Teacher Professional and Career Development Project

QUARTERLY PROGRAM PERFORMANCE REPORT

January 1, 2016 – March 31, 2016

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
CPD	Continuing Professional Development
EU	European Union
MCEC	Macedonian Civic Education Center
MoES	Ministry of Education and Science
MoF	Ministry of Finance
NEC	National Examination Center
SEI	State Education Inspectorate
TCD	Teacher Career Development
TPD	Teacher Professional Development
TPCD	Teacher Professional and Career Development
UNICEF	United Nations Children Education Fund
USAID	United States Agency for International Development
VET Center	Vocational Education Training Center
WB	World Bank

MACEDONIAN CIVIC EDUCATION CENTER (MCEC)
USAID TEACHER PROFESSIONAL AND CAREER DEVELOPMENT PROJECT (TPCD)
QUARTERLY PROGRAM PERFORMANCE REPORT #13

Cooperative Agreement No:	**RFA-165-A-13-00001**
Progress Report No:	**13**
Reporting Period:	**January 1, 2016 – March 31, 2016**

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 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 the improvement of national policies and practices.

The TPCD project aims to create a comprehensive, transparent, feasible and cost-effective system that will strengthen teacher performance and credibility and improve students' achievement. 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 TCPD project goal is to accomplish the following three, mutually dependent and inter-related results[1]:

- *Result 1: Comprehensive Legal System Improved*

Review of legislation related to professional and career development of educators in primary and secondary education to determine and propose changes in order to 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 the first year, 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 the second year, the Project finalized the teacher standards, and developed Catalogue of Core Professional Competencies and Standards for student support services. The established working groups worked on improving the mentoring process of novice teaches in schools, establishing an internal school performance assessment of teachers, and developed and piloted procedures and instruments for teacher and student support services career advancement. Along this, the Project worked on legal regulation of the developed products in the adequate laws.

[1] In the text below all activities that are related to fulfillment of the three project expected results are grouped under the following three components: Component1 - Comprehensive Legal System, Component 2 - Enhanced Financial Schemes, Component 3 – Standards for Teacher Competencies.

Subsequently, the project received one-year no-cost extension period and in close cooperation with BDE, developed a plan of activities. During the extension period, piloting of processes for career advancement of education staff will be finalized. Based on that, procedures and instruments will be improved and legal regulations will be proposed. In addition, guides for relevant bodies will be developed. At the end of the project, training events with representatives of all schools will be organized, to familiarize with the novelties proposed in the TPCD system.

The TPCD system is be based on clear standards of quality teaching, multiple measures, accurate teacher evaluation, targeted professional development and continued support to teachers. To achieve this, the project uses a participatory approach, which enables strong coordination with, and contribution from, the Bureau for Development of Education (BDE) and other educational institutions.

2. PROGRESS TOWARDS OBJECTIVES

During the reporting period the following was accomplished:

Crosscutting Activities:

- Regular coordination meetings with the representatives from MoES and BDE management held, to secure efficient implementation of the project annual plan;
- Meetings with MoES, BDE and VET Centre organized, in order to finalize key aspects of teacher professional and career development system;
- Steering Committee meeting held and project implemented activities presented;
- Cooperation with British Council maintained, for the purpose of linking teacher core professional competences to preservice university curriculum for English teachers;
- A meeting with USAID YES Network Project organized, to discuss the teacher competencies and their use as basis for training of VET school teachers.

Component One, Comprehensive Legal System:

- Rulebook on the manner of assessing the received teachers' applications and documentation for obtaining the title teacher-mentor and teacher-advisor, scoring of candidates, ranking list, and the mode of operation of the committee (Rulebook for career advancement) developed;
- Report on the conducted survey on teachers' workload developed;
- Draft Rulebook on the manner and the required time for conducting the teachers' work obligations finalized.

Component Two, Enhance Financial Schemes:

- Financial scenarios for advancing of teachers and student support services into titles developed, in cooperation with the MoES and BDE.

Component Three, Standards for Teacher Competencies:

- The assessment of teacher and student support services portfolios completed by the pilot committees;
- A report from piloting of the process and instruments for career advancement of education staff in schools developed;
- A focus group discussion with the members of the student support services that participated in the project pilot phase organized;
- The representatives from the student support services that participated in the project pilot phase were issued certificates;

- The instrument for self-evaluation of professional competencies of student support services staff involved in practical lessons in VET Schools developed and added to the Guideline for professional development of education staff;
- Three trainings with SEI Inspectors conducted and participants introduced to the novelties in School Performance Quality Indicators, instruments for Integral Evaluation and the Guideline for individual assessment of education staff;
- TPCD project commenced with the preparations for printing the guidelines, publications and professional competencies developed by the working groups.

3. PROJECT UPDATE

3.1 Key Project Personnel Position

During the month of January 2016, MCEC presented the new TPCD staffing plan to USAID due to the resignation notice by Vera Kondik Mitkovska[2], TPCD Chief of Party. The proposed plan was approved by USAID AOTR to ensure successful completion of project activities and achievement of set project objectives. Loreta Georgieva, MCEC Executive Director took over the position of TPCD Chief of Party for the period between January 18 and June 30, 2016. In the absence of the Chief of Party, Ms. Gorica Mickovska will act as Deputy Chief of Party.

Furthermore, TPCD Project continues to cooperate with the Step by Step Foundation in implementing Component 3 activities and retains the agreed project staffing until the end of the project.

4. PROJECT ACTIVITIES

4.1 Crosscutting Activities

Cooperation with BDE and other relevant institutions

The cooperation with the Ministry of Education and Science (MoES), the Bureau for Development of Education (BDE) and other relevant education intuitions was essential during this quarter. Having in mind that key aspects of teacher professional and career development system were finalized, this required regular coordination with the representatives from education institutions and other stakeholders.

For the purpose of establishing the process of career advancement of education staff in schools, the project team worked closely with the representatives of MoES, BDE and the Vocational Education and Training Centre (VET Centre). Possible solutions related to the process of application for a higher career position were reviewed, including the process of assessing the teachers' documentation for the position of teacher-mentor. Based on the report from piloting, key decisions were reached that influenced the defining of the system for career advancement. These decisions affected the regulation of the processes of application, submitting the documentation and assessment of competencies for teachers. Furthermore, financial implications that will result from launching the system for career advancement were reviewed and a report was produced.

Meetings, debates and roundtable discussions

In order to ensure effective implementation of the project activities and the project plan, regular coordination meetings were held with the representatives from MoES and BDE management. As a result, the project team resolved the open questions identified by the Committee for assessment of e-portfolios. Namely, the TPCD team developed the Report from the process of piloting the career advancement of teachers and student support services staff in schools (see annex 1). Conclusions and recommendations were discussed with key

[2] Vera K. Mitkovska accepted the position of Education Specialist in UNICEF office in Skopje.

representatives of the MoES and BDE in order to develop valid and feasible solutions for teacher career advancement.

Additionally, the project team organized meetings with the project working groups. As a result of series of meetings, the rulebooks that regulate the teachers' working hours and career advancement of teachers were compiled. Moreover, coordination meetings were held with the members of BDE and VET Centre in order to commence with the planning and preparations for the upcoming regional informative meetings with the representatives from schools.

On March 29, 2016 the fourth project Steering Committee meeting was held. During this meeting the TPCD team presented all implemented project activities, including the developed analyses and documents. Recommendations associated with specific legal solutions were also presented, which will need to be reviewed by the responsible institutions in the future, in order to make the system for professional and career development fully functional. The members of the Steering Committee prized the project for its methodology of work, which they deem as very transparent by including all stakeholders in education. They stated that TPCD is one of the rare projects that valued and accepted every valid opinion, even though that meant more work, which on the other hand resulted in a number of developed documents.

Public relations

During this quarter, TPCD project continued to cooperate with other USAID projects. Thus, a meeting with YES Network was held on January 11, 2016. The purpose of this meeting was to discuss the process of recognizing teacher competencies gained from YES Network Project trainings during career advancement. The focus was on teacher trainings in the companies and on developed competencies for career counsellors. TPCD representatives presented the draft solutions for evaluation of trainings. On this meeting it was agreed that the proposed system for career advancement will secure fair evaluation of trainings in companies, however, in the catalogue there are limited teacher competencies related to career counselling. In the process of evaluation for career advancement, student support services staff members will benefit more because of their work as career counsellors.

On January 27, 2016 the project team participated at the British Council event. Representatives from all Universities that educate English language teachers were invited and participated at this activity. Once the Teacher Core Professional Competencies were reviewed by the relevant departments, the Faculties revised their study programs to encompass the competencies and/or areas of competencies missing from their programs. It is worth mentioning that most faculties identified that the areas *Social and educational inclusion* and *Communication and cooperation with the families and the community* are missing in their study programs.

4.2 COMPONENT 1: Comprehensive Legal System

4.2.1. Draft amendments in relevant laws and develop by-laws for regulating career advancement of teachers and student support services staff

A number of meetings were organized with the BDE management, during which the role and the responsibilities of BDE Advisors in the process for career advancement were discussed. This was closely linked to the process of developing the *Rulebook on the manner of assessing the received teachers' applications and documentation for obtaining the title teacher-mentor and teacher-advisor, scoring of candidates, ranking list, and the mode of operation of the committee* (Rulebook for career advancement of teachers). Following, several meetings with MoES Head of Legal Department were organized, to discuss the issues rising from piloting of career advancement, as well as the requirements and boundaries in the Law for teachers that relate to teacher career advancement. Viable solutions were listed that the working group for developing the rulebook took into consideration.

During the meeting held on March 10 and 11, 2016 an expert group consisted of representatives from key education institutions that are part of the system for career advancement of education staff in schools, drafted the Rulebook for career advancement of teachers. Subsequently, the expert group worked in finalizing the annexes that will be used by the BDE and VET Centre Advisers during the process of conducting assessment of teacher's performance for the purpose of career advancement, by schools in the process of preparing a feedback for the applying teachers and by the members of the committee during the evaluation of teachers' professional development and in the process of developing a ranking list. The expert group used the Report from piloting the process and instruments for career advancement of teachers and student support services (see annex 1) as basis for developing the solutions regulated in the Rulebook.

Instruments for evaluation of student support services were finalized based on the results from piloting. They are harmonized with the similar instruments for teacher evaluation in the process of career advancement and will become part of the Rulebook for career advancement of student support services that should be developed after passing proposed amendments in relevant laws.

4.2.2. Draft amendments in relevant laws and develop by-laws for regulating the professional development for teachers and school support staff

During this quarter the project team worked in finalizing the report from the survey on teacher's working hours. Furthermore, the project team organized couple of meetings with the BDE and MoES Head of Legal Department to discuss the findings from the survey. Upon agreeing on the approach for developing the Rulebook, an expert team was established. As a result, the draft Rulebook on the manner and the required time for conducting the teachers' work obligations was finalized end of March.

4.3 COMPONENT 2: Enhance Financial Schemes

4.3.1. Developing financial scenario for teacher professional development

No activities during this reporting period.

4.3.2. Developing financial scenario for teacher career advancement

With the aim of securing effective functioning of the system and planning appropriately the cost related to the implementation of the process for career advancement, the project, in cooperation with the MoES and BDE developed financial scenarios for advancing of teachers and student support services into titles. The document presents the financial implications that derive from the proposed solutions for career advancement as stipulated in the Law for teachers and in the Collective Agreement. Furthermore, it determines the financial implications from the proposed system for career advancement as suggested by the project working groups. Hence, it presents two scenarios, the cost from the increase in the teacher's salary (a) in the period of 5 years and (b) in the period of 10 year of full implementation of the system. In addition, it calculates the cost related to the assessment of the standards for teacher-mentors by the committee for assessment of portfolios, the needed budget for BDE and VET Centre in-class observations, the cost related to the technical assistant that supports the committee for assessment of portfolios, etc. The report also presents the cost related to the development and hosting of an interactive web application for submitting the documentation for a higher career position. The final report was shared with both above mentioned institutions and will be used for the calculation of the education budget in the upcoming years.

4.4 COMPONENT 3: Standards for Teacher Competencies

4.4.1. Expert Groups

Within this reporting period, the existing working groups established under Component 3 continued working and implementing the planned activities.

4.4.2. Develop procedures, tools and instruments for teacher career advancement

On January 26, 2016 the newly established pilot committee was trained to conduct an assessment of teacher portfolios for candidates that use Turkish as language of instruction. The assessment of teacher portfolios, including portfolios in Turkish language was finalized mid-February. Namely, the instrument for measuring the achievement of standards for teachers was revised based on the solutions identified by the members of the pilot committee and data analysis from the piloting process. During the joint meetings organized with the committee for assessment of portfolios, the members shared their experience and difficulties in the process of reviewing and assessing the documentation. As a result, the need for carrying out professional reviews in the work of candidates applying for a higher position by the BDE and VET Centre Advisors was identified. It was suggested that in the process of conducting professional reviews, the advisors from both institutions will need to assess the competencies that are difficult to evaluate only based on documentation.

Following, a draft report from piloting of the process and instruments for career advancement of education staff in schools was developed and shared with the members of both Committees for assessment of teachers and student support services staff e-portfolios for feedback. The report gives an overview of the need for piloting the career advancement process, the used methodology and the findings from implementing the piloting process, as well as proposed solutions by the Committees. Thus, based on this report and the given recommendations, in coordination with the BDE, the expert group developed the draft Rulebook for career advancement and the appendixes therein.

In the upcoming quarter, the project will work closely with BDE and VET Centre to organize trainings for all advisors to conduct professional reviews for candidates applying to advance in career.

4.4.3. Develop procedures, tools and instruments for student support services career advancement

A focus group discussion with the members of the student support services that participated in the project pilot phase was organized on January 11, 2016. The aim of this discussion was to gather feedback and participants opinion on the procedures and instruments for career advancement of student support services.

As a next step and in accordance with the already established methodology, the project team identified a pilot committee for assessment of the portfolios as per the structure of the committee for assessment of teacher portfolios regulated in the Law for teachers. After the members of the committee were trained, they commenced the process of assessment of the documentation submitted by student support services. In line with the recommendations received from the piloting process and the assessment of the electronic portfolios of student support services, the working group made amendments and improvements to the instruments for measuring the achievement of the professional standards for student support services-mentor.

Finally, the student support services that participated and contributed in the project pilot phase were issued certificates during the event organized on March 24, 2016. In addition, the participants received personal feedback on the submitted documentation and general recommendations that will assist them to better prepare themselves when the system for career development is in place and fully functional.

During this reporting period, the project also developed the *Guide for professional and career development of student support services*. This user friendly publication will help members of the students support services team in schools to better plan their professional development and enable them to better prepare for career advancement.

4.4.4 Piloting the Guideline for the Professional Development of Education Staff

During this reporting period, the Project worked on finalizing the Guideline for the Professional Development of Education Staff. As a result, an instrument for self-evaluation of professional competencies of student support services staff involved in practical lessons in VET Schools was developed and inserted into the Guideline. Hence, the Guideline for the Professional Development of Education Staff was finalized and the project team commenced developing a design for this publication.

4.4.6. Improvement of guideline for individual assessment of education staff as part of the school integral evaluation

Upon incorporating the received feedback from the round table discussion and from SEI Inspectors in the Guideline for the individual assessment of education staff, the project team worked closely with SEI inspectors that were part of the working group to develop training materials and modules related to the changes and amendments in School Performance Quality Indicators, instruments for Integral Evaluation and the Guideline for individual assessment of education staff. Following, TPCD project in cooperation with the Interethnic Integration in Education Project (IIEP) commenced with the preparations and organization of trainings.

Activity 4.4.7: Designing and printing the professional materials and guidelines for professional and career development of education staff in schools

Starting from January 2016, the TPCD project commenced with the preparations for printing of the guidelines, publications and professional competencies developed by the project working groups as part of the system for professional and career development of the education staff in schools. Thus, the project team commenced the process of proofreading and translation of materials and managed to develop a graphic layout for three out of seven publications i.e. the *Teacher core professional competencies and standards*, the *Professional competencies for school directors* and the *Guideline for professional development of teachers and student support services*.

In the upcoming period the project team will continue with the process of developing the graphic layout for the remaining publications and commence the process of printing.

5. LESSONS LEARNT

Due to a vast number of planed Integral Evaluations that were conducted in schools and a very busy schedule of Inspectors in the State Education Inspectorate (SEI), the organization of the planed trainings was postponed in couple of occasion during the last quarter. Even though the trainings were requested by SEI Director, the SEI inspectors were not available to participate at one of the three trainings considering their workload. Finally, at the end of December 2015, SEI managed to set and confirm the training dates. Hence, in the period between January 14 and 23, 2016 three trainings were conducted and a total of 54 SEI Inspectors were introduced to the novelties and amendments in School Performance Quality Indicators (SPQI), instruments for Integral Evaluation and the Guideline for individual assessment of education staff.

6. ACTIVITIES FOR THE NEXT REPORTING PERIOD

6.1 Crosscutting Activities

- Organize the Steering Committee meeting and officially inform the members about the project close-out event;
- Organize meetings with MoES, BDE and other relevant stakeholders related to finalizing the establishment of the system for professional and career development;
- Make all the necessary arrangements and organize the project close-out event;
- Participate in events that relate to TPCD project;
- Develop the last edition of the TPCD Newsletter;
- Prepare and share TPCD project updates with stakeholders;
- The webpages of relevant institutions, MCEC and USAID updated with TPCD publications.

6.2 Component One: Comprehensive Legal System

- Develop a document outlining all the needed legal amendments, in order to make the system functional.

6.3 Component Two: Enhanced Financial Schemes

- No activities planned, as all planned activities are completed.

6.4 Component Three: Standards for Teacher Competencies

- Organize three trainings with BDE and VET Centre advisors to conduct professional reviews for candidates applying to advance in career;
- Organize a training for potential members (representatives of relevant institutions and Teacher Union) of the Commission for assessing the achievement of standards for teacher-mentor;
- Organize an event with 23 pilot schools to issue certificates to teachers that piloted the procedures and instruments for career advancement;
- Organize and conduct informative meetings with representatives from all primary and secondary schools in the country related to TPCD system and publications developed by the project working groups;
- Develop a guide to assist the committee for assessment of teacher portfolios in having clear understanding of different areas in the instrument and the report as per the annex of the Rulebook for career advancement;
- Develop a guide for professional and career development of teachers;
- Finalize a graphic layout and print all the publications prepared by the TPCD project;
- Distribute the publications to all primary and secondary schools in the country.

7. INCLUSIVENESS OF EDUCATION

During the development of the Guideline for individual assessment of education staff, the working group incorporated the different roles that teachers and student support services staff should attain in the school to comply with the changes in the education system and the legal requirements regarding inclusiveness in education i.e. participation in the school inclusive team, work in identify students with special needs, develop individual education program for students, etc. Within this reporting period, through the implementation of trainings, all inspectors were introduced with the novelties in the process and they were informed about the types of documents the school/teacher/student support services staff will produce during the Integral Evaluation. This will help all inspectors to have clear understanding on the types of activities they are expected to see in the school and will enable them to equally assess quality of the presented documents. SEI expects that by introducing these topics into the Guideline, it will improve the quality of implementation on a national level.

Furthermore, based on the *Teachers core professional competencies and standards* developed by the project, all faculties that train future English language teachers revised their study programs within the British Council activities. Thus, most of the faculties recognized the need to include the areas *Social and educational inclusion* and *Cooperation with the family and the community* into their study programs. This will enable the future teachers to be better prepared to meet the requirements related to securing inclusiveness in education.

LIST OF ANNEXES

Annex 1	Report from the piloting of the process and instruments for career advancement of teachers and student support services

Annex 1 - Report from the piloting of the process and instruments for career advancement of teachers and student support services

Teacher Professional and Career Development Project

MACEDONIAN CIVIC EDUCATION CENTER

BUREAU FOR DEVELOPMENT OF EDUCAITON
MINISTRY OF EDUCATION AND SCIENCE
REPUBLIC OF MACEDONIA

REPORT FROM THE PILOTING OF THE PROCESS AND TOOLS FOR TITLE PROMOTION OF TEACHERS AND STUDENT SUPPORT SERVICES STAFF

March, 2016

This activity was implemented in cooperation with the Foundation for Educational and Cultural Initiatives *Step by Step.*

ФОНДАЦИЈА ЗА ОБРАЗОВНИ И КУЛТУРНИ ИНИЦИЈАТИВИ
FOUNDATION FOR EDUCATION AND CULTURAL INITIATIVES
ЧЕКОР ПО ЧЕКОР • STEP BY STEP

A need for piloting of the process for title promotion of teachers and school support services members (psychologist/pedagogue/special education teacher, etc.)

The title promotion in the long term has been an issue of interest for the educational staff in the Republic of Macedonia and a challenge for the Ministry of Education and Science. Namely, almost for the last two decades the laws on primary and secondary education regulated the advancement of educational staff as a possibility, but have not established procedures and instruments enabling its practical application. This was the main reason for placing the search of adequate career development solutions among the key activities in the *USAID Teacher Professional and Career Development Project*[1]. To ensure a systematic approach, the project in 2013 conducted an *Analysis of the Policies and Practices of the Professional and Career Development of Teachers in the Republic of Macedonia*[2], using the methodology of the World Bank: A Systematic Approach for Better Results in Education - SABER - Teachers[3]. According to this approach, one of the eight goals of the educational policy for teachers are: (1) linking the career advancement with the quality of performance; (2) establishing accountability mechanisms and (3) linking teacher salaries with the quality of their performance.

In reference to the first and third mechanism, which are directly linked to career advancement, the following conclusions were drawn for the Republic of Macedonia:

- There is legislation regulating the title promotion which makes performance monitoring assessment one of the criteria for promotion into higher titles;
- The legislation for title promotion is not applied.
- In Macedonia there are mechanisms for matching performance quality to income;
- The external assessment results are related to teacher income, but since they concern only the objectivity of assessment (which is only one narrow aspect of performance quality), it may lead to neglecting other much more important aspects of teacher quality performance, for example, the quality of implementation of teaching and quality of student achievements;
- The monitoring of teacher performance quality by directors has no repercussions on teacher salaries.

The following recommendations were formulated:

- The application of the provisions for career advancement shall begin on the basis of the assessment of performance quality.
- Mechanisms and funding shall be provided enabling financial rewards or other benefits for successful teachers. Performance monitoring and evaluation shall be matched to students achievements, enabling the use of results from internal and external assessments;
- The evaluation of teacher performance shall not be done only *pro forma*, but it should ensure the use of evaluation results for performance improvement.

The USAID Teacher Professional and Career Development Project defined standards for teacher - mentor and teacher - advisor and student support services staff – mentor and student support services staff - afvisor, as an upgrade of the core professional competences for teachers and student support services staff.[4] The core professional competences and standards for teacher - mentor and teacher - advisor were later adopted by the Minister of

[1] The project has been initiated by the Bureau for Development of Education (BDE), implemented by the Macedonian Civic Education Centre (MCEC), and financed by USAID. In the context of the project, by *teachers* it is meant teachers and student support services staff in schools.

[2] http://mk.mcgo.org.mk/wp-content/uploads/2014/08/MAK-Analiza-2013.pdf

[3] World Bank. 2011. SABER – Teachers - Objectives, Rationale, Methodological Approach, and Products http://siteresources.worldbank.org/EDUCATION/Resources/278200-1290520949227/7575842-1290520985992/SABER-Teachers_Framework.pdf.

[4] The working group which dealt with career development solutions found that the promotion titles contained in the Law on Primary Education and Law on Secondary Education should be retained. http://mk.mcgo.org.mk/usaid-teacher-professional-and-career-development-project/

Education and Science[5], and proposed amendments to the Laws on primary and secondary education have been drafted in order to create a legal basis for the adoption of competences and standards for student support services staff. A two day workshop was held with representatives of the different stakeholders (MoES, BDE, VET Center, SEI, teacher faculties, the Trade Union for Education, Science and Culture, the local self-government, schools) in order to design the process of title promotion, at which they set the foundations of the career development process, using the *Three horizons*[6] methodology. Then, the process was mapped and its basic elements and participants were defined (see Appendix 1). The Law on Teachers[7], which was adopted at the beginning of 2015, regulates the title promotion of teachers, but part of the proposals arising from the current design of the process of title promotion by the project were not accepted by the lawmaker.

A working group developed tools for assessing the extent to which standards have been achieved on the basis of set standards for mentor teachers/student support services staff.

Given that this is the first time that such a system for title promotion of educational staff has been established in Macedonia, it was considered necessary to pilot the devised processes and tools in order to verify their validity and objectivity, as well as to find system solutions for those aspects which prove to be problematic.

I. METHODOLOGY

Considering the complexity of the career development system, as well as the complexity of the processes, procedures and tools for title promotion of educational staff in schools, which were proposed by the working groups of the project, it was necessary to pilot key solutions before recommending and/or proposing solutions in the laws and bylaws. The most adequate way to verify procedures and tools was an action research, which allows for changes throughout the research, that are then re-tested.

Aim of the piloting

The main aim of the piloting was to offer quality solutions for career development[8] on the basis of available information on the validity and reliability of the tools developed by the project, and on the basis of available information on whether the proposed processes for career advancement, as prescribed as by the Law on Teachers, are enforceable.
The piloting had the following specific objectives:

1. to determine the type and scope of evidence suitable for proving compliance with the standards for teacher/student support services staff - mentor;
2. to verify and suggest adequate ways of submitting evidence by the applicants;
3. to collect opinions of the stakeholders on the elements of the system for assessing compliance with standards for title promotion;
4. to verify the reliability of evidence assessment;
5. to verify the validity of the different elements of the proposed system for title promotion of teacher/student support services staff - mentor;
6. to verify the feasibility of the assessment of standard achievement, and
7. to make estimates of the cost of the entire system.

[5] http://www.bro.gov.mk/docs/pravilnici/Pravilnik%20za%20osnovnite%20profesionalni%20kompetencii%20na%20nastavnicite.pdf
[6] The methodology is used to determine existing solutions which should be retained as well as those which should be abandoned, and to define desired solutions to be established within a given period of time.
[7] Law on Teachers in Primary and Secondary Schools, Official Gazette of the Republic of Macedonia no. 10/2015, 145/2015 и 30/2016
http://www.mon.gov.mk/images/documents/zakoni/zakon_za_nastavnici_vo_osnovni_i_sredni_ucilishta_26-02-2016.pdf
[8] Only the processes and tools for the acquisition of the title of mentor teacher/mentor member of student support services were piloted because, according to the Law on Teachers (Article 28), one of the conditions to get a title promotion to an adviser teacher is a 12 year working experience, three of which are in the title of a mentor teacher.

Piloting implementation

The piloting of the title promotion to a teacher – mentor /student support services staff – mentor was conducted in the period from March 2015 to February 2016. The following approaches were used to collect the necessary information:

1. Stimulating the process of application, as well as provision and submission of evidence for title promotion;
2. Stimulating the process of assessing submitted evidence;
3. Collecting the opinions of participants in the process of piloting career development on the different elements of the process for title promotion by means of an electronic questionnaire;
4. Discussions in focus groups of teachers/student support services staff on the experiences gained during the piloting and collection of suggestions on the improvement of the process and tools, and
5. Focus group discussion of stakeholders on the different elements of the process.

The piloting was conducted through the following stages:

1. preparation of guidelines for participants (teachers and student support services staff) in the piloting process;
2. selection of schools that will participate in the piloting;
3. Informative meetings which teachers/student support services staff interested in participating in the piloting process;
4. collection of evidence of compliance with the standards for mentor teacher/mentor student support services staff by teachers or student support services staff;
5. submission of evidence to the teacher professional and career development project in electronic form (using USB sticks);
6. responding to an electronic questionnaire on the process and tool adequacy for title promotion to a teacher - mentor / student support services staff - mentor;
7. discussion in focus groups with participants in the pilot stage on the piloting experiences and collection of feedback on the process and tools used;
8. training of members of the relevant committee on the assessment of submitted portfolios;
9. assessment by piloting committee of the compliance with the standards for teacher - mentor/student support services staff - mentor on the basis of evidence submitted in the portfolios;
10. discussion with stakeholders (BDE, MoES, SEI, representatives of schools, representatives of the Trade Union for Education, Science and Culture and representatives of parents) on open issues that have emerged during the piloting;
11. statistical processing of the assessment results aimed at verifying the measurement characteristics of the tools used and simulations for setting a minimum number of points needed for title promotion to a mentor teacher/mentor student support services staff member;
12. provision of feedback to each participant in the piloting, and
13. improvement of the tools and processes for title promotion to a teacher – mentor/student support services staff - mentor s based on the information obtained in the piloting.

Since the piloting process of teacher career development began earlier (in March 2015) than the piloting of the career development of student support services staff (October 2015), the information on the needs for improvement of processes, which was obtained in the piloting of teacher career development, were integrated in the piloting instructions given to student support services staff.

During the assessment of the compliance with teacher/student support services staff standards improvements were made to the tools used.

Sample

The piloting of the career development process for the title of a teacher – mentor was conducted in 12 primary and 11 secondary schools. The schools were selected in consultation with MOES and BDE, and the following factors were taken into account: the location of the school, is the school in a rural or an urban area, the size of the school and the language of instruction. School teachers volunteered to participate in the piloting. A total number of 173 teachers submitted electronic portfolios with evidence, whereas 128 teachers responded to the electronic questionnaire. (Appendix 2 presents more detailed data on the sample).

A total number of 23 student support services staff members from 20 primary and secondary schools participated in the piloting of procedures and tolls for student support services staff. They all submitted electronic portfolios and responded to the electronic questionnaire. They applied as volunteers after the call for applications was shared by the regional professional associations.

II. INFORMATION OBTAINED THROUGH THE PILOTING FINDINGS

This part of the report presents piloting findings in a way that for each of the specific piloting objectives, a summary of the findings from different sources is given. For each matter of interest first a description is given of the design and implementation of the piloting, followed by piloting findings and eventually proposals for improvement of existing solutions. In doing so, guidelines and reports from each of the piloting activities are used. The cost of the system is described in a special report by means of financial simulations.

1. Type and scope of evidence

1.1 Initial piloting assumptions

The type and content of the evidence of compliance with the standards for teacher - mentor /student support services staff - mentor arise from the standards themselves[9]. The standards for teacher - mentor, in addition to upgrading the core professional competencies for high-quality teacher performance, place emphasis on teacher competencies and efforts to promote educational work in the school as a whole. According to the standards for student support services staff - mentor, the student support services staff - mentors are expected to fulfil their obligations better and with a higher level of expertise then other student support services staff members, especially to support teachers in their work and to make a contribution in the raising of the quality of the work at the school as a whole, in particular by developing strategies for performance improvement in the number of areas, which makes their work recognised at the school and in the wider community.

Types of evidence. In determining the types of evidence, the principle followed was that they should be contained in the professional file of the teacher. It was mandatory for the candidates to submit data on their professional development (Section 1 of the file), and as to the other parts of the professional file, the candidate was asked to make a selection of evidence for which he/she finds that best presents his/her practice and prove the fulfilment of the core professional competences and standards for promotion to higher tiltles.

The Guidelines on Piloting contain possible evidence on compliance with standards for each area of work (see appendix 3). The evidence could be text documents, electronic products and video recordings. Candidates were left to select the evidence themselves, so that they could best present the highest standards they have achieved in the work. Teacher candidates were required to explain each piece of evidence in not more than 120 words, i.e. to explain how that piece of evidence proves compliance with standards. Due to the insufficient quality of such explanations provided by teachers, this request was later changed in the piloting with the

[9] Standards for teacher – mentor and Standards for student support services staff – mentor.

members of student support services staff in a way that they were required to match each competency to an adequate piece of evidence and to explain in brief how that piece of evidence proves competence (compliance with the standard).
Candidates received in advance the tools for assessment of professional development and the tools for assessment of compliance with the standards for teacher – mentor / student support services staff - mentor.

Candidates were also required to submit data on student grades from the external assessment in the last two years as well as scores from SEI individual assessment during the last integral evaluation

Scope of evidence. In order to put the candidates in a situation to show how they can assess and present their best products and achievements as well as to reduce the work of the Committee for Assessing Standard Achievement to a reasonable level, the following limitations on the scope of evidence were set: 50 pages of text documents, up to 15 Power Point presentation slides, up to 2 video recordings of not more than 10 minutes each or two lesson observations, i.e. lessons observed and assessed by the so- called teacher *triad*[10] (only for teacher candidates). The Guidelines on Piloting Career Advancement present candidates with instructions on how to arrange evidence.

1.2 Piloting findings

Opinions on the type and scope of evidence were collected from teachers/members of student support services staff through electronic questionnaires and focus group discussions, as well as from the members of the piloting committees in charge of assessing portfolios.

Types of evidence. About 90% of teacher respondents had a clear idea of which standards should the teacher - mentor meet. 85% of teachers and 75% of members of student support services staff had a clear idea of which evidence they needed to provide. Most teachers (72%) found that the evidence that they were required to submit was sufficient, 25% found it excessive, and only 3% found it insufficient. Most often, those teachers who were of the opinion that too much evidence was required elaborated this view by stating that the evidence required was extensive (6 teachers) and that the lesson video recording was not necessary (4 teachers). In reference to the quality of teaching, teachers were left to choose to submit a lesson video recording or/and a report from a lesson observed by peer colleagues (organised in triads). 60% of teachers submitted a lesson video recording, 45% presented the quality of their teaching by submitting lesson observation check lists filled out by colleagues, and about 20% did both. Teachers have positive opinion of documenting one's teaching performance by using both. In relation to the necessity to explain the evidence submitted and match it to standard achievement, teachers have divided opinions: 49% stated that it was necessary and 51% that it is not. The most common argument in favour of providing an explanation is that, in this way, one gets a clearer picture of the submitted evidence and how it matches standards, and the most common argument against it is that the evidence itself says enough. Regarding the limit of 120 words, most teachers (90%) believe that it is sufficient.

Most student support services staff members (42%) believe that the evidence that they are required to submit is sufficient whereas others have divided opinions -29% find that it is best and another 29% find that it is not sufficient. Also, most student support services staff members (71%) find that submitted evidence should be elaborated and matched to competences and standards.

Focus group discussion participants raised the issue of the relevance of the different reports/minutes and decisions on delegating team members which prove engagement of the person they refer to, but not necessarily competence. Also, focus group participants strongly underlined that external assessment grades should not in any way be taken into account

[10] A teacher *triad* includes three teachers who have agreed joint assessment criteria and use the same lesson observation tools. Two members of the *triad* observe a lesson and they rotate at each lesson observation.

because they are not a valid indicator of the teacher's competence and quality of his/her performance. Similar opinions were expressed also in relation to the individual assessment scores received within the SEI integral evaluation, followed by the explanation that such scores are based on formal evidence and do not denote quality. A significant part of the piloting participants did not enter the data on SEI scores because they did not know them. Namely, SEI does not submit scores to individual teacher/members of student support services staff.
The Law on Teachers does not regulate whether the school should get involved in assessing compliance with the standards for mentor teachers, and whether and in which way opinions of parents and students should be taken into account. The dominant view in focus group discussions with teachers was that the school's opinion should be taken into account, especially given the fact that, according to the law (Article 31), the duties of teacher – mentor also include:

- mentoring colleagues with supported professional development;
- using innovative approaches and assisting peer colleagues in conducting action research, and
- participation in the development of the school's developmental policies.

In order to successfully carry out these duties, it is important for the teacher to be considered competent, to have a good reputation among colleagues and to be well accepted in the school. At the panel discussion with all stakeholder (held on November 25, 2015) it was concluded that **the school shall give an opinion** on the candidate for the title of a teacher - mentor and that such an opinion should have a considerable influence on the overall assessment. It was also suggested to include the school in the process of career advancement through:

1) the student support services staff who would make an assessment of the professional development of the teacher in line with his/her professional partner professional file;
2) subject teacher expert group that would give a draft opinion on the engagement of the candidate in the sharing of best practices and improvement of the educational process, and
3) the Teachers' Council that would verify the opinion of the subject teacher expert group.

Possible challenges in the implementation of this idea include the small number of members in some subject teachers expert groups, the different number of members in the different subject teacher expert groups, the discomfort teachers feel when asked to express an opinion of a colleague, as well as the fact that in large schools not all members of the Teachers' Council necessarily know each other.
Having in mind these findings, during the piloting of solutions for student support services staff, the Teacher's Council was asked to submit an opinion on the achievement of competences and standards for mentors - members of student support services staff in all areas of work.

In the piloting process, the opinions of parents and students gathered in various ways were possible, but not obligatory evidence, and the provision and submission of that evidence was left to the decision of the candidate. According to teacher responses to the electronic questionnaire and their discussions in the focus groups, especially in secondary schools, teachers often state that the best assessment of the quality of their work is the opinion of students. The following conclusions were drawn at a panel discussion with all stakeholders, including parents:

- The inclusion of **students' opinions** in the process of promoting subject teachers to titles ensures democratic participation of students, evaluation of the teaching process and consideration of the opinions of students as the most affected stakeholder in the educational process.
- Possible ways of obtaining students' opinions include anonymous unified written questionnaires and surveys, or electronic questionnaires developed on a representative sample or on the whole of the student community.
- Problems that may be encountered in the realisation of this idea is the lack of objectivity on the part of students for fear of possible negative consequences, as well as the lack of competence of students to assess the quality of the work of each teacher.

- The Committee would take into consideration students'opinions by assigning them a certain percentage of the total number of points.
- The inclusion of **parents' opinions on teachers in grades 1 to 5** (the so-called grade teachers) provides a kind of verification of assessment findings and portfolio evidence.
- Parents' opinions could be obtained through an anonymous survey which would be disseminated to parents at parental meetings and returned filled in by parents to support services staff.
- Problems that may be encountered in the context of acknowledging parents' opinions include their lack of objectivity, lack of interest, personal grudges against some teachers, pressures from teachers which could affect their objectivity, as well as lack of knowledge of the modern principles of early childhood development. The problems could be overcome by administering a short questionnaire which would contain very carefully formulated questions.
- The committee would get a summarised report, and depending on its content, would assign 5% of the total number of points to it.

According to the Law on Teachers (Article 28), the Bureau for Development of Education and the Centre for Vocational Education and Training are involved in the process of assessing compliance with the standards for mentor teachers through their members in the Committee established by the Minister. In the focus group discussions and in the responses to the electronic questionnaire it was often suggested that **the assessment of the advisors** from these two institutions should be taken into account. The practical aspects of including advisors in the assessment of the compliance with standards were discussed with the Bureau for Development of Education. The main difficulty discussed was the insufficient number of advisers, and subsequently, the period within which adviser assessments would be ensured.

The piloting committees assessing the portfolios found some very good portfolios with various kinds of relevant evidence. In reference to the types of evidence, the following findings can be presented:

- The assessment of lessons observed carried out by triads of teachers proved as not relevant because all teachers got the highest score for quality of teaching in almost all of the indicators. Such scores do not contribute to recognizing differences in the quality of teaching.
- Video recordings of lessons observed (for teachers) and video recordings of practical activities conducted by student support services staff proved as very relevant evidence for assessing compliance with standards in the following areas: *Teaching and Learning* and *Creating a Stimulating Learning Environment*, and sometimes for other competences as well, whereas they are specifically relevant for the student support services staff in the area *Working with Students*, and sometimes *Working with Teachers.*The explanations on the connection between competences and standards, although done poorly by most participants, proved as very relevant evidence of the understanding standards and quality performance. The manner in which student support services staff members were asked to prepare these explanations proved to be more useful.
- Evidence of administrative nature (decisions, minutes, etc.) is relevant only for some competences, and some candidates used such evidence too often and for competences for which they are expected to prove quality of performance.
- Student support services staff members all come from different profiles, and those coming from the same school often submitted evidence of activities which they jointly implemented and from which one could not distinguish the professional approach of the specific profile of a staff member.
- Submitted opinions of the Teachers' Council on compliance with the standards for mentor - members of student support services staff were exceptionally positive for all candidates, and subsequently, did not provide useful information for ranking of candidates.
- The inclusion of assessments of BDE and VET Center advisers, ensured by direct monitoring over the work of candidates, especially for those standards which are difficult

to prove through textual and other types of products from the professional file, will contribute to the validity of the assessment of compliance with standards.

Scope of evidence. Most teacher respondents (62%) find that 50 pages are sufficient to present compliance with standards. Even a higher percentage of student support services staff respondents (82%) share the same view. However, participants in focus group discussions were reserved in saying that by selecting only parts of some larger documents (due to the limitation in the number of pages) compliance with standards might not be fully depicted.

In relation to the scope of evidence, the piloting committees came to the following findings:

- Although a large number of teachers/members of student support services did not stick to the limitation of 50 pages, there was a sufficient number of candidates who managed to select adequate evidence, i.e. evidence proving a high level of compliance with standards, and make it fit on 50 pages.
- In order to stick to the limitations, some of the candidates resorted to putting a larger number of recorded materials/photos/copied documents on the same page. Such a way of presenting materials actually does not reduce the number of pages, it only makes pages difficult to read and review (one needs to zoom in).
- The selection of certain pages from larger text documents, as well as the selection of PowerPoint slides, which represent a whole (report, research, methodical representations, trainings) often is not an adequate way to present competence and does not give a clear picture on compliance with certain standards.
- When using photographs as evidence, some candidates did not make a selection and did not group them according to the context/event.

1.3 Piloting committee recommendations on the assessment of submitted evidence

(1) The selection of evidence should remain a responsibility of the candidates and given guidelines on the type of evidence should be retained.
(2) The two video recordings of lessons taught, i.e. up to 10-minute activities with students should be kept as mandatory evidence. It would be even better if BDE advisers are enabled to directly monitor teachers' work.
(3) Evidence should be followed by short explanations on how they prove a certain competence/competencies.
(4) The total number of textual evidence and photographs taken from the collection of evidence from professional practice (Section 3 of the professional file) should be limited.
(5) Candidates should be enabled to submit integral texts from a limited number of documents (reports, research, methodical representations).
(6) An opinion of the school/Teachers' Counsel should be provided on the extent to which candidates comply with the standards for mentor teachers/mentor members of student support services staff.
(7) The inclusion of students'/parents' opinion should be ensured.
(8) Grades of the current external assessment should not be taken as a condition nor as a criterion to assess compliance with standards. (See 5.2 of this report as a finding that external assessment is not in correlation with the other indicators on compliance with standards).
(9) An assessment from BDE/VET Center advisers on compliance with standards should be provided by enabling them direct monitoring over the work and the professional file.

2. Application, provision and submission of evidence for title promotion

2.1 Initial piloting assumptions

In line with the current legislation at the time, the candidates had the full responsibility to submit evidence in the piloting process. They submitted the following:

- a request for title promotion to a mentor teacher/mentor member of student support services staff, which contained data that was a requirement for title promotion to a

teacher - mentor / student support services staff - mentor, name and last name, school, subject they teach, number of years in the teaching profession, assessment from the last two external assessment cycles and individual assessment conducted within the last integral evaluation;

- a copy of Section 1 of the professional file (professional development);
- a selection of evidence from Section 3 of the professional file on compliance with the standards for teacher - mentor /student support services staff - mentor and an explanation of how the above-mentioned evidence proves compliance with standards;
- at their own finding, evidence from Section 2 of the professional file, and
- members of student support services also submitted an opinion of the Teachers' Council on their compliance with the standards for a student support services staff – mentor in each of the areas.

The templates for the request and the opinion of the Teachers' Council were developed by the project.

Given the fact that the expected was of different format (text, photos, videos, electronic products of different format), all documents were received in electronic format on USB sticks which the project provided for the participants. The USB that participants received contained the following documents: participant templates and Guidelines on Piloting which contained the proposed tools used to assess participants' compliance with standards and professional development. The guidelines also contained instructions for participants, according to which, they should organise the evidence in three separate folders: Application; Professional File; Professional Competences. A suggestion was given to them to attach a number to each piece of evidence, and according to such a numbering, to fill out the template in which they explain the evidence and match them to the standards.Furthermore, the teacher candidates were asked to attach points to/score the evidence from the professional development section by using the given tool with the objective of checking their understanding of the tool. The committee scored professional development independently of the candidates' scoring.

2.2 Piloting findings

According to the responses from the electronic questionnaire, 57% of teachers and 48% of student support services staff members, all of whom participated in the piloting, said that they had no technical difficulties in the preparation of the evidence. The rest had difficulties which mostly referred to scanning problems, making the evidence fit on 50 pages, video recording and editing. Student support services staff members also answered the question: How long did it take to collect and arrange the evidence? According to their responses, it took them on average 105.5 hours, numbers ranging between 24 and 160 hours.

Participants in the focus group discussions often expressed their opinion that the sole process of provision of evidence is very time-consuming for the candidates, and it often requires certain computer skills.

When asked what is in their opinion the best way to submit evidence, most teachers (60%) said that the best way to submit evidence is electronically on a USB stick, and close to one quarter (24%) find that it is best to submit evidence electronically to a given email address. Most student support services staff members (40%) believe that the best way to do it is on a USB stick, and just over a quarter (27%) believe they should use a special web application for this purpose, i.e. to do it on a CD. In relation to the technical aspects of evidence submission, piloting committees came to the following findings:

- There were applications in which the evidence was well arranged and easily accessible for assessment purposes. This was particularly the case with student support services staff.
- Many of the returned USB sticks had viruses, so the schools were asked to clean them of viruses before submitting them again.

- It was necessary to make multiple copies of the evidence so that committee members could simultaneously work on assessing them.
- Some of the documents, particularly video footages, could not be opened on every computer because they were saved in less used formats.
- External assessment scores and SEI individual assessment scores were offen missing in the requests for title promotion.
- Most of the applications were not arranged in the manner suggested in the Guidelines on Piloting.
- In reference to the time needed for provision and arrangement of evidence, the Committee finds that in reality candidates will be able to dedicate as much time as they please to these steps and will not be under pressure as in the piloting phase when there were fixed deadlines.

2.3 Piloting committees' recommendations on assessment of submitted evidence

(1) To develop an interactive web application where candidates would submit all needed application documents as well as evidence on their compliance with the standards for the title of teacher - mentor / student support services staff - mentor. The applicant would receive a password that would enable him/her to post evidence, BDE and the VET Center would receive passwords to post their assessments and committee members would receive their own password that would grant them access to the evidence they need to assess. The application will be under the authority of the Ministry of Education, which is responsible for title promotion of educational staff. This would resolve most of the technical problems detected.

(2) The guidelines for applicants should contain the formats in which evidence may be submitted.

3. Elements of the system for assessing compliance with the standards for teacher - mentor / student support services staff - mentor

3.1 Initial piloting assumptions

The standards for mentor teachers/mentor members of student support services staff are defined as statements stipulating what the teacher - mentor / student support services staff – mentor should be able to do. Their compliance shall be proved through teaching practices records. Such evidence may be provided through direct observation of one's performance, or indirectly, through statements of others referring to his/her practice, video recordings, evidence of aids and materials that they develop and use, as well as through evidence of their performance results/outcomes.

Another element which was assumed to be closely associated with the standards is the professional development of the teacher/member of student support services staff. The professional dossier of the teacher contains evidence on professional development, which can easily be assessed and issued points that will be part of the total number of points.

Therefore, the piloting included the following two elements: (1) assessment of the compliance with standards based on evidence from practice; and (2) evaluation of one's professional development based on professional file records. The mutual relationship of these two elements was not defined in advance.

3.2 Piloting findings

The questionnaire for piloting participants and the focus group discussions contained questions such as, *Which elements should be included in the assessment system for title promotion of staff to a mentor teacher/mentor member of student support services staff?*, and *What impact should they have?* All piloting participants agree that inpromoting staff by assigning them titles one should take into account the quality of performance and professional development. In addition, some of the participants stated other elements as well, most often the following:

higher educational level, students' grade point average, opinions of students, parents and colleagues, as well as assessments of BDE advisors. According to teacher responses, on average once performance quality should count for 50%, professional development 34% and other elements 16%. The responses of students support services staff are almost identical.

Piloting committees assessing the candidates found that one can get a better insight into standard compliance by gaining an insight into evidence of performance quality, but the assessment of professional development is more objective and less complex. If the candidate has gained a higher academic title, this has been taken into account in scoring professional development. Committees thought that student grade point average can not be taken into account if other factors affecting it are not taken into account, and that would make the process very complicated. Outstanding student achievements shall be proven through competition awards and such achievements have been taken into account.

The statistical data processing from the piloting shows that the assessment of standards compliance and the professional file assessment are in mutual correlation (Spirman rho=0,257 sig.. 0,02). Statistical simulations for the different ratios of the impact of quality performance competences and the evidence of professional development most often do not show large differences in the ranking of the best candidates.

3.3 Piloting committees recommendations on the assessment of submitted evidence

(1) The BDE/VET Center assessment should be an element in the assessment of one's quality of performance. It should count for at least 30% of the overall assessment of performance quality.
(2) The assessment of performance quality based on submitted evidence and the score from the evaluation of professional development based on evidence from Section 1 of the professional file should have equal impact on the overall score on standard compliance.
(3) The opinion of the school/students/parents should count for 10-20% of the overall score.

Prior to the ranking, it is necessary to set a threshold for each element. Performance quality should count for at least 60% of the maximum number of points in the tool for assessing performance quality whereas the threshold for professional development should be somewhat above the number of points that can be obtained on the basis of mandatory trainings envisaged with the Law on Teachers (60 hours within three years). The period from which evidence on professional development would be required will be limited to the period from the adoption of the last Strategy for Development of Education (from 2005 onwards). This period marks the beginning of organization of more intensive trainings as well as the beginning of the practice of issuing certificates for completion of trainings.

4. Reliability of assessment

4.1. Initial piloting assumptions

The compliance of the standards for teacher - mentor teacher/ student support services staff - mentor was evaluated by a piloting committee which assessed evidence submitted by the candidates. The committee almost simulated the composition of the committee as envisaged by Article 29 of the Law on Teachers, i.e. it consisted of one professor from a teaching faculty, two teachers, one student support services staff memmer, one member of the Ministry of Education and Science, one member of the Bureau for Development of Education, one member of the Vocational Education and Training Center and one member of the State Education Inspectorate. Also, special care was taken to include members who speak the Albanian language. The composition of the committee for assessing compliance with standards for student support services staff – mentor is not regulated because the laws on primary and secondary education have not been adequately amended yet to allow career advancement of

student support services staff. Therefore, the committee for assessing candidates from student support services staff had a similar composition as the committee for assessing teacher candidates, namely it consisted of: one professor from a relevant faculty, two members of student support services staff, one staff member from the government's administration - Department of Education, two advisers from the Bureau for Development of Education and one adviser from the Vocational Education and Training Centre. Most of the members of the piloting committees participated in the development of competences and standards and could originally interpret their meaning.

Special tools were developed for assessment purposes on the basis of the standards for mentor teacher/mentor member of student support services staff. Committee members attended two-day trainings with the objective of harmonising, as much as possible, assessment criteria. The training primarily consisted of a joint assessment of several of the candidates' portfolios, followed by an individual assessment of the same portfolios, comparison of scores and harmonisation of criteria on the basis of a discussion of the detected differences.

For the purpose of providing participants with feedback in the piloting and for statistical purposes each portfolio was assessed by two members of the relevant committee. In order to ensure assessment of portfolios in the Turkish language, BDE advisers with knowledge of the Turkish language were additionally trained.

Professional development evidence, contained in the first section of the professional file, was also evaluated according to a previously developed tool, taking into consideration the duration of trainings, credibility of the provider, range of awards and complexity of the other professional development activities contained in the file.

4.2. Piloting findings

The assessment training intended for the committee members contributed to partial, but not sufficient harmonisation of the assessment criteria. At times the differences were due to the different understanding of the indicators given in the tools. Where this was the case, the indicators were reformulated to become clearer. Nevertheless, it was evident that certain members of the communities almost always assessed evidence on compliance with standards more rigourously while others almost always gave a more lenient assessment.
In scoring trainings, committee members concluded that day off when a leg data on trainings that are important for the scoring process, most often data on duration of trainings, but sometimes the same trainings were scored differently for different candidates, and it was difficult to determine the category to which a specific training belongs. The practice of reporting duration of training on training certificates is more recent. In order to overcome this problem, schools were required to the fill out a new training list, which would include all necessary data, assuming that they have better records of where, when and for how long a certain candidate attended training. Some schools submitted this data, but others did not.

4.3. Recommendations from piloting committees on the assessment of submitted evidence

(1) The members of the committee for assessing the compliance with professional standards for mentor teachers must obligatory undergo assessment training with the objective of harmonising criteria.
(2) Points for performance quality should be assigned to each candidate as follows: after the independent assessment of evidence by each committee member, the highest and lowest number of points should be omitted, and on the basis of the other scores, an average number of points for that candidate should be calculated. This ensures fairness in the assessment and prevents the impact of biased rigourous assessment or biased lenient assessment of some candidates.
(3) The school should provide complete data on professional development (Section 1 of the professional file) and ensure its credibility. A BDE/VET Center advisor should check this

part of the evidence, and if needed, correct it during the monitoring of the candidate**'s** work.

5. Validity and discriminative capacity of tools

5.1. Initial piloting assumptions

In order to ensure the quality of an assessment, it is most important to use valid tools, i.e. they should actually measure the characteristic they should be measuring. In our case, it means measuring the achievement of the standards for teacher mentor / student support services staff - mentor. The validity of the tools used in the piloting primarily arises from their content. Scored items arise directly from the standards for teacher - mentor / student support services staff - mentor.

Another assumption on tool validity is their mutual correlation, which is an indicator that they measure the same characteristic and are in correlation with other measures for the same characteristic. In determining which other indicators should be taken as relevant for the quality of teacher performance in line with the mentor teacher standards in the piloting, some of the legal criteria for title promotion to a mentor teacher were primarily taken into account, namely: the SEI individual assessment score and scores from the last 2 years of external assessment. In addition, it is assumed that colleagues from the relevant subject teacher expert body at the school best know each other and can mutually assess each other's performance quality, so their opinions are collected as well. The third assumption was that professional development is related to performance quality, and since records for professional development already exist, they have been taken into account.

In order to be able to use the tools for ranking purposes, they should be discriminative,i.e. they should single out candidates who meet the set standards from those candidates who do not. In addition, they should be sufficiently sensitive,i.e. there should be a sufficient range of points.

5.2. Piloting findings

Findings were collected from participants in the focus groups on whether, in their opinion, the performance quality indicators are adequate. Their suggestions and opinions on improving formulations, uniting and leaving out some indicators, as well as on the number of points, have been taken into account during the development of the final versions of the competence assessment tools.

Before beginning piloting in schools, an anonymous survey has been conducted in all expert teacher subject groups in which each member of the subject group assessed each of the colleagues on whether or not they deserve to be mentor teachers using the following scale: Yes; I am not sure; Not yet. Then, the data was processed and teachers were grouped in three categories:

(1) deserves to be a mentor (more than 50% of the members of the relevant expert teacher subject group placed the teacher in this category, i.e. chose the "Yes" option);
(2) there is no unified opinion (more than 50% of the members of the relevant expert teacher subject group placed the teacher in this category, i.e. responded with "I am not sure" or an approximately equal number of them responded with "Yes" and "Not yet";
(3) does not deserve to be a mentor yet (more than 50% of the members of the relevant expert teacher subject group placed the teacher in this category, i.e. responded with "Not yet".)

After assessing the submitted portfolios, correlations of certain elements of the system for title promotion to a mentor teacher have been calculated, as follows:

- a score from SEI individual assessment;
- the score from external assessment in the last two years;
- different types of professional development achievements (trainings, research and professional conferences, conventions, symposia, authorship, participation in activities aimed at improving teaching, awards and honours, academic title);
- piloting committee assessment of the evidence of quality performance, and
- opinions of colleagues from subject teacher expert group.

If all the elements measure the same characteristic, in this case the compliance with the standards for mentor teachers, then they should be in a mutual correlation. The inter-correlation matrix is given in Appendix 4, and the summarised conclusions are given here:

- The summary assessment (overall) which includes the points for performance quality and professional development is in a positive correlation with all our other indicators except with the external assessment score.
- The overall assessment of performance quality is, in line with the standards for mentor teachers, in a correlation with the colleagues' score, professional development as a whole, and especially authorship.
- The opinions of colleagues are in a correlation with two elements of the system: the committee score on performance quality and with professional development.
- SEI score is in a correlation with the overall professional development score and its parts: conferences, authorship, awards, but not with trainings or a higher academic title.
- External assessment scores for the last two years are not in a correlation with any of the other measures of the compliance with standards for mentor teachers.

The piloting committee for assessing teachers-participants in the piloting came to the realisation that the tools developed for assessing the compliance with standards for mentor teachers are valid. The external assessment score is not an indicator of compliance with standards for mentor teachers.

The psychometric analysis of the tools showed that most items (indicators) in the performance quality assessment tool are discriminative. Some insufficiently discriminative items have been discussed and formulations have been improved. The two tools (for assessment of performance quality and for professional development) have a large number of indicators which ensures their sensitivity.

5.3. Piloting committee recommendations on assessment of submitted evidence

(1) The developed tools are good enough to be used for assessing compliance with standards for teacher - mentor / student support services staff - mentor.
(2) It would be useful to take into account the opinion of colleagues because it has proved to be another indicator of compliance with standards.
(3) The external assessment score should be abandoned as a criterion for title promotion to a mentor teacher.

6. Feasibility of the process for assessing compliance with standards

6.1. Initial piloting assumptions

The Law on Teachers, in addition to stipulating that "the Committee assesses the submitted applications and documentation of teachers who have applied to obtain the title of a teacher - mentor and teacher - advisor, and in line with the points assigned to each of the candidates, makes a ranking list" (Article 29, paragraph 3) and that (according to the amendments to the law from February 2016), "the Committee shall make the list within 90 days from the day of receipt of the request" (Article 27, paragraph 6), there are no other more specific provisions on the process of application assessment. "The manner of assessing submitted applications and documentation of teachers who have applied to obtain the title of a teacher - mentor and teacher - advisor, scoring of candidates, ranking list, as well as the manner of operation of the Committee shall be prescribed by the Minister upon the proposal of the Bureau for Development of Education (Article 29, paragraph 5). The piloting of tools and procedures shall contribute to the regulation of the above mentioned processes.

In the piloting process, as was described in point 4 of this report, the composition of the established piloting committees resemble their composition of the Committee regulated with the law on teachers. After the training, each member of the Committee received all submitted

evidence from candidates in an electronic form. While assessing them, they were required to keep records of the difficulties faced and the time needed to assess the documentation of each of the candidates.

6.2. Piloting findings

In relation to the assessment process, the committee members assessing teacher candidates and student support services staff candidates did not run into any special difficulties. The time required for assessment depended on the volume of evidence (many of the candidates did not follow the recommendations to present the evidence on not more than 50 pages) and their arrangement (much of the evidence was not properly arranged and numbered), and the ranged from 30 minutes to 6 hours per portfolio. The average time required to assess the evidence on performance quality, provided that it was within the limits of the recommended scope and properly arranged, was about two hours. The assessment of the professional file evidence, provided it contained all the necessary data, took one hour. This makes the system very time-consuming and expensive, even more so if we consider the recommendation to include in the assessment advisers from the Bureau for Development of Education/Vocational Education and Training Centre and collect opinions from schools/teachers and parents.

According to the opinions of the members of the Piloting committee, in order for the assessment to be objective, each committee member should assess the evidence on performance quality of each candidate. The scoring of professional development done by the school can be checked by only one member of the committee.

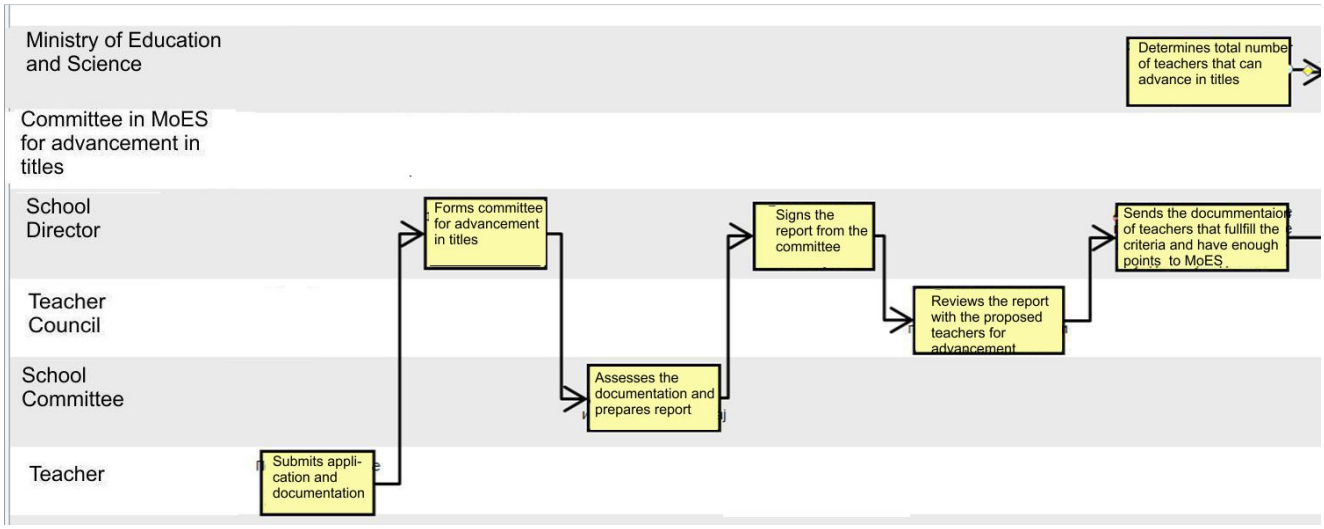
If we take into account that that the expected number of candidates will each year be among 1000 and 2000, depending on the dynamics of the system introduction, as well as that they should be also assessed by the advisers of the Bureau for Development of Education and the VET Centre, it is unrealistic to expect the Committee to make the ranking list within 90 days from the receipt of the request for title promotion unless the assessment of quality performance is done beforehand.

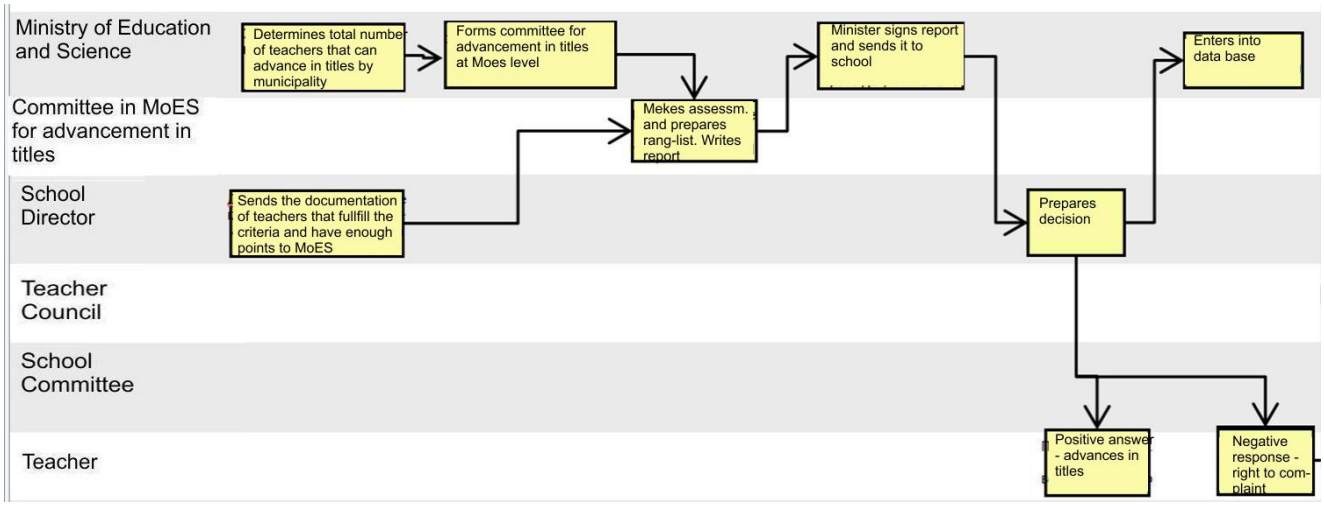
6.3. Piloting committee recommendations on assessment of submitted evidence

(1) to establish more committees so that the process can be completed within a reasonable time;
(2) to establish committees comprised of members with knowledge of the languages in which the applicants deliver teaching, and
(3) to establish a facilitation process (periodic check and training for the use of established criteria) by the Bureau for Development of Education which would ensure consistency in the application of assessment criteria by the different committees and from one year to another.

APPENDICES

Appendix 1. Career development process scheme





Appendix 2. An overview of participants in the piloting

No.	School	Language of instruction				Teachers total
	Primary schools	Place	Macedonian	Albanian	Turkish	
1	Dame Gruev Primary School	village of Erdjelija	1			1
2	Edinstvo Primary School	Gostivar	7	5		12
3	Jonce Smugreski Primary School	village of Obrshani	5			5
4	Liria Primary School	Gostivar		3		3
5	M.K. Ataturk Primary School	Gostivar	10	3	4	17
6	Mancu Matak Primary School	Krivogashtani	7			7
7	Marsal Tito Primary School	village of Murtino	9			9
8	Prparimi Primary School	village of Chegrane		15		15
9	Rajko Zhinzifov Primary School	Skopje	1	3		4
10	Sando Masev Primary School	Strumica	3			3
11	Sv. Kiril i Metodij (Ss. Cyril and Methodius) Primary School	village of Dabile	3			3
12	Strasho Pindjur Primary School	Skopje	10			10
	TOTAL		**56**	**29**	**4**	**89**
No.	**Secondary**	**Place**	**Macedonian**	**Albanian**	**Turkish**	**Teachers total**
1	Boro Petrushevski Secondary Vocational (Traffic) School	Skopje	7	2		9
2	Gostivar Secondary Vocational (Technical) School	Gostivar	4	6	2	12
3	Rade Jovchevski Korchagin Secondary School	Skopje	10			10
4	Mihajlo Pupin Secondary Vocational School	Skopje	6			6
5	Gostivar Secondary Vocational (Medical) School	Gostivar	1	1	1	3
6	Jane Sandanski Secondary School	Strumica	8			8
7	Riste Risteski - Richko Secondary School	Prilep	5			5
8	Dimitar Vlahov Secondary School	Strumica	1			1
9	Nikola Karev Secondary School	Strumica	8			8
10	Mirche Acev Secondary School	Prilep	13			13
11	Zef Ljush Marku Secondary School	Skopje		9		9
	TOTAL		**63**	**18**	**3**	**84**

Appendix 3a. Possible evidence on possession of professional competences and compliance with the standards for a mentor teacher

Professional file of the teacher (Section 3)					
	Area: Teaching and learning	**Area: Creating a stimulating learning environment**	**Area: Social and educational inclusion**	**Area: Communication and cooperation with the family and community**	**Area: Professional development and professional cooperation**
Professional file of the teacher (Section 3)	No. 1, 2, 3, 4, 5, 6, 7	No. 4, 8, 9, 10, 11, 12	No. 2, 6, 13, 14,	No. 1, 15, 16, 17	No. 5, 6, 7, 18, 19, 20, 21, 22
Student portfolio	No.1, 2				
Surveys	▪ students	▪ students ▪ teachers ▪ ▪ parents	▪ student support services staff	▪ parents	▪ student support services staffteachers from teacher expert subject group

1. Examples from lesson plans followed by a tool for their evaluation, done by the director
2. Best practice examples
   - a video recording of up to 10 minutes from one's own two best lessons
   - lesson plans proving the type and ways of using teaching methods and approaches, as well as evidence that student needs have been taken into account
3. Examples of criteria, tools and applied methods for assessment, analysis, reflection for formative assessment purposes
4. Reports from lesson observations done by the director/student support services staff (prepared on the basis of a lesson monitoring tool)
5. Prepared analyses of external assessments, differentiated approach effects, action research, Annual Report on Student Grade Point Average
6. Decisions on membership in teams working on self-evaluation, preparation of a Development Program, certification, design and implementation of an innovative project at the school, development of procedures, books of rules and programs at school level, school inclusion team, team professional development
7. Examples of model classes, photos, shared teaching materials
8. Report on implemented extracurricular activities
9. Created digital content
10. Collections of teaching materials and teaching resources
11. Review of the used means of communication (minutes, printscreen, etc.).
12. Published materials
13. Example of a prepared Individual Education Plan
14. Examples of shared support of colleagues in the preparation of individual educational programs, materials and approach (model classes, footage, action research, best practice examples ...)
15. Minutes or reports from:
    - meetings with parents (individual, parental meetings)
    - cooperation with the family or local community
    - implemented training for parents
    - educational activities with parents
    - promotion of the school
    - meetings to inform colleagues about the approaches to implement innovations in the educational system and the way of informing parents about them
    - meetings with employers or other relevant institutions (secondary education)
16. Prepared strategies for cooperation with the family and local community
17. Prepared contracts for implementation of practical training with employers (secondary education)
18. Reports of meetings of associations
19. Reflective journal
20. Prepared materials on ethical behavior
21. Reports on informing colleagues about the various forms of learning
22. Online activities

Student portfolio

1. Work from students (3) and applied assessment tools (3) (from different students with different achievements)
2. Written feedback to parents

Appendix 3b. Possible evidence on possession of professional competences and compliance with the standards for a mentor member of student support services

Evidence should be taken from the Portfoilio of the member of student support services by area

Working with students

- examples of activities for provision of support to student learning;
- report/notes from discussions with students;
- examples of monitoring and testing of student capacities and provision of work related recommendations;
- initiatives/activities to increase the inclusiveness of school
- feedback from students (evaluation workshops, notes on student reactions, student surveys, drawings)
- reports from activity observation by the director
- examples of activities to support students
- videos of workshops,
- examples of developed programs (preventive / interventions)

Professional orientation

- protocols for monitoring professional interests;
- recommendations to parents and students;
- examples of activities for provision of student support (individual and group counseling, presentations, testing of abilities and interests);
- minutes of meetings and activities implemented with employers and educational institutions;
- developed procedures and programs for professional orientation.

Working with teachers

- examples of activities for providing support to teachers (presentations, workshops, internal training, individual counseling and guidance);
- minutes of meetings to inform colleagues of the approach adopted to implement innovations in the educational system;
- lesson observation report
- report from implemented didactic and methodical projects
- prepared models of innovative practices.
- conducted case studies, action research;
- teacher surveys
- reports from implemented activities to prevent and overcome conflict situations;
- procedures and procedures for cooperation with parents; .

Working with parents

- examples of supporting parents (forms of training, workshops, counselings, prepared educational and informative materials);
- feedback from parents (evaluations, comments, surveys);
- reports from activities to prevent and overcome conflicts.
- reports and materials from joint activities and projects with parents;
- materials fro involving parents in the life and work of the school

Cooperation with the community

- decisions to participate in teams at school level;
- projects in cooperation with the community; lectures, debates, festivals, competitions; contracts, reports;

Professional development and professional cooperation

- personal plan for professional development, a report on professional development and other relevant evidence related to professional development changes already submitted for proving other competences, case studies.
- report of the Professional Development Team, subject teacher experts groups, plans for professional development at the school level;
- analyses from conducted surveys / questionnaires on the needs of teacher professional development;
- programs for mentoring support, strategic documents for professional development,

Analytical and research work

- analyses, reports,
- conducted research, actions taken as a result of research, presentations of research results.

School structure, organisation and climate

- participation in the self-evaluation team and representative parts of the implementation of the process itself, Developmental Program of the school;
- programs, procedures at the school level; report from monitoring of educational work;
- expert papers on educational changes
- analyses, action plans, innovative school projects.
- activities related to the student community, workshops, preventive and developmental programs, reports on actions taken,
- school policies and procedures

Appendix 4. Correlations of different indicators

Correlations

		SEI Score	External 1	Exterbal 2	Opinion Colleagues	Trainings	Confer-ences	Autorship	Improvement teaching	Awards	Academic Title	Prof. file total	Mentor compe-tenccies	Core compe-tencies	Total compe-tencies	Total Points
SEI Score	Pearson Correlation	1	.084	-.112	.108	.157	.230*	.238*	.079	.222*	.094	.311**	.184	.053	.130	.368**
	Sig. (2-tailed)		.369	.233	.313	.161	.039	.033	.484	.047	.417	.005	.088	.632	.226	.000
	N	116	116	115	90	81	81	81	81	81	77	81	87	85	89	116
External 1	Pearson Correlation	.084	1	.333**	.063	.215*	-.114	.059	-.011	-.069	.114	.092	.153	.082	.154	.142
	Sig. (2-tailed)	.369		.000	.530	.023	.230	.534	.912	.468	.240	.334	.095	.375	.091	.079
	N	116	154	153	100	112	112	112	112	112	108	112	120	118	122	154
External 2	Pearson Correlation	-.112	.333**	1	-.107	.001	-.030	.214*	-.015	.022	.128	.074	-.138	-.134	-.102	-.021
	Sig. (2-tailed)	.233	.000		.293	.994	.752	.024	.876	.818	.186	.435	.135	.150	.266	.798
	N	115	153	153	99	112	112	112	112	112	108	112	119	117	121	153
Opinion colleagues	Pearson Correlation	.108	.063	-.107	1	.264*	.241*	.249*	-.034	.152	.179	.340**	.234*	.136	.265*	.242*
	Sig. (2-tailed)	.313	.530	.293		.020	.035	.029	.772	.186	.127	.002	.042	.249	.019	.015
	N	90	100	99	100	77	77	77	77	77	74	77	76	74	78	100
Trainings	Pearson Correlation	.157	.215*	.001	.264*	1	.181	.156	.253**	.162	.078	.706**	.125	.007	.104	.448**
	Sig. (2-tailed)	.161	.023	.994	.020		.057	.100	.007	.089	.422	.000	.275	.955	.358	.000
	N	81	112	112	77	112	112	112	112	112	108	112	78	76	80	112
Conferences	Pearson Correlation	.230*	-.114	-.030	.241*	.181	1	.293**	.429**	.371**	.461**	.565**	.168	.105	.183	.499**
	Sig. (2-tailed)	.039	.230	.752	.035	.057		.002	.000	.000	.000	.000	.142	.365	.103	.000
	N	81	112	112	77	112	112	112	112	112	108	112	78	76	80	112
Autorship	Pearson Correlation	.238*	.059	.214*	.249*	.156	.293**	1	.176	.152	.464**	.550**	.227*	.015	.182	.465**
	Sig. (2-tailed)	.033	.534	.024	.029	.100	.002		.064	.109	.000	.000	.045	.897	.107	.000
	N	81	112	112	77	112	112	112	112	112	108	112	78	76	80	112
Improvement o Teaching	Pearson Correlation	.079	-.011	-.015	-.034	.253**	.429**	.176	1	.335**	.002	.608**	.188	.132	.183	.466**
	Sig. (2-tailed)	.484	.912	.876	.772	.007	.000	.064		.000	.981	.000	.100	.255	.105	.000
	N	81	112	112	77	112	112	112	112	112	108	112	78	76	80	112
Awards	Pearson Correlation	.222*	-.069	.022	.152	.162	.371**	.152	.335**	1	.043	.633**	.151	.074	.142	.513**
	Sig. (2-tailed)	.047	.468	.818	.186	.089	.000	.109	.000		.659	.000	.188	.526	.210	.000
	N	81	112	112	77	112	112	112	112	112	108	112	78	76	80	112
Academic title	Pearson Correlation	.094	.114	.128	.179	.078	.461**	.464**	.002	.043	1	.303**	.011	-.133	-.001	.242*
	Sig. (2-tailed)	.417	.240	.186	.127	.422	.000	.000	.981	.659		.001	.926	.264	.996	.012
	N	77	108	108	74	108	108	108	108	108	108	108	74	72	76	108
Professional File total	Pearson Correlation	.311**	.092	.074	.340**	.706**	.565**	.550**	.608**	.633**	.303**	1	.256*	.075	.228*	.751**
	Sig. (2-tailed)	.005	.334	.435	.002	.000	.000	.000	.000	.000	.001		.024	.518	.042	.000
	N	81	112	112	77	112	112	112	112	112	108	112	78	76	80	112
Mentor compe-tencies	Pearson Correlation	.184	.153	-.138	.234*	.125	.168	.227*	.188	.151	.011	.256*	1	.836**	.970**	.736**
	Sig. (2-tailed)	.088	.095	.135	.042	.275	.142	.045	.100	.188	.926	.024		.000	.000	.000
	N	87	120	119	76	78	78	78	78	78	74	78	120	118	120	120
Core Compe-tencies	Pearson Correlation	.053	.082	-.134	.136	.007	.105	.015	.132	.074	-.133	.075	.836**	1	.924**	.636**
	Sig. (2-tailed)	.632	.375	.150	.249	.955	.365	.897	.255	.526	.264	.518	.000		.000	.000
	N	85	118	117	74	76	76	76	76	76	72	76	118	118	118	118
Total compe-tencies	Pearson Correlation	.130	.154	-.102	.265*	.104	.183	.182	.183	.142	-.001	.228*	.970**	.924**	1	.746**
	Sig. (2-tailed)	.226	.091	.266	.019	.358	.103	.107	.105	.210	.996	.042	.000	.000		.000
	N	89	122	121	78	80	80	80	80	80	76	80	120	118	122	122
Total points	Pearson Correlation	.368**	.142	-.021	.242*	.448**	.499**	.465**	.466**	.513**	.242*	.751**	.736**	.636**	.746**	1
	Sig. (2-tailed)	.000	.079	.798	.015	.000	.000	.000	.000	.000	.012	.000	.000	.000	.000	
	N	116	154	153	100	112	112	112	112	112	108	112	120	118	122	154

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).