



Republika e Kosovës
Republika Kosova-Republic of Kosovo
Qeveria -Vlada-Government

*Ministria e Arsimit, Shkencës, Teknologjisë dhe Inovacionit / Ministarstvo obrazovanja, nauke, tehnologije i inovacije /
Ministry of Education, Science, Technology and Innovation*

Teachers' performance evaluation

Internal evaluation for
continuation/renewal of career
license

MESTI, 2024

I.



Republika e Kosovës
Republika Kosova-Republic of Kosovo
Qeveria-Vlada-Government

Ministria e Arsimit, Shkencës, Teknologjisë dhe Inovacionit/
Ministarstvo Obrazovanja i Nauke, Tehnologije i Inovacija / Ministry of Education, Science,
Technology and Innovation

Kabineti i Ministrat/Kabinet Ministra/Cabinet of the Minister

Numër: 018/041
Data: 29.04.2024

Ministria e Arsimit, Shkencës, Teknologjisë dhe Inovacionit, në mbështetje të neneve 8, 10 dhe 11 të Ligjit nr. 06 / L-113 për Organizimin dhe Funkcionimin e Administratës Shtetërore dhe të Agjencive të Pavarura (Gazeta zyrtare nr. 7/01 mars 2019), nënparagrafit 1.5 të paragrafit 1 të nenit 11 të Ligjit nr.08/L-117 për Qeverinë e Republikës së Kosovës (G. z. e Republikës së Kosovës/nr. 34/18 nëntor 2022, Prishtinë), nxjerr:

V E N D I M

Për miratimin e Udhëzuesit për VPM

1. Miratohet Udhëzuesi për Vlerësimin e Performancës së Mësimdhënësve për ripërtëritjen e licencës së karrierës së mësimdhënësve.
2. Vendimi hyn në fuqi me nënshkrimin e tij.

A r s y e t i m

Duke u mbështetur në dispozitat e cekura më lartë, Kornizën Strategjike për Zhvillimin e Mësimdhënies në Kosovë, Udhëzimit administrativ nr.14/2023 për sistemin e licencimit dhe karrierën në mësimdhënie, Udhëzimit administrativ nr. 15/2023 për vlerësimin e performancës së mësimdhënësve si dhe nevojën e miratimit të Udhëzuesit për Vlerësimin e Performancës së Mësimdhënësve për ripërtëritjen e licencës së karrierës së mësimdhënësve, u vendos në dispozitiv të këtij vendimi.

Vendimi u dërgohet:

1. DAP/MASHTI;
2. Kabinetit të Ministres/MASHTI;
3. KSHLM;
4. Arkivit /MASHTI.



I. INTRODUCTION

This guide has been prepared by MESTI in order to inform about the policies for the Teacher Performance Evaluation (TPE), specifically the internal evaluation for career license renewal.

The approach followed in the preparation of this guide has reference to the hierarchy of educational policies that regulate and related to the teachers development in career. This approach has three educational policy references below:

1. Strategic Framework for the Development of Teaching in Kosova¹
2. Administrative Instruction 14/2023 on the licensing system and the teaching career²
3. Administrative Instruction 15/2023 on Teacher Performance Evaluation³

The evaluation process helps teachers to reflect on their teaching practice. Therefore, we suggest that you first refer to the Strategic Framework for Teaching Development in Kosova, which defines teaching standards, which will be the main reference for teacher preparation, support for their professional development, performance evaluation and career promotion for teachers. Then, you are based on AI 15/23 licensing system and the teaching career, and finally you refer to AI no. 15/2023 on Teacher Performance Evaluation.

According to the Framework, for each standard, the domain segment provides a more detailed illustration of the target values of teaching, knowledge, practices, learning and engagement. These areas describe and identify the components of quality learning for each stage of a teacher's career in Kosova. An effective teacher is able to integrate and apply knowledge, practice and professional commitment in order to create a learning environment in which learning is assessed effectively. Since all teachers on duty in Kosova have a career license, the instruments prepared for the teachers' performance evaluation are used for the purpose of continuing/renewal of the career license.

According to the defined standards and competences, at this stage (career teacher) the teacher is equipped with a career license, which is issued for seven years. The career teacher's license must be renewed every seven years, provided the teacher has completed 100 hours of training throughout the duration of the license and has demonstrated the minimum performance requirements for career license renewal.

At the career license stage, the skills required focus on subject mastery, expanding the repertoire of pedagogical skills, teaching methodologies and techniques, assessing students and using assessment results to adapt teaching to student needs and capacities.

This guide is divided into three parts.

- ⇒ In the first one, you will find the presentation of teaching standards, performance indicators and the profile of competences for teachers, defined by the Strategic Framework.
- ⇒ In the second part you will find a description of the system and the bearers of the internal performance evaluation process.
- ⇒ In the third part, the forms for the realization of the internal TPE are described, instructions for use are provided, and the four forms for the realization of the TPE are presented.

The internal TPE process is based on the school's capacities with the belief and conviction that the school already has responsible and professional leadership for the administration of this process, and also teachers have the necessary capacities for its realization.

¹ <https://masht.rks-gov.net/wp-content/uploads/2022/05/kornize-strategjike.pdf>

² AI 14/2023 on the licensing system and the teaching career: <https://masht.rks-gov.net/wp-content/uploads/2023/06/Udhezim-Administrativ-me-nr-14-rotated-1.pdf>

³ AI 15/2023 on Teacher Performance Evaluation <https://masht.rks-gov.net/wp-content/uploads/2023/06/Udhezimi-Administrativ-me-nr-15-rotated-1.pdf>

II. AREAS, STANDARDS, PERFORMANCE INDICATORS AND PROFILE OF COMPETENCES FOR CAREER TEACHERS

According to the defined standards and competences in the Strategic Framework, the teacher is equipped with a career license, which is issued for seven years. The career teacher's license must be renewed every seven years, provided that the teacher has completed at least 100 hours of training throughout the license duration and has demonstrated the performance requirements according to the relevant competence profile.

At the career license stage, the skills required focus on subject mastery, expanding the repertoire of pedagogical skills, teaching methodologies and techniques, assessing students and using assessment results to adapt teaching to students, their motivation, teamwork with colleagues, subject-based professional groups, parents and the community.

In the following table are presented: Areas of teaching, standards, performance indicators, profile of competences.

Areas	Standards	Performance indicators	Profile of competences for career teachers
Professional values, attitudes and behaviors	1. Recognizes and supports the main values and criteria that have been established by the Ministry of Education and Culture/Responsibility toward work duties and obligations.	1.1. It bases the teaching practice on the values and principles of the Kosova Curriculum Framework and on the code of conduct of MESTI	Respects the main principles described in the Kosova Curriculum Framework and the MESTI code of conduct established by regulatory authorities, systems and schools and understands the implications of relevant legal, administrative and organizational policies and processes: <ul style="list-style-type: none"> ● Respects working hours ● Cares for and maintains school property, as well as maintains a clean and healthy learning environment ● Respects work duties and obligations ● Maintains professional trust and confidentiality
		1.2. Performs teaching duties and obligations with professionalism, high dedication, honesty and accuracy	
		1.3. Knows and respects the legal, administrative and organizational requirements of the profession, including the teaching schedule, time management	
Professional knowledge and	2. Demonstrates positive and objective	2.1. It understands the physical, social, and intellectual development of students and promotes lifelong learning.	<ul style="list-style-type: none"> ● Uses teaching and assessment strategies based on the recognition of the physical, social and intellectual characteristics of all students, including students with special needs.

understanding	attitudes and behaviors for the students and learning wellbeing.	2.2. Knows students how they learn, as well as supports them in achieving learning results.	Structures teaching programs using research and collegial advices for active student learning by: <ul style="list-style-type: none"> ● Using various techniques for the active participation of students in the teaching process, as well as encouraging students to reach their potential. ● Creating an environment that maximizes learning and utilizes different teaching strategies that are adapted to individual needs of students.
		2.3. Treats all students equally and with respect.	<ul style="list-style-type: none"> ● Plans and implements teaching strategies that are responsive to the priorities and needs of students from diverse linguistic, cultural, religious and socio-economic groups
		2.4. Creates a safe and supportive learning environment that maximizes learning and encourages students to become problem solvers, decision makers, lifelong learners, and useful members of society	<ul style="list-style-type: none"> ● Plans and implements effective techniques for encouraging higher level of thinking and lifelong learning, including opportunities for students to practice their knowledge independently.
	3. Demonstrates knowledge of the curriculum/subject content and methodology of professional didactics of the subject.	3.1. Knows the content of the teaching field in the Kosova curriculum	<ul style="list-style-type: none"> ● Applies the mastery of the concepts, substance and structure of the content of the teaching field for the development of teaching activities.
		3.2. Knows how to teach the learning content, using various effective techniques	<ul style="list-style-type: none"> ● It organizes content within a coherent and properly organized teaching-learning, and uses various effective teaching techniques.
		3.3. Provides differentiated instruction to support the participation of all students, as well as to address the special learning needs of students with different abilities.	<ul style="list-style-type: none"> ● Develops teaching activities that include differentiated strategies to engage all students as well as to meet the special needs of students with different abilities.
		3.4. Possesses various strategies for classroom management	<ul style="list-style-type: none"> ● Establishes and maintains a routine that is orderly and functional to create an environment where the student's time is spent performing learning tasks.

			<ul style="list-style-type: none"> ● Challenging behaviors are addressed by setting clear expectations of the student, as well as by handling disciplinary matters carefully, fairly and with full respect. 	
Professional skills and practices	4. Plans effective implementation of teaching and learning.	4.1. Defines challenging learning objectives	<ul style="list-style-type: none"> ● Defines clear, challenging and achievable learning goals for all students 	
		4.2. Uses a variety of teaching strategies to motivate students and foster higher order of thinking	<ul style="list-style-type: none"> ● Applies content knowledge and teaching strategies of a subject area to develop successful teaching activities 	
		4.3. Selects and uses appropriate resources; Creates teaching materials for specific topics where literature is missing.	<ul style="list-style-type: none"> ● Selects and/or creates and uses different types of resources, including ICT, to engage students in learning. 	
		4.4. Uses the right technology appropriately – safely, responsibly and ethically.	<ul style="list-style-type: none"> ● Incorporates strategies for promoting the safe, responsible and ethical use of ICT in the teaching-learning process. 	
	5. Plans continuous assessment (assessment for learning), provides feedback and reports on students learning.	5.1. Constantly assesses student progress and communicates frequently with students to provide constructive feedback	5.2. Plans to fill gaps in student achievements	<ul style="list-style-type: none"> ● Designs, selects and uses non-formal, formal, diagnostic, formative and summarizing strategies for the assessment of students' learning/for verifying the level of achievement of students in terms of knowledge, behaviors and skills. ● Makes a simple plan for filling gaps in students achievement.
		5.3. Interprets data from student assessment to improve their learning		<ul style="list-style-type: none"> ● Using student assessment data to analyze and assess student understanding of subject/content, identify interventions, and teaching modification.
		5.4. Reports students achievement	<ul style="list-style-type: none"> ● Reports clearly, accurately and respectfully to students and parents/guardians on student success, using accurate and reliable data. It also provides students with constructive and current feedback on their learning during the lesson 	

Professional learning and engagement	6. Is engaged on continuous professional development.	6.1. Identifies and plans professional learning needs	<ul style="list-style-type: none"> ● It uses professional standards of the teacher, and for various sources of available data to identify the needs for professional development
		6.2. Uses new professional learning to improve the teaching practice	<ul style="list-style-type: none"> ● Participates in appropriate training sessions and learning opportunities to refresh and improve teaching knowledge and practice related to professional needs and school and/or system priorities
		6.3. Engages with colleagues to improve teaching practice	<ul style="list-style-type: none"> ● Participates in collegial discussions, and applies constructive information provided by colleagues to improve professional knowledge and teaching practice. This includes solving problems related to students, the classroom and the school
		6.4. Adapts and improves teaching practices through learning and reflection	<ul style="list-style-type: none"> ● Demonstrates reflective practice, incorporating feedback from student data and advice from the school principal, inspector, peers, and from current research to improve teaching practice
	7. Is engaged professionally with colleagues, parents and community.	7.1. Is engaged to create collaborative environment with colleagues	<ul style="list-style-type: none"> ● Works together with colleagues for the design of teaching plans, for the exchange of teaching tools, and for reflection within the framework of professional assets.
		7.2. Communicates effectively with students, parents/guardians and colleagues	<ul style="list-style-type: none"> ● Establishes and maintains respectful collaborative relationships with parents/guardians regarding the meaningful learning and well-being of students and helps them become active participants in their children's education
		7.3. Engages with various professional networks of cooperation in the field of teaching as well as in wider professional communities and promotes knowledge and debates on relevant problems in the field of education	<ul style="list-style-type: none"> ● Participate in professional, community networks and forums to expand knowledge, improve teaching practice, and serve professionally, e.g. in various school bodies and committees

		7.4. Undertakes action research in the school environment where it operates	<ul style="list-style-type: none">• Identifies various issues in the classroom that can be the focus of action research
--	--	---	---

III. TEACHER PERFORMANCE EVALUATION (TPE) – SYSTEM AND PROCESS PROVIDERS

The teacher performance evaluation system consists of internal evaluation and external evaluation. Knowing this TPE system and the responsibilities of the bearers of this system, in the first place, ensures compliance with the legislation in force, and then ensures transparency for the evaluation process, as well as the implementation of a standard approach based on clear criteria and procedures. In the following, the basic information from the AI for TPE 15/2023 is presented.

Internal evaluation refers to the process of:

- Self-assessment,
- Assessments by teachers,
- Assessment by school principal, and
- Student assessment

The instruments for internal evaluation are:

- The self-evaluation teachers' form;
- The self-evaluation teachers/colleagues form,
- The self-evaluation school principal form,
- The self-evaluation students form.

External evaluation refers to the teacher evaluation process by the Ministry and the Inspectorate of Education. The external evaluation by the Ministry for advanced license and includes the written evaluation of the teacher who applies for an advanced teaching license. Whereas the external evaluation by the Inspectorate of Education is done with the involvement of experts in the curriculum fields and is carried out when the teacher applies for an advanced teaching license.

The performance evaluation process providers are:

- Ministry;
- Education Inspectorate;
- Municipality Education Directorate (MED);
- School Principal;
- Teacher.

IV. RESPONSIBILITIES OF PROVIDERS IN RELATION TO THE INTERNAL TPE, ACCORDING TO AI 15/2023

MESTI is responsible to:

- Supervise the operation quality of the teachers' performance evaluation system;
- Examine the summary reports of the Education Inspectorate for evaluation of teachers' performance;
- In coordination with the Education Inspectorate and MED, take measures to improve the situation in the teaching area

Education inspectorate (EI):

- It ensures that the evaluation of teachers' performance is done in accordance with the law;
- Collects data from all components of the performance evaluation system;
- Supervises the process of implementing the internal TPE carried out by the school and MED;
- Makes the necessary recommendations for continuous professional development of teachers in accordance with the teachers' performance evaluation system;
- Recommends revocation of the license, renewal or promotion of the teacher;
- Prepares an annual report of the performance evaluation process carried out by the MED and the school.

Municipality Education Directorate (MED):

- It supports school principals for the preparation of the process of internal evaluation of teachers' performance;
- Establishes municipal teams for planning and supporting schools in carrying out the internal evaluation of teachers' performance;
- In cooperation with the municipal team, analyzes the results of the evaluation of the teachers' performance at the school and municipality level;
- Drafts the municipal plan for the professional development of teachers based on the recommendations from the reports for internal and external evaluation of teachers' performance;

School Principal:

- Plans the internal evaluation process of teachers' performance;
- Continuously monitors the work of teachers;
- Forms the school-based team for the implementation of internal performance evaluation components, including the principal/vice-principal, quality coordinator, head of professional activity, field/subject teacher, psychologist/pedagogue;
- Reviews personal professional files of teachers who are subject to the internal TPE process;
- It is ensured that the teacher to provide proof of completion of at least 100 hours of TPD from the date of obtaining the current license;
- Reviews annual teacher evaluation/monitoring reports carried out by the director during different periods of the school year;
- Analyzes the teacher's self-evaluation form;
- Completes the teacher evaluation form from the school principal;
- Highlights evidences used for the performance standards achievements level by marking them on the form and stored in the personal professional file of the teacher;
- Supports the teacher and offers recommendations in the drafting the plan for improvement according to the recommendations from the internal and external evaluation of the teacher's performance;
- In cooperation with the school-based team, prepare an annual report for the MED on the progress of the process of internal evaluation of teachers' performance.

Teacher:

- Respects all legal procedures in force for evaluating the teachers' performance;
- Prepares personal professional file to prove the completion of TPD hours (at least 100), as well as provides evidences of work and personal professional achievements from the date of obtaining the current career license;
- Performs self-evaluation of performance according to the form and relevant instructions;
- In cooperation with the school principal, compiles the professional improvement and development plan.

V. FORMS FOR INTERNAL TPE - INSTRUCTIONS FOR USE OF FORMS/INSTRUMENTS

This guide contains 4 forms (F). Each form has certain number of points (%) as follows:

- F1 Assessment by the principal (40%)
- F2 Self-assessment by the teacher (25%)
- F3 Assessment by colleagues (25 %)
- F4 Assessment by students (10 %)

- ⇒ Passing rate – the condition for renewing the career license is to achieve a minimum of 80% of cumulative points through the four evaluation forms/instruments.
- ⇒ If the teacher with a career license does not reach the minimum points and does requirements for license renewal, is recommended to attend additional training programs within one year.
- ⇒ After completing the additional training programs, the teacher is subject to re-evaluation of performance.
- ⇒ If even in this case the minimum performance requirements are not met, then the teaching license is taken from the teacher.

VI. HOW SHOULD FORMS BE COMPLETED TO IMPLEMENT THE INTERNAL TPE?

Completing the forms to implement the internal TPE is a process based on evidences or evidence for the teachers work, in the form requirements for fair, objective and reasoned assessment in order for the assessment to be effective and comparable.

The entire process of filling out the forms for TPE is guided based on the tasks and responsibilities defined for the providers of the internal evaluation, a process which is documented with the corresponding evaluation forms.

1. The evaluation form by the school principal (F1)

The principal is responsible for leading and administering the entire internal TPE process for each school teacher. The principal makes sure that the teacher meets the criteria to submit to the evaluation process, as well as prepares the plan for TPE together with the team to implement TPE in the school.

The principal is responsible to:

- Prepares the plan for observation in cooperation with the school team.
- Reviews personal professional file of teachers.
- Fills the evaluation form by the school principal (F1).
- Reviews the self-assessment reports (F2) and prepares the summary report including accumulated

points and areas for improvement in the F5 form.

- Reviews the observation reports (F3) by colleagues and prepares the summary report including accumulated points and areas for improvement in the F5 form.
- Analyses evaluations by students (F4) and prepares the summary report by including accumulated points and areas for improvement in the F5 form.
- Prepare the summary report (form F5), the teacher's personal PD plan, based on the findings from the internal evaluation. Also, it proposes an orientation plan for professional development until the career license renewal deadline.
- Submits the summary report to MED and MESTI.

2. Self-assessment by the teacher (F2)

Each teacher, during the internal VPM process, completes the self-assessment form (F2). The teacher is responsible for providing clarifications for the self-assessment done by mentioning sources and evidences used.

Also, the teacher identifies 4 areas for professional development until the next cycle of internal TPD.

3. Assessment by colleagues (F3)

Each professional staff proposes one to three teachers who are members of the team responsible for observing colleagues. The team of observing teachers is appointed by the school principal and is changed every school year in September of the respective year. The observation is carried out during one week of teaching, with at least two and at most 4 observed teaching hours.

The observing teacher is responsible for:

- Prepares the plan for observation in cooperation with the teacher to be observed.
- Completes the F3 form. The number of forms depends on the number of hours observed.
- Shares and discusses the report with the observed teacher.
- Signs the report together with the observed teacher.
- Submits the completed forms and the signed report to the principal.
- Administers student assessments and submits them to the principal.

4. Student assessment (F4)

Assessment by students is done by selecting one/two parallels with which the teacher works. All students of the parallel are included in the assessment. The form is presented, administered and analyzed by a school-based team member for the implementation of the internal performance assessment components.

The team member - the teacher appointed by the school principal, is responsible for:

- Prepares the plan for administration of students assessment.
- Distributes the F4 form. The number of forms depends on the number of students of the parallel.
- In pre-primary grade and grades 1 to 5, the form is administered by a member of the school team. The administration is done in the form of conversation with the students of the class, taking note of the authentic answers of the students of the teacher's class in the process of internal TPD.
- In grades 6 to 12 the form is administered by a member of the school team and completed anonymously by all students of the class. The number of parallels included as a sample for evaluation is at least one and no more than two parallels with which the teacher works in the internal TPD process.
- Introduces and clarifies the purpose of teacher's assessment.
- Administers student assessments and submits them to the principal
- Analyses the data obtained from the evaluation.
- Signs the report the data obtained from the evaluation.

- Submits the completed and signed form to the principal.

VII. SOME ORIENTATIONS REGARDING THE INTERNAL TPD IMPLEMENTATION PLAN, THE FORMATION AND FUNCTIONING OF THE SCHOOL TEAM FOR TPD

The realization plan of the internal TPD

Schools prepare the annual plan for the implementation of internal TPD, which contains:

- Data for the TPD internal team;
- The list of teachers, the year your career license was issued, the license number;
- The list of teachers who undergo the TPD process during a school year.
- The activities and dynamics of the months of the school year planned for the realization of the TPD (suggested: from mid-October to mid-December; mid-February to the end of April/May month);
- The activities can be: informing teachers with the instruments, process and dynamics of the TPD, consultations and counseling of the school team for the TPD, realization of the TPD, preparation of reports for the TPD, as well as other activities that the school or TPD team deems necessary for this process - to ensure fair, objective and transparent evaluation.
- The weekly plan for the realization of the four aspects of the TPD;

Formation and functioning of the school team for TPD

- The school principal forms and leads the school team according to the instructions for its composition;
- Shares the decision with the MED to establish the team;
- In the team can participate: principal/vice-principal, quality coordinator, head of the professional assets, teachers of the field/subject, psychologist/pedagogues;
- The composition of the team differs depending on the specifics of the school (level, number of parallels, number of teachers, etc.);
- The teachers selected as members of the school team must be from the relevant field of teachers who are subject to the internal TPD process;
- The number of members in the team is at least three (3) and at most five (5);
- In the case when the principal is also the quality coordinator, the assessment by colleagues is performed by one of the teachers, who is also member of the team;
- The school principal in cooperation with the school-based team for TPD, prepares an annual report for the MED on the process progress of internal assessment of teachers' performance.

The format of the annual plan for the realization of internal TPD

⇒ **School data**

School: On _____ Place: On _____ School year: On _____	School team for TPD: 1. _____ 2. _____ 3. _____ 4. _____
--	--

⇒ **List of school teachers with career license data**

No.	Name of the teacher	Date and year of obtaining the license	The license number	The month (and year) planned for the realization of the internal TPD
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				

⇒ **The annual plan for the realization of internal TPD**

Activity	September	October	November	December	February	March	April	May	June
Establishment of the team for the internal TPD									
Informing teachers about the process and dynamics of the work									
Informing teachers with the forms - consultations and counseling									
Realization of TPD - weekly plan for the realization of the four aspects of the TPD									
Preparation of the annual report for									

TPD											
-----	--	--	--	--	--	--	--	--	--	--	--

F1-The evaluation form by the principal

(F1) form is organized into three parts. The evaluation by the principal reaches up to 40 points. These points are distributed across the seven performance standards. The logic of filling out the forms is as follows:

1. For each field, standard and indicator, firstly the evaluation of the implementation degree is done,
2. Then the evaluation method and the provided evidences are explained, and
3. Provides suggestions for development to fill jointly identified gaps.

First part: Evaluation for each standard

Teaching fields, standards and performance indicators	
Field 1: Professional values, attitudes and behaviors	Performance indicators
Standard 1: Recognizes and supports the main values and criteria that have been established by the MESTI	1.1 It bases the teaching practice on the values and principles of the Kosova Curriculum Framework and on the MESTI's code of conduct.
	1.2 Performs teaching duties and obligations with professionalism, high dedication, honesty and accuracy
	1.3 Knows and respects the legal, administrative and organizational requirements of the profession, including the teaching schedule, time management
Put points from 1 to 4	
Explain your assessment of the teacher's performance for this standard. Which are the evidences?	
Based on the above assessments, identify an area for professional development	

Teaching areas, standards and performance indicators	
Field 2: Professional knowledge and understanding	Performance indicators
Standard 2: Demonstrates positive and objective attitudes and behaviors for the students and learning wellbeing	2.1 It understands the physical, social, and intellectual development of students and promotes lifelong learning
	2.2 Knows students how they learn, as well as supports them in achieving learning results.
	2.3 Treats all students equally and with respect.
	2.4 Creates a safe and supportive learning environment (note: point 4.5 is incorporated here), which encourages students to become problem solvers, decision makers, lifelong learners, and who become useful members of society.
Put the points from 1 to 5	
Explain your assessment of the teacher's performance for this standard. Which are the evidences?	
Based on the above assessments, identify an area for professional development	

Teaching areas, standards and performance indicators		
Field 2: Professional knowledge and understanding	Performance indicators	
Standard 3: Demonstrates knowledge of the curriculum/subject content and methodology of professional didactics of the subject;	3.1	Knows the content of the teaching subject in the Kosova curriculum
	3.2	Know how to teach about learning content, using various effective techniques
	3.3	Provides differentiated instruction to support the participation of all students, as well as to address the special learning needs of students with different abilities.
	3.4	Possesses various strategies for classroom management
		Put points from 1 to 6
Explain your assessment of the teacher's performance for this standard. Which are the evidences?		
Based on the above assessments, identify an area for professional development		

Teaching areas, standards and performance indicators		
Field 3: Professional skills and practices	Performance indicators	
Standard 4: Effective planning and implementation of teaching and learning	4.1	Defines challenging learning objectives
	4.2	Uses a variety of teaching strategies to motivate students and foster higher order of thinking
	4.3	Selects and uses appropriate resources and teaching materials for specific topics where literature is missing.
	4.4	Uses the right technology appropriately – safely, responsibly and ethically.
		Put points from 1 to 7
Explain your assessment of the teacher's performance for this standard. Which are the evidences?		
Based on the above assessments, identify an area for professional development		

Teaching areas, standards and performance indicators

Field 3: Professional skills and practices	Performance indicators	
Standard 5: Plans continuous evaluation (learning evaluation), provides feedback and reports about students learning	5.1	Constantly assesses student progress and communicates frequently with students to provide constructive feedback
	5.2	Plans to fill the gaps in student achievements
	5.3	Interprets data from student assessment to improve their learning
	5.4	Reports about the student achievements
		Put points from 1 to 7
Explain your assessment of the teacher's performance for this standard. Which are the evidences?		
Based on the above assessments, identify an area for professional development		

Teaching areas, standards and performance indicators		
Field 4: Professional learning and engagement	Performance indicators	
Standard 6: Is committed to continuous professional development	6.1	Identifies and plans professional learning needs
	6.2	Uses new professional learning to improve the teaching practice
	6.3	Engages with colleagues to improve teaching practice
	6.4	Adapts and improves teaching practices through learning and reflection
		Put points from 1 to 6
Explain your assessment of the teacher's performance for this standard. Which are the evidences?		
Based on the above assessments, identify an area for professional development		

Teaching fields, standards and performance indicators
--

Field 4: Professional learning and engagement	Performance indicators	
Standard 7: Professional engagement with colleagues, parents and community	7.1	Is engaged with colleagues in professional activities
	7.2	Communicates effectively with students, parents/guardians and colleagues
	7.3	Engages with various professional networks of cooperation in the field of teaching as well as in wider professional communities and promotes knowledge and debates on relevant problems in the field of education
	7.4	Undertakes action research in the school environment where it operates
		Put points from 1 to 5
Explain your assessment of the teacher's performance for this standard. Which are the evidences?		
Based on the above assessments, identify an area for professional development		

Second part: Total points for each standard

The following is a summary table of points from the UEI director's assessment.

Teaching field	Performance standard	Number of points for each performance standard
Field 1: Professional values, attitudes and behaviors	Standard 1: Recognizes and supports the main values and criteria that have been established by the MESTI	
Field 2: Professional knowledge and understanding	Standard 2: Demonstrates positive and objective attitudes and behaviors for the students and learning wellbeing	
	Standard 3: Demonstrates knowledge of the curriculum/subject content and methodology of professional didactics of the subject;	
Field 3: Professional skills and practices	Standard 4: Effective planning and implementation of teaching and learning	
	Standard 5: Plans continuous evaluation (learning evaluation), provides feedback and reports about students learning	
Field 4: Professional learning and engagement	Standard 6: Is committed to continuous professional development	
	Standard 7: Professional engagement with colleagues, parents and community	

Number of points for 7 standards

_____/40

Third part: Rationality for evaluation and areas for TPD

How did you made this evaluation and what are the evidences?

Based on the above evaluations, list the identified areas for teacher professional development

I made the above evaluations honestly and based on evidences that can be provided to anyone who wants to prove the evaluation made.

(Name and Surname)

Signature of the director

Personal number

Date

F1- Self-assessment form by the teacher

(F2) The form is organized into three parts. Self-assessment by the teacher reaches up to 25 points. These points are distributed across the seven performance standards. The logic of filling out the forms is as follows:

1. For each field, standard and indicator, firstly the self-assessment is done and points are set for activities,
2. Then the evaluation method and the provided evidences are explained, and
3. The areas identified for personal professional development are listed.

First part: Self-assessment and scoring the activities that reflect performance indicators

Teaching fields, standards and performance indicators				
Field 1: Professional values, attitudes and behaviors	Performance indicators	Activities	Put the points from 1 to 5 for each activity	
Standard 1: Recognizes and supports the main values and criteria that have been established by the MESTI	1.1	It bases the teaching practice on the values and principles of the Kosova Curriculum Framework and on the MESTI's code of conduct.	1.1.1. I prepare plans based on the Core Curriculum and the annual teaching program	
			1.1.2. My teaching plan matches objectives, learning strategies, assessment and student needs with the right level of difficulty	
			1.1.3. I actively and constructively contribute to the identification of challenges and possible solutions for the implementation of the curriculum	
	1.2	Performs teaching duties and obligations with professionalism, high dedication, honesty and accuracy	1.2.1. Annual, bi-monthly, weekly and daily plans I deliver on time	
			1.2.2. Personal diaries, checklists and assessment instruments I present before the professional asset	
			1.2.3. I care for and maintain school property, as well as maintain a clean and healthy environment for students	
	1.3	Knows and respects the legal, administrative and organizational requirements of the profession, including the teaching schedule, time management	1.3.1. I respect the legal and administrative requirements for practicing the profession of the teacher	
			1.3.2. I actively participate in the meetings of the school's professional bodies (Professional Activities, Teachers' Council...)	
			1.3.3. I respect working hours	
			1.3.4. I participate in conferences, symposiums, public discussions related to the drafting of Administrative Instructions and municipal or republican regulations for education	
	Find the arithmetic average of points for standard 1			
	Explain your self-assessment performance for this standard. Which are the evidences?			
Based on the above assessments, identify an area for professional development				

Teaching fields, standards and performance indicators

Field 3: Professional skills and practices	Performance indicators		Activities	Put the points from 1 to 7 for each activity
Standard 5: Plans continuous evaluation (learning evaluation), provides feedback and reports about students learning	5.1	Constantly assesses student progress and communicates frequently with students to provide constructive feedback	5.1.1. Use checklists and personal diaries for the purpose of continuous assessment of students	
			5.1.2. Designs, selects and uses non-formal, formal, diagnostic, formative and summative evaluations for students/to verify the achievement level of students in terms of knowledge, behaviors and skills.	
			5.1.3. Support students in building the self-adjustment system of learning (Planning learning goals, monitoring their achievements and self-assessment)	
	5.2	Plans to fill the gaps in student achievements	5.2.1. I cooperate with teachers of the curricular field to facilitate the completion of the students' achievements	
			5.2.2. I organize supplementary lessons in order to fill the gaps in the students' achievements	
			5.2.3. I organize additional lessons in order to support talented students	
	5.3	Interprets data from student assessment to improve their learning	5.3.1. I organize individual meetings with students to interpret their achievement level and provide feedback	
			5.3.2. Uses student assessment data in order to identify needs for improving their achievement	
			5.3.3. Uses the data obtained from the evaluation in order to adapt the teaching to the level of students understanding	
	5.4	Reports about the student achievements	5.4.1. I also provide students with constructive and current feedback on their learning during the lesson	
			5.4.2. Uses available performance outcome data to continuously document and communicate student academic progress and develop temporary learning objectives	
			5.4.3. Collects and maintain a record of sufficient assessment data to support accurate reporting of student progress	

Find the arithmetic average of points for standard 5

Explain your self-assessment performance for this standard. Which are the evidences?

Based on the above assessments, identify an area for professional development

Teaching fields, standards and performance indicators

Field 4: Professional learning and engagement	Performance indicators		Activities	Put the points from 1 to 7 for each activity
Standard 6: Engagement to continuous professional development	6.2	I use new professional learning to improve the teaching practice	6.2.1. I actively participate in professional development programs	
			6.2.2. I apply in practice all methodologies, strategies, methods, techniques, activities learned through professional development programs	
			6.2.3. I seek informal mentoring from colleagues in order to receive feedback about the practical implementation of the knowledge gained during professional development	
	6.4	I adapt and improve teaching practices through learning and reflection	6.4.1. I research through internet, find, compare and create other resources in order to improve teaching practice	
			6.4.2. I make professional self-reflection in writing, where I evaluate the methodologies, methods, strategies, techniques used during teaching	
			6.4.3. I seek feedback from students about changes implemented in teaching and learning	
Find the arithmetic average of points for standard 6				
Explain your self-assessment performance for this standard. Which are the evidences?				
Based on the above assessments, identify an area for professional development				

Teaching fields, standards and performance indicators

Field 4: Professional learning and engagement	Performance indicators		Activities	Put the points from 1 to 6 for each activity
Standard 7: Professional engagement with colleagues, parents and community	7.3	Engages with various professional networks of cooperation in the field of teaching as well as in wider professional communities and promotes knowledge and debates on relevant problems in the field of education	7.3.1. I actively participate in conferences, seminars and workshops related to education.	
			7.3.2. I am a member and actively participate in professional organizations related to education.	
			7.3.3. I actively participate in platforms and on-line forums related to education.	
			7.3.4. I take initiatives to organize and lead school-based professional development workshops	
	7.4	Undertakes action research in the school environment where it operates	7.4.1. I observe/monitor/mentor classroom activities, teaching methods and student interactions within the school environment.	
			7.4.2. I collect data through surveys or interviews with teachers, students, and other staff members to gather data on teaching practices, curriculum implementation, and the overall learning environment.	
			7.4.3. I analyze student success data, including test scores, quizzes, participation in extracurricular activities	
Find the arithmetic average of points for standard 7				
Explain your self-assessment performance for this standard. Which are the evidences?				
Based on the above assessments, identify an area for professional development				

Second part: Scoring performance self-assessment

The following is the summary table of points from the self-assessment.

Teaching field	Performance standard	Number of points for each performance standard
Field 1: Professional values, attitudes and behaviors	Standard 1: Recognizes and supports the main values and criteria that have been established by the MESTI	
Field 3: Professional skills and practices	Standard 5: Plans continuous evaluation (learning evaluation), provides feedback and reports about students learning	
Field 4: Professional learning and engagement	Standard 6: Engagement to continuous professional development	
	Standard 7: Professional engagement with colleagues, parents and community	
Average of points		_____/25

Third part: Providing evidence used for self-assessment and list of areas identified for professional development.

How did you made this evaluation and what are the evidences?

Based on the above evaluations, list the identified areas for teacher professional development

I made the above evaluation with sincerity and based on evidences that can be provided to anyone who wants to prove the evaluation made.

(Name and Surname)

Signature of the teacher

Personal number

Date

F3 - Teacher observation form - Assessment by colleagues

		Observed indicators	Describe in words the findings from the observation for each indicator and justify the scoring	Points ⁴
		Teaching standards and observed indicators	S2⁵	(2.1) Use of teaching and assessment strategies based on the students needs and characteristics. (2.2) Encourages the active participation of students in the learning process. (2.3) Create opportunities for students to practice their learning independently. (2.4) Treats all students equally and with respect. (2.5) Demonstrates effective and appropriate planning and time management.
S3⁶	(3.1) Applies mastery of concepts, substance and structure of the content area. (3.2) Organizes content into coherent and well-ordered learning. (3.3) Performs learning activities that include differentiated teaching strategies. (3.4) Challenging situations are handled by creating clear expectations for students.			___/6
S4⁷	(4.1) Determines and conveys achievable learning goals for students. (4.2) Applies content knowledge and teaching strategies in a particular learning area/topic to carry out successful learning activities. (4.3) Selects and/or creates various materials, including ICT, to engage students in learning. (4.4) Uses appropriate technology safely, responsibly, and ethically to advance learning.			___/7
S5⁸	(5.1) Assesses student learning formally, informally and using formative strategies. (5.3/5.4) Provides constructive and concrete feedback to students about their learning during the lesson.			___/7
Total points			___/25	

Name and Surname of the observed teacher: _____

Date of observation: _____

⁴ **Evaluation with points:** Each indicator is evaluated with a maximum of 2 points.

⁵ **Standard S2:** Demonstrates positive and objective attitudes and behaviors for wellbeing of students learning.

⁶ **Standard S3:** Demonstrates knowledge of the curriculum/subject content and methodology of professional didactics of the subject.

⁷ **Standard S4:** Plans effective implementation of teaching and learning

⁸ **Standard S5:** Plans continuous assessment (assessment for learning), provides feedback and reports on student learning.

F4– The evaluation form by the student

Date: On _____

Class: On _____

Number of students present: _____

- ⇒ In pre-primary grade and grades 1 to 5, this form is administered by one of the school team member. The administration is done in the form of a conversation, taking note of the authentic responses of the students in the class.
- ⇒ While in grades 6 to 12 the form is administered by a school team member and completed anonymously by all students of the class.
- ⇒ The maximum of points is 10%.

Questions (some examples of questions are given below)	Student' views
What do you like most about your teacher during the learning process?	
Is there anything that makes you uncomfortable during your class with him/her?	
Do you think he/she knows you well?	
Do you think it gives more priority to some students?	
Do you understand his/her instructions? - When you have difficulty understanding them, does they provide additional clarification?	
Is the approach to the presentation of teaching topics appropriate? - When you have difficulty understanding them, does they provide additional clarification?	
Do you receive constructive feedback on the lesson, assignments or activities during the lesson? - When do you get feedback and how do you get it (written, verbal)?	
How often he/she organizes individual meetings with you to interpret their achievement level or evaluation outcomes and to provide feedbacks? - Do these meetings help you to improve learning outcomes?	

Do you have a hard time doing your homework? What makes them difficult?	
How can the teacher improve his/her work with you? What you suggest it must be improved?	

Based on what you stated above, from 1 to 10, how would you rate the teacher?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Summary of key findings from discussion with students

<p>Strong points:</p>
<p>Fields for improvement/advancement:</p>

_____ / 10
(Teacher) (date)

_____ / 10
Number of points

F5 - Summary report of the school principal

School name and place: _____

Name of the teacher _____

⇒ This report is placed/saved at school in the teacher's personal file; a copy is submitted to the evaluated teacher; a scanned copy is sent to MED; as well as a scanned copy is sent to MESTI for the purpose of (dis)continuing the career license. The report must be signed by the principal and the teacher.

Summary of the evaluation and total points

Form	Points
F1– The assessment form by the principal	
F1- Self-assessment form by the teacher	
F3– The observation form by teachers	
F4– The assessment form by students	
Total points	_____/100
Based on the evaluation points, the teacher _____ fulfills / does not fulfill the criteria for continuing the career license	

Summary of rationale for evaluation and areas for TPD

Explain your assessment of teacher's performance. Which are the evidences? (Summary of all the above data)

Based on the above evaluations, list the identified areas for teacher professional development (Summary of all the above data).

The above evaluation is done with sincerity and based on evidences which can be verified by anyone who seeks to prove their accuracy.

NOTE: In the case when the teacher does not agree with the assessment and does not sign the report presented by the director, the TPD will be carried out by a team appointed by the MED.

(Name and surname)

(Name and surname)

Signature of the principal

Signature of the teacher

Date