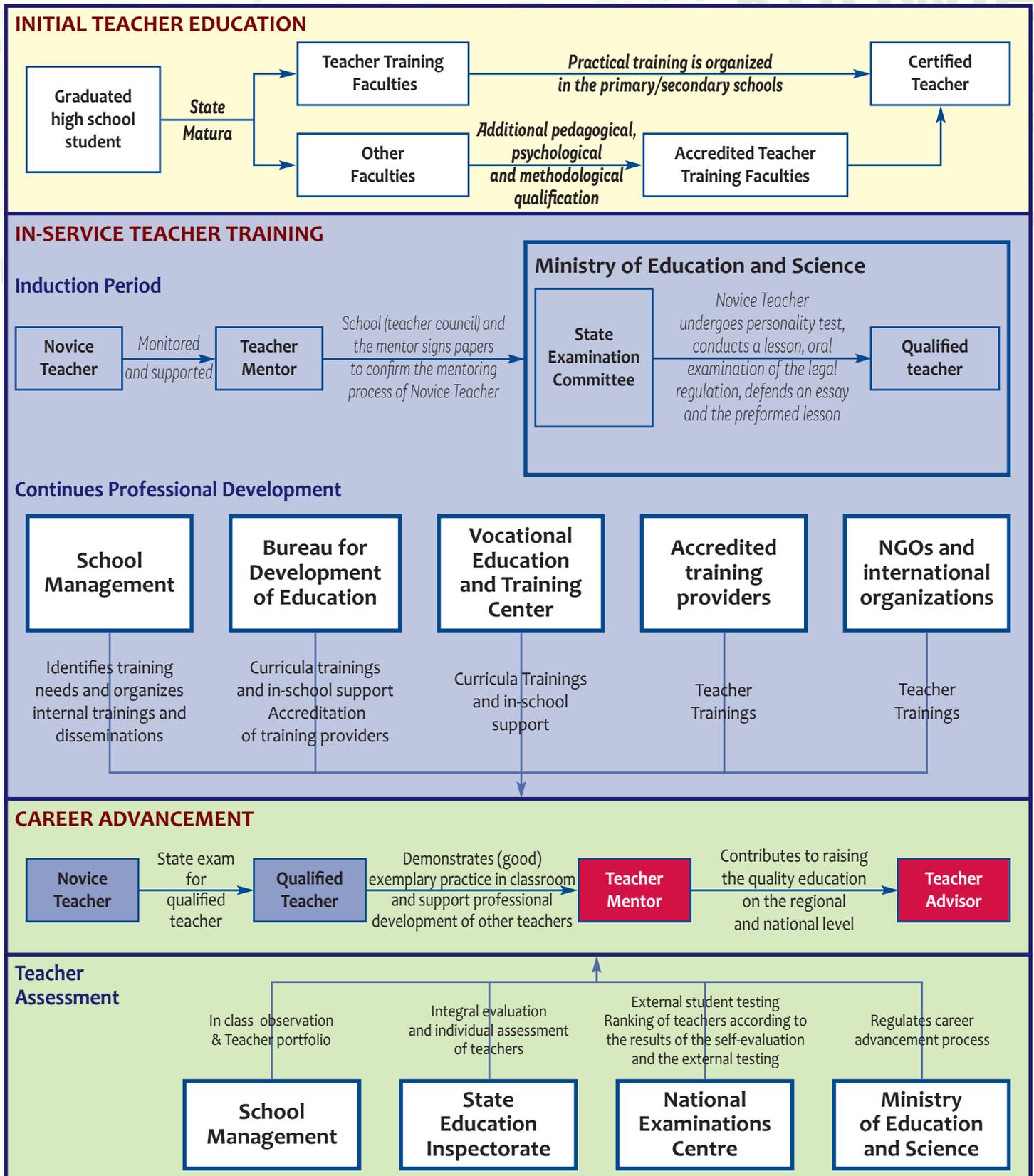
**8. Motivate teachers to perform.** According to the existing legal provisions, teachers can advance from one teacher post to another; however, this system is not applied yet. There are also legal mechanisms ensuring responsibility in teaching staff performance and a small number of mechanisms linking the performance quality with income, but these are rarely applied in practice. In order to motivate teachers, the career advancement provisions should be implemented on the basis of performance quality assessment. The evaluation of teacher performance should not be done formally; evaluation results should have an impact on performance improvement. Mechanisms and funding should be provided so that successful teachers can be financially rewarded or have other types of benefits.

Detailed findings and recommendations from the analysis can be found on: <http://www.mcgo.org.mk/wp-content/uploads/2013/12/Policy-and-Practice-Analysis-of-the-Teacher-Professional-and-Career-Development.pdf>.



## TEACHER PROFESSIONAL AND CAREER DEVELOPMENT PROJECT

### OVERVIEW OF THE TEACHER PROFESSIONAL AND CAREER DEVELOPMENT SYSTEM IN MACEDONIA



## FOR THE FIRST TIME IN OUR SYSTEM: TEACHER COMPETENCIES AND STANDARDS

Every student deserves to be taught by a competent teacher. But the question is how to provide competent teachers for all. One way would be to set high standards for the teaching profession and work on their achievement. This was actually the starting point for developing teacher competencies within Professional and Career Development Project.

**What are teacher competencies and standards?**

Competencies are descriptions of what the teacher is expected to know and be able to do as well as descriptions of values they foster in the profession. Standards, however, describe expectations of teachers who have reached different levels in their careers, i.e. who are eligible for the post of teacher mentor or teacher advisor. In different countries different approaches are used to describe expectations of teachers. In our country these are organized around key teacher performance areas:

- (1) Knowledge of the subject and the educational system;
- (2) Teaching and learning;
- (3) Creating a stimulating learning environment;
- (4) Social and educational inclusion;
- (5) Communication and collaboration with family and community, and
- (6) Professional development and professional cooperation.

**How do competencies and standards contribute to a better quality of education?**

Quality education is not possible without teachers of quality. Researchers and practitioners are trying to discover what it is that makes a teacher a good teacher. Setting competencies that a good teacher is expected to possess is one of the ways to ensure that teachers are better prepared for practicing their profession. Core professional competencies will be a guide for reaching compliance between university teacher education and the requirements of the profession, on the one hand, and on the other, they will be the basis for introducing teachers into the profession during the induction period. Competencies and standards for teacher mentor and teacher advisor will be used for promotion to posts within the teacher career ladder, but also for planning and monitoring of professional teacher development.

After the preparation of the draft teacher competencies and standards, they were sent to all schools with the objective of getting opinions and suggestions for improvement, which are already integrated in the documents. The Bureau for Development of Education will propose to the Minister to adopt these documents, thus providing a legal basis for their application.

The Draft Catalogue of Core Professional Teacher Competencies document, Draft Professional Standards for Teachers Mentors document and Draft Professional Standards for Teacher Advisors document can be found on <http://www.mcgo.org.mk/usaaid-teacher-professional-and-career-development-project/>.



## TEACHER PROFESSIONAL AND CAREER DEVELOPMENT PROJECT

### CHALLENGES AND POSSIBLE SOLUTIONS FOR THE TEACHER PROFESSIONAL AND CAREER DEVELOPMENT SYSTEM

One of the activities of the USAID Teacher Professional and Career Development Project is provision of international expertise from countries with successful educational systems. This approach allows to take into account good examples and practices from these countries in the process of improvement of the existing teacher professional and career development system in the Republic of Macedonia.

Mr. Frank Crawford, prominent education expert from the UK (Scotland), was hired in the period of 20-25 February, 2014 to strengthen the capacities of the project team and the relevant stakeholders.

In this period, a workshop was held including representatives from the key educational institutions and project partners, such as: the Ministry of Education and Science, the Bureau for Development of Education, the State Education Inspectorate, the Centre for Vocational Education and

Training, the National Examinations Centre, the Trade Union for Education, Science and Culture, as well as representatives from schools and teacher faculties.

The aim of this workshop was to give an overview of the existing positive practices in the educational system in the Republic of Macedonia and to define possible solutions which will enable the establishment of objective, equitable and sustainable teacher professional and career development system.

The workshop methodology consisted of presentations, group work and open discussion on the implemented activities as well as advisory sessions on dealing with identified challenges. The sessions included:

- Overview of teacher professional and career development systems in the UK (Scotland) and Australia, which are characterized by detailed guidelines and clear processes and procedures; The presentation on global strategic educational issues and the influence of future trends on the need for consistent and common values of all stakeholders in the educational process triggered special interest.
- Review of the challenges arising from the Policy and Practice Analysis of Teacher Professional and Career Development in the Republic of Macedonia; Participants through group work identified barriers to success and proposed creative solutions for their removal and for overcoming existing limitations within the system.
- The definition of the elements of the teacher career development system and professional development system has caused great interest among the participants. The importance of teacher competencies and standards was reviewed as well as the provision of evidence for their acquisition/achievement in the promotion from one post into another. The roles and responsibilities of the involved stakeholders in the appointment of teachers to different posts were discussed. Furthermore, participants defined the essential elements of professional teacher development, taking into account the annual teacher review and interview, the role of the monitoring and evaluation standards and their application in practice;
- In the last part of the workshop, a discussion was opened on the projections and sources of funding for professional development as well as on the potential budgetary burden that would be caused by the teacher career development system. The school's own resources, potential contributions from parents and teachers, central and local government funding, foundations, school economic activities, etc. were all taken into consideration.



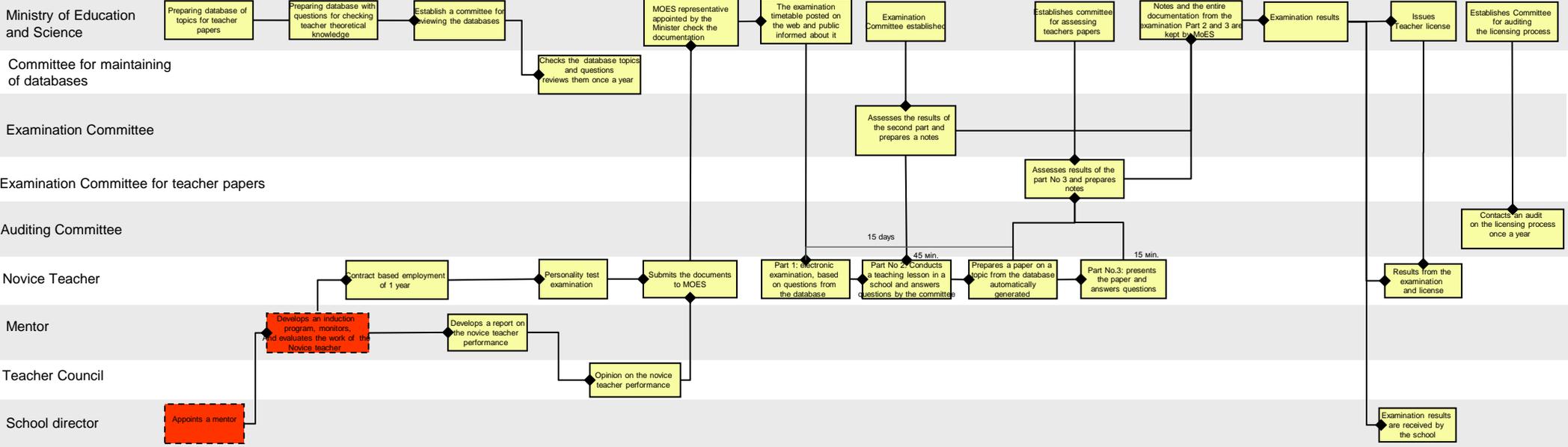


**Annex 2** Draft Processes for Induction of Novice Teachers and Passing State Exam

# Passing the State Exam according to the Draft Law

Mapping of the process is according to the articles in the Draft Law for passing a state exam of novice teachers

**Timeframe:** The examination of novice teachers will be conducted twice a year in spring and fall, additional examination sessions could be organized by Ministry of Education and Science



**Notes**

# Draft process for induction of novice teachers

The process is mapped according to the work of the expert group on mentoring novice teachers as part of the USAID Project for Teacher Professional and Career Development

**Timeframe:** The examination of novice teachers will be conducted twice a year in spring and fall, additional examination sessions could be organized by Ministry of Education and Science (MoES)

Ministry of Education and Science

Committee for maintaining of databases

Examination Committee

Examination Committee for teacher papers

Auditing Committee

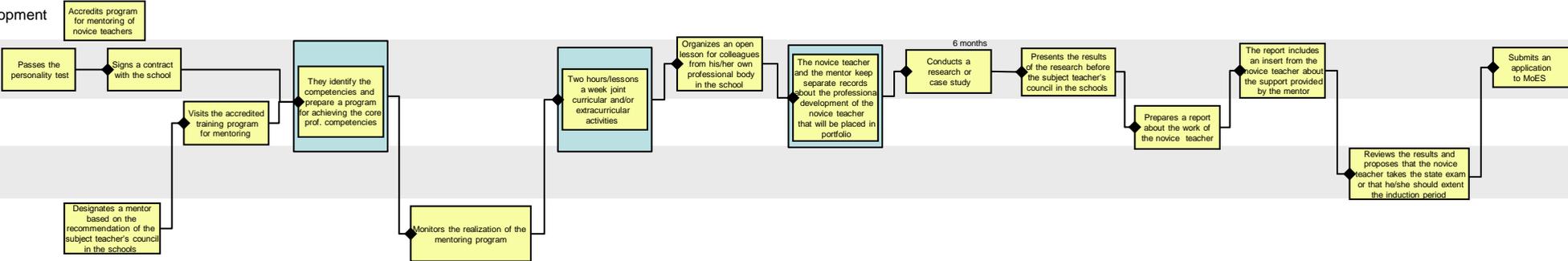
Bureau for Development of Education

Novice Teacher

Mentor

Teacher Council

School director



**Annex 3**

Letter to the Ministry of Education with proposed amendments in Draft Law for Passing the State Exam of Novice Teachers, Student Support Services and Educators in the Primary and Secondary Schools, and Student Dormitory

To: The Cabinet of Minister of Education and Science

Subject: Proposed amendments in Draft Law for passing the state exam of teachers, student support staff and educators in the primary and secondary schools, and student dormitory

Skopje, Maj 2014

Dear Sir or Madame,

The Teacher Professional and Career Development (TPCD) project, financially support by the United States Agency for International Development (USAID), is implemented by the Macedonian Civic Education Centre (MCEC) in partnership with the Bureau for Development of Education (BDE). Representatives from the Bureau for Development of Education (BDE), the State Examination Center (SEC), State Education Inspectorate (SEI), Vocational Education and Training Center (VET Center), the Union for Education, Science and Culture (Teacher Union) and local consultants are members of the Steering Committee and the working groups.

The goal of the project is to improve the professional development and assist in the process of establishing the system for career advancement of education staff in the schools. Hence, the advancement of the process of induction period of teachers and student support staff is one of the activities implemented by the project. Based on the findings from the policy and practice analysis of TPCD system in the country related to the induction period and passing the state exam, the working group reviewed the *Draft Law for passing the state exam of teachers, student support staff and educators in the primary and secondary schools, and student dormitory*. The findings from the analysis alert about the need for improving the process of induction period noticed in the practices at a vast number of schools, as for example: appointing non-quality mentors for novice teachers; non-adequate implementation of the induction period; insufficient qualitative support from mentors; lack of cooperation between the novice and the mentor; meager inclusion of novice teachers in the school activities; only formal implementation of induction period and insufficiently grounded estimation about the novice teacher's work and achieved competencies during the induction period. At this point, the suggested legal framework is not encompassing the novice teacher's need to achieve the core professional competencies necessary to conduct quality education work.

Therefore, we advocate the process of support of novice teachers that will be conducted during the induction period to be regulated within the Draft Law i.e. it should be renamed into *Draft Law aimed at **preparing for** and passing the state exam for teachers, student support services and educators in the primary and secondary schools, and student dormitory*. The working group suggests defining the type of support that should be secured for teachers during the induction period in order to successfully pass the state exam, as well as strengthen the modus of taking the exam and changing the period when the personality test will be taken.

Following are concrete amendments suggested with this motion:

(1) The process of support should be regulated by a separate article in the Draft Law, which will secure a legal basis for developing the book of rules and/or guideline for mentoring novice teachers. In addition, the following should be stipulated:

- The teacher-mentor must visit an accredited training (by BDE) for mentoring;
- Define the responsibilities of all included parties during the induction period ( Please see Annex 1 containing the draft process):
  - The school director: nominates the mentor based on the suggestion of the Professional Body in the school. The school director is responsible for monitoring the implementation of the mentoring program and conducting a midterm evaluation during the implementation of the program;

- The Professional Body in the school: evaluates the novice teacher's education work and has the mandate to extend the induction period for additional 6 months, if the novice teacher has underachieved the teacher core professional competencies;
- The mentor: develops the mentoring program based on the Teacher/Student Support Services Core Professional Competencies, keeps record of the process of implementation and prepares a report on the process of application of the induction period and achievement of the core professional competencies;
- The novice-teacher: keeps record about his/her own advancement during the induction period and in case of inadequate cooperation with the mentor, has the right to request a substitution. If the novice-teacher considers that the extension of the induction period is not substantiated, has the right of appeal at SEI.

(2) Passing the state exam:

- Homework: instead of an extended homework, during the second half of the induction period, the novice-teacher will conduct an action research or a case study. Instead of electronically appointing the topic by random choice, the topic should be selected by the novice-teacher in consultation with the mentor and should relate to the pedagogical/educational issues that the novice-teacher faced in his/her work. This will enable the novice-teacher to gain skills to conduct a research and analysis of own work, furthermore, it will lower the possibility someone else writing the topic on his/her behalf;
- The use of standard contemporary language: the examination commission should consist of at least one member that will assess the use of the standard contemporary language during the lessons and when reviewing the homework;
- The necessary documents to register for taking the state exam: the novice-teacher should present the teacher dossier/portfolio before the commission, based on which, the commission will have a more wide-ranging insight on the novice-teacher's work and could give an estimation on the scale of implementation of the program during the induction period;
- The practical part of the exam and the homework should be assessed by the same commission, in order to enable them to give a valid mark on the level of achievement of core professional competencies by the candidate.

(3) Passing the personality test will present a requirement in order to initiate the induction period, since allowing the education staff to work with children for a whole year and then assess their eligibility to work with children is not justified.

The USAID Teacher Professional and Career Development project is prepared to offer professional support and in cooperation with representatives from MoES and BDE, could work on inventorying the amendments to the Draft Law for passing the state exam, as well as to support the development of the necessary books' of rules and guidelines.

We thank you for your cooperation and we hope to be in touch related to the above mention activities.

Members of the working group:

- Mrs. Natasha Buleska, Education Specialist (USAID)
- Members of the project team: Mrs. Vera Kondik Mitkovska, Project Chief of Party, Mrs. Gorica Mickovska, Education Expert, and Mr. Aleksandar Stamboliev, Project and Communication Coordinator,
- Mrs. Vesna Horvatovik, Director (BDE),
- Mr. Mitko Ceshlarov, Head of Department (BDE),
- Mrs. Elena Ivanovska, Head of Department for Primary and Secondary Education (MoES) and
- Mrs. Milka Masnikosa, Head of Legal Department (MoES).

**Annex 4** Report on the Round Table Discussion with Faculties that Educate Student Support Services

## **Report on the round table discussion with faculties that educate student support services**

The expert group for developing competencies for student support services began its work in November 2013 and within the next four months developed the Draft Catalogue of Core Professional Competencies of Student Support Services. In order to obtain input regarding the Catalogue from one of the stakeholders – the faculties that educate student support services, a round table discussion was organized on May 27<sup>th</sup> in hotel TCC Grand Plaza. Present at the discussion were the following participants – representatives from the faculties that educate student support services:

1. Jovan Pejkovski, PhD – Department of Social Work and Social Policy, Faculty of Philosophy
2. Zoran Matevski, PhD – Department of Sociology, Faculty of Philosophy - Skopje
3. Marija Drakulevska Cukalevska, PhD - Department of Sociology, Faculty of Philosophy - Skopje
4. Zora Jacova, PhD, Department of Special Education and Rehabilitation, Faculty of Philosophy - Skopje
5. Abdalnaser Sinani, PhD, Department of Sociology, State University of Tetovo.
6. Katica Stoimenova, PhD, Faculty of Psychology, MIT University
7. Rabije Murati, PhD, Department of Pedagogy, State University of Tetovo
8. Vera Stojanovska, PhD, Department of Pedagogy, Faculty of Philosophy – Skopje
9. Orhideja Surbanovska, PhD, Department of Psychology, Faculty of Philosophy – Skopje
10. Ibish Kadriu, PhD, Department of Sociology, State University of Tetovo
11. Teuta Ramadani Rasimi – Department of Defectology, State University of Tetovo
12. Gorgina Kimova, PhD – Faculty of Psychology, International Slavic University

Also present at the discussion were the members of the expert group and the project team.

At the beginning of the event Chief of Party Vera Kondik Mitkovska addressed the audience and gave brief presentation about the project followed by presentation by Zaneta Conteva on the Catalogue of Core Professional Competencies of Student support services. Afterwards there was a plenary session during which compliments regarding the Catalogue and the obvious hard work done were expressed. General remark made by the participants was that their particular institution, that is its representative, was not involved in preparation of the document. During the session the following points were raised:

- some of the common competencies should refer only to the pedagogue.
- the competencies should be supplemented with the competencies upon which the study programs at the Faculties have been accredited.

- the order of the specific competencies should follow the order by which they are mentioned in the law (pedagogue, psychologist, sociologist, social worker, defectologist)
- the Catalogue is loaded with common competencies and there is a danger that it might be understood that specific profiles are not needed if everyone can do everything.
- in the Catalogue the competencies of the sociologist and the social worker are always mentioned together and in fact they should be separate. More attention should be paid to the specifics in the work of the sociologists and social workers. Especially in the area Work with students, the competencies in fact should refer only to sociologists and not social workers.
- the name of the document should be consistent with the law regulations as the law exactly specifies what is Catalogue, what is Register etc.
- the term common competencies should be replaced with general competencies and specific competencies with special competencies.
- the schools should also be consulted about the Catalogue.
- the specific characteristic should be stressed. In the Catalogue as is, the common competencies are far more numerous than the specific.

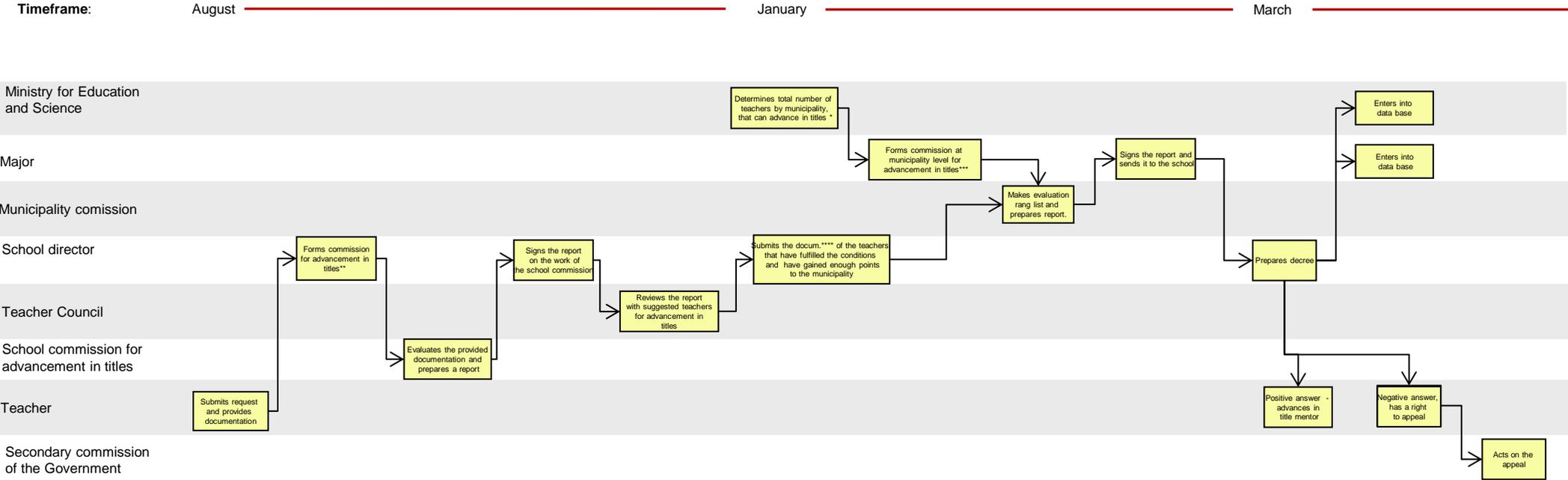
After the plenary discussion the participants were divided in groups according to their profile (e.g. pedagogues, psychologists, sociologists, social workers and special educator - defectologists) in order to give suggestions for specific improvement of the competencies for their profile. The groups continued their work after the lunch break and until the end of the event.

After incorporation of the received input in the original Catalogue, the expert group will meet again to review the input and pre-finalize the Catalogue before it is sent to the schools for public debate.

**Annex 5**      Sample of the draft process on career advancement

# Draft process for advancement in title teacher - mentor

The process is drawn according to the work of the group for advancement in titles within the USAID Teacher Professional and Career Development Project.



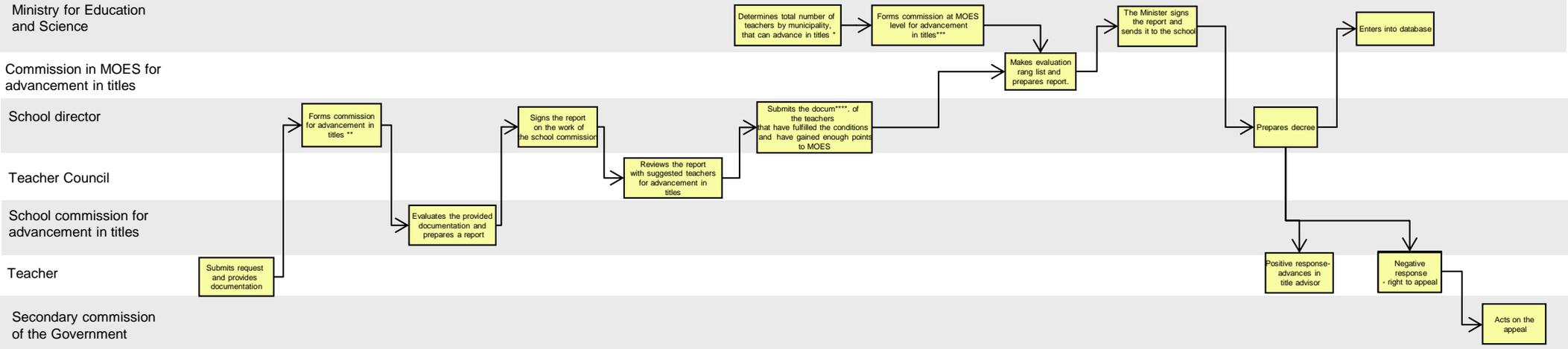
**Notes:**

- \*The number of teachers that will be able to advance in titles is determined by MOES based on the available budget and the number of teachers by municipality. Each municipality will receive a particular number of teachers that could advance in title teacher mentor in the given year.
- \*\* School commission for advancement in titles is made of : two grade and subject teachers, pedagogue or psychologist, parent, school director, member of the school board that is representative from the founder.
- \*\*\* The Commission at the municipality level will consist of representatives from: BDE, VET Center, SEI, Trade Union for Education, Science and Culture, advisor for education at municipality level and/or education inspector from the municipality. The Major will send request to the appropriate institutions to nominate members of the commission.
- \*\*\*\* The documentation is submitted in electronic form, on CD which contains part that the teacher has prepared based on the teacher portfolio (evidence for the quality of work of the teacher) and part that is provided by the school (data from the teacher file, assessment by the commission for teacher competencies). After the part in EMIS where the whole documentation can be kept will function, it will not be necessary to send the documents on CD.

# Draft process for advancement in title teacher - advisor

The process is drawn according to the work of the group for advancement in titles within the USAID Teacher Professional and Career Development Project

Time frame: August \_\_\_\_\_ January \_\_\_\_\_ March \_\_\_\_\_



**Notes:**

- \*The number of teachers that could advance in title teacher – advisor is determined by MOES according to the available budget and the percent that will be set by the State to maintain in order no to cause great financial strains.
- \*\*School commission for advancement in titles is made of : two grade and subject teachers, pedagogue or psychologist, parent, school director, member of the school board that is representative from the founder.
- \*\*\* The Commission in MOES will consist of representatives from the: appropriate teaching faculties, Trade Union for Education, Science and Culture, BDE, VET Center, SEI.
- \*\*\*\* The documentation is submitted in electronic form, on CD which contains part that the teacher has prepared based on the teacher portfolio (evidence for the quality of work of the teacher) and part that is provided by the school (data from the teacher file, assessment by the commission for teacher competencies). After the part in EMIS where the whole documentation can be kept will function, it will not be necessary to send the documents on CD.

**Annex 6**

Report on the process and outcomes of the working meeting with the teacher career advancement working group

## Report on the meeting of the group for teacher career advancement

The first meeting of the group responsible for establishing the procedures and preparation of the instruments for teacher advancement in titles was held on the 11<sup>th</sup> and 12<sup>th</sup> of June 2014. The Teacher Professional and Career Development Project team: Vera Kondik Mitkovska, Gorica Mickovska, Ana Stojanov, Aleksandar Stamboliev and Besa Reci organized the meeting and facilitated the sessions. Natasa Buleska from USAID, as an observer attended the second day of the meeting.

Members of the working group that participated and gave expert contribution are:

1. Andrijana Tasevska, psychologist, Primary School “Krumе Kepevski”
2. Antonela Stojanoska, State Education Inspectorate, SEI
3. Ardijana Isahi Palosi, advisor, VET Centar
4. Dean Iliev, university professor
5. Milka Masnikosa, manager, MOES
6. Maja Videnovik, teacher, Primary School “Krstе Misirkov”, Skopje
7. Silvana Veteroska, advisor, BDE
8. Sonja Palchevska Kjosev, education inspector, Municipality Gorce Petrov
9. Pero Jordanovski, representative from Trade Union for Education, Science and Culture.

In order to provide connection with the work and results of the group that defines the process for preparation of the novice teachers for taking the state exam (mentoring process) and the group that works on establishing the process for professional development of teachers, members from these two groups participated and made contribution at this meeting. Those members are Sonja Ristovksa, school director in “Boro Petrushevski” and Satki Ismaili, school director in primary school “Kiril and Metodij”, Tetovo.

The work meeting advanced according to previously prepared agenda (appendix 1). The main accent at the meeting was given to defining the process for advancement in titles and the actions of all key stakeholders in each phase of the process. In the report there are agreed suggestions for: (1) the conditions that were identified for advancement in titles for teacher mentor and teacher advisor and (2) the procedure for advancement in titles. Graphic representation of the process for advancement in teacher-mentor and teacher-advisor are given in appendix 2 and 3. Also, the group identified the steps for advancement in titles and which instruments and procedures the members of the working group need to develop.

During the meeting the cases in which the teacher loses the titles by default were identified. Given at the end of the report are the responsibilities of the group members and the agreed timeframe.

## Conditions for advancement in title teacher – mentor

The teacher can apply for advancement in titles if he/she fulfills the following conditions:

- Employed in school on indefinite contract;
- At least 7 years of work experience (for teacher mentor);
- No disciplinary measures against him;
- According to the results of the external testing, the teacher should not be on the list of the 20% of teachers that have the highest deviation;
- The assessment of the teacher for fulfillment of the work responsibilities within the Integral evaluation should be at least four (4);
- Fulfills the conditions according to the law and the normative for education staff.

## Procedure for advancement in titles teacher – mentor

The teacher that fulfills the conditions can submit a request for assessment of the gained competencies for advancement in title teacher – mentor. The request is submitted to the school commission for advancement in titles.

*Note: The working group needs to devise Request Form that the candidates will need to submit when wish to advance in titles.*

The school commission is formed by the director at the beginning of the school year. It is made of two grade teachers and subject teachers, pedagogues or psychologist in the school, parent, school director, member of the school board that is representative of the founder.<sup>1</sup> The role of the commission is to assess the level of the achievement of the competencies based on the documentation in the teacher file/portfolio.

*Note: The working group will prepare descriptions for each subarea of the competencies that the commission will use to assess the competencies with grade from 1 to 4. Also, it will make a system for assigning points for the whole documentations upon which the evidence submitted by the teacher will be evaluated. Assigning points for the certificates will be made according to the number of hours that the teacher had spent in training and based on whether he/she was asked to apply the gained knowledge. Because the certificate that the teachers already possess do not have number of hours, after the system will be designed it will be piloted in several schools in order to see whether it identifies the best teachers and where the limit should be set. In this way it will be decided how many points should be assigned for which certificates/document/evidence. The members of the group will design precise list of forms that will be prepared in order to standardize and successfully realize the work of the school commissions in evaluating the documentation of the candidates that will apply for advancement in titles. All designed instruments will be checked from two aspects: (1) how successfully they differentiate the teachers that according to the general opinion in the school are considered to be the best teachers; (2) how consistently the members of the commission use the instruments (if one check list is filled in by two members, whether they will fill it in in the same way).*

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<sup>1</sup> Primary Education Law, article 92.

*The school commission makes minutes that is signed by the director and the other members of the commission. In order to provide transparency, the minutes is reviewed at the Teacher Council.*

*Note: The working group should make example/form of minutes from the work of the school commission.*

The school director, in electronic form (CD)<sup>2</sup> submits the documentation to the municipality commission along with the minutes of the school commission for advancement in titles (in paper form) of teachers that have fulfilled the core professional competencies and standards for teacher - mentor<sup>3</sup> and fulfill the conditions for advancement in titles.

The major forms municipality commission for advancement in titles which consists of representatives from BDE, VET Center, SEI, Trade Union for Education Science and Culture, advisor for education from the municipality and/or education inspector from the municipality.

The municipality commission reviews the documentation and makes rang list from lowest to highest ranged teachers based on the assigned points. The number of teachers that will advance in title teacher – mentor at the municipality level is set by MOES each year according the available budget for the particular year and the number of teachers in the municipality.

*Note: The working group will describe the procedures for work of the municipality commission, the way in which it will review the documentation and how it will require additional proofs (check-list and points according to the check lists, Form for Minutes and Form for Report and Form for Decision for accepted/denied, elements that needs the contain the report that will be send to the MOES).*

The Commission informs the Major and he notifies the school. The director prepares decree and notifies the teacher and MOES. Against the decree, the candidate can submit appeal to secondary commission for administrative decisions in the second degree (Commission formed by the Government).

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<sup>2</sup> The CD contains part that is prepared by the teacher based on the teacher portfolio (evidence for the quality of the teacher's work) and part that is provided by the school (data from the teacher file, assessment of the teacher by the school commission). The documentation in electronic form on CD will be provided to the commission until it is enabled to be part of the EMIS.

<sup>3</sup> It will be additionally determined where to set the limit of the percent of the core professional competencies and the percent for standards for teacher mentor that the teacher will need to fulfill in order to apply.

### **Conditions for advancement in titles teacher - advisor**

- Employed in school on indefinite contract;
- At least 15 years work experience;
- At least 3 years work experience as teacher – mentor;
- No disciplinary measures against the teacher;
- According to the results of the external testing, the teacher should not be on the list of the 20% of teachers that have the highest deviation.
- The assessment of the teacher for fulfillment of the work responsibilities within the Integral evaluation should be at least four (4);
- Fulfills the conditions according the law and normative for education staff.

### **Procedure for advancement in title teacher – advisor**

The teacher submits Request Form to the school commission for advancement in titles. The steps of the procedure for assessment the fulfillment of the standards for advancement in title teacher – advisor at school level are the same with the procedure for teacher – mentor.

After the school commission will assess the fulfillment of the conditions and the standards, it will prepare minutes that will be signed by the director and will be reviewed at the Teacher Council. The director will send the documentation in electronic form to MOES.

By suggestion of the Minister for Education and Science, in MOES will be formed a commission made of representatives from the appropriate teaching faculties, Trade Union for Education, Science and Culture, BDE, SEI, VET Center. The commission assess the arrived applications and documentation, an according to the assigned points makes rang list. Based on the approved number of teacher – advisor for the particular year, MOES determines how many of the highest ranked teachers will be promoted.

### **Regression in titles/Revisiting the title**

Situations when the title is revoked by default or when the title should be revisited:

Revoking:

- legally effective measure for prohibition of activity or profession;

Revisiting:

- discontinuing with work in education institution for more than three years;
- at two successive integral evaluations the teacher is assessed with less than 4;
- does not realize the plan for personal professional development and as a result the teacher is assigned supervisory professional development for a particular period of time.

### **Responsibilities of the working group members**

Part for trainings and assignment of points for trainings. – Silvana, Antoanela and Ardijana

Part with assessment by the school commission – Andrijana, Maja and Dean

Part for the municipality commission – Sonja, Pero (Trade Union), Milka

Deadline: draft document before the summer vacation. Until 5<sup>th</sup> of July draft version should be delivered and after that a meeting will be scheduled to discuss the written parts.

Next meeting between 5<sup>th</sup> and 10<sup>th</sup> of July 2014.

## Appendix 1: Agenda

**Meeting of the group for preparation of procedures and instruments for advancement in titles of the education staff.**

Wednesday (11.06.2014)	
16:00	Arrival and accommodation of the participants
16:30	Welcome and short introduction of the participants
16:40	Information about the conducted activities within the project - presentation
17:00	Goals of the meeting and expectations of the working group.
17:10	Activity – Three horizons
17:40	Coffee break
17:50	Review and summary of the ideas of the activity three horizons – discussion about the solutions
19:00	Dinner
Thursday (12.06.2014)	
09:00	Defining and discussion about the process of advancement in titles.
10:30	Coffee break
10:40	Group work for defining the instruments for advancement in titles.
13:00	Lunch
14:00	Group work for defining the instruments for advancement in titles - continuation
15:00	Coffee break
15:10	Presentation of the results from the group work
16:00	Agreement for further directions
16:30	End of the meeting