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# PROFESSIONAL DEVELOPMENT PROGRAM TO OBTAIN ADVANCED LICENSE FOR PRIMARY EDUCATION TEACHERS

**PROFESSIONAL DEVELOPMENT PROGRAM TO  
OBTAIN ADVANCED LICENSE FOR PRIMARY  
EDUCATION TEACHERS**

# Abbreviations

PE	Primary education
MED	Municipality Education Directorate
FE	Faculty of Education.
EI	Education Inspectorate
PIK	Pedagogical Institute of Kosovo
ISCED	International Standards Classification of Education
CC	Core Curriculum
KCF	Kosova Curriculum Framework
KCF	Kosova Curricular Framework
SFTD	Strategic framework on teachers development
SCTL	<i>State Council on Teacher Licensing</i>
MESTI	Ministry of Education, Science, Technology and Innovation
PISA	Program for International Student Assessment
KESP	Kosovo's Education Strategic Plan
ICT	Information and Communication Technology
AI	Administrative instruction
TPE	Teacher Performance Evaluation
SBPD	School-based professional development
TPD	Teachers professional development;

*NOTE: This document is based on materials prepared by the Agency for Quality Assurance in Pre-University Education (ASCAP) in the Republic of Albania. Adaptation to the context and specifics of education in Kosovo was done by agreement and in cooperation with experts from ASCAP.*

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# 1. Introduction

The teaching profession is a dynamic profession that requires knowledge, skills and values necessary to perform the teaching profession in primary education. Today, the focus of duties and responsibilities for a teacher goes beyond teaching and mastering a certain teaching subject, towards the development of students' competencies, through the implementation of alternative teaching and learning models. To achieve this, teachers are prepared in several aspects, such as:

- act with professionalism, honesty and integrity;
- To have appropriate and necessary scientific knowledge for the relevant teaching area;
- To develop quality teaching practices;
- To update pedagogical, methodical, didactic knowledge and skills, through continuous professional development and research of new teaching practices;
- To create positive professional relations, and
- To cooperate with parents and the school community in the best interest of the students, respectively in function of each student's learning.

The Professional Development Program for Advanced Elementary Teacher License is part of the Teacher Professional Development Package, which guides the development of teachers for more effective teaching practice, to achieve high standards of work and behavior, related to expectations for advanced teachers.

The program was designed by the working group, established by the State Council for Teachers Licensing (SCTL) to help:

- All primary education teachers in preparation for the qualifying exam and performance evaluation for obtaining an advanced teaching license;
- All mechanisms dealing with the organization of the qualification exam for advanced teaching license;
- The Education Inspectorate (EI) as the bearer of the external evaluation process of teachers' performance (TPE) for advanced teaching license; as well as
- Municipal Education Directorates (MED) and Schools to organize professional development for all teachers and to develop preparations with the teachers who will enter this process.

The program was designed in response to the requirements for the competences of teachers that MESTI has set in the document 'Strategic Framework for Teachers Development in Kosova' (SFTD)<sup>1</sup>, in teacher licensing system documents, requirements for teachers seeking advanced teaching license.

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<sup>1</sup> Taking as a basis the introductory reference of the document in which it is emphasized that the Framework will be a living document which will be supplemented and developed continuously along with new developments in the field of teacher development and the licensing process, the working group has further developed important aspects of the areas of professional development and professional competencies related to obtaining an advanced teaching license. They are reflected in this orientation program of professional development.

## 1.1. Program goals and objectives- orientation program of professional development for teachers of primary education - class cycle

The overall goal of this orientation program of professional development for classroom teachers is to provide a framework and guidelines for the qualification exam in order to obtain an advanced license. The specific goals are:

- to offer an orientation program to help all primary education teachers to carry out professional preparatory activities, training for the qualification exam and performance evaluation for obtaining an advanced teaching license;
- to offer an orientation program to help MEDs, schools and all providers of professional development programs for in-service teachers, to develop and offer teacher professional development programs (TPD), which help prepare them for obtaining an advanced teaching license;
- to provide a mandatory and unified program for elementary teachers seeking advanced teaching license, in order for them to achieve a quality preparation, to successfully cope with the requirements of the qualification exam process and TPE for advanced license.

***The program aims to guide the development of primary education teachers towards obtaining an advanced license, which requires:***

- to recognize and implement the educational legislation that is applied in the school, focusing on those of the last years, namely the main issues that have been decided by MESTI, the responsibilities regarding the school documentation, liabilities and work obligations;
- to demonstrate competence in recognizing and effectively implementing competency-based curriculum - subject programs of primary education;
- to possess the competencies, based on the professional standards for teachers, to directly influence the effectiveness of the teaching process, for a successful teaching;
- to demonstrate skills in the pedagogical field for selecting models for organizing the classroom environment, elaborating concepts, encouraging discussions, using methods and activities according to learning styles; the use of student evaluation techniques, etc.;
- to use ICT skills in the learning process, as one of the latest innovations in teaching based on digital competences;
- to plan and develop effective lessons according to contemporary teaching and learning methodologies, competency-based curriculum requirements.
- to demonstrate professional ethics, positive and objective attitudes and behaviors for the students well-being, demonstrate the involvement of students in the learning process and school activities, as well as demonstrate professional ethics;
- to master the application of the spelling rules of the Albanian language during the teaching-learning process;
- to show responsibility in knowing the basic concepts and scientific laws of the subjects covered in primary education as well as their application in practice and in real life, in accordance with the age specifics of students in primary education;
- to link and actualize subject concepts with global priority that relate to cross-curricular issues and related to education for democratic citizenship, issues of gender equality, education for peace,

globalization and interdependence, media education, education for sustainable development, etc., with the aim of raising students' awareness and preparing them to face the challenges of society today and in the future.

## 2. Program content for primary education teachers

The content of the orientation program for obtaining the advanced license for primary education teachers is organized in two parts:

- **First part** includes the main areas of professional development, professional competencies and expected results according to professional competencies;
- **Second part** includes a test model of the qualification exam for obtaining the advanced license of elementary education teachers.

### ***Main areas of professional development, professional competencies and expected results***

The main areas of professional development where the competencies of teachers for advanced license are verified are used as a guiding umbrella to define the expectations on which the requirements/questions are organized for the assessment instruments for the qualification examination and the performance evaluation, for obtaining the advanced teaching license. The main areas of professional development defined for this orientation program are:

- the official school<sup>2</sup> documentation, which is related to the upbringing-educational activity of the teachers in the school;
- curriculum - programs of all subjects of primary education, from the first to the fifth grade;
- aspects of pedagogy, teaching and assessment methodology, as well as the use of ICT in the teaching and learning process in primary education;
- inclusiveness and ethics in the profession;
- aspects of the spelling of the Albanian language;
- scientific content of primary education subjects, from the first to the fifth grade.

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2 It refers to the framework of legal policies of pre-university education in Kosova, administrative instructions and documents and educational policies that are implemented in the school, focusing on those of recent years.

FIELD	COMPETENCES
I. Official school documentation	Responsible implementation of legal requirements related to official school documentation.
II. Curricula - programs of all subjects of primary education, from the first to the fifth grade	Effective implementation of subject programs in primary education.
III. Aspects of pedagogy, methodology, assessment and use of ICT in primary education teaching	<ol style="list-style-type: none"> <li>1. Possession of specific pedagogical knowledge necessary and sufficient for teaching in primary education.</li> <li>2. The use of interactive methods and effective work strategies with primary students and the realization of cross-curricular integration.</li> <li>3. The use of effective methods and strategies for the assessment of students in primary education.</li> <li>4. The use of information and communication technology to enhance the quality of teaching and learning in primary education.</li> </ol>
IV. Inclusiveness and ethics in the profession	Applying the principles of inclusiveness and ethical rules in the profession as essential elements in the work of the primary education teacher.
V. Spelling aspects of the Albanian language	Applying rules of the Albanian language spelling.
VI. Scientific content of primary education subjects	Competent application of scientific content in the teaching of primary education subjects.

The main areas of professional development are defined as:

- professional competencies as well as the expected results for the realization of these competencies; and
- relevant recommended literature in order to acquire the competences of the field/subject.

Escalation of knowledge, skills, attitudes and professional values, which are related to the competencies of each field/subject of the qualification exam and TPE, will help the teacher to identify the issues on which to focus during the preparations for this process, and for continuous professional development.



Expected results and recommended literature for each area of professional development are outlined in the following section.

## 2.1. Field: Official school documentation

Competence	Recommended literature
<p>“Responsible implementation of legal requirements related to official school documentation”</p>	
<p><b>Expected results</b> <i>Primary education teacher - class cycle:</i></p> <ul style="list-style-type: none"> <li>implements the legislation for the pre-university education system, administrative instructions and other documents related to the design and implementation of the school curriculum;</li> <li>demonstrates the concrete implementation of MESTI’s instructions in order to improve the teaching-learning process;</li> <li>implements the legal, administrative and organizational requirements for exercising the duties and responsibilities of the profession;</li> <li>respects the student’s rights, freedoms and responsibilities;</li> <li>respects the duties, rights, freedoms and responsibilities of the teacher;</li> <li>implements the requirements of administrative instructions and guidelines for the teachers professional development.</li> </ul>	<ul style="list-style-type: none"> <li>the Law no. 04/L-032 on Pre-University Education in the Republic of Kosova (2011). <a href="https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=2770">https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=2770</a></li> <li>The framework for ensuring the quality of school performance in Kosova (MESTI &amp; IPK). <a href="https://ipkmasht.rks-gov.net/wp-content/uploads/2021/02/Korniza-per-sigurim-te-cilesise-se-performances-se-shkolles-ne-Kosove-2016.pdf">https://ipkmasht.rks-gov.net/wp-content/uploads/2021/02/Korniza-per-sigurim-te-cilesise-se-performances-se-shkolles-ne-Kosove-2016.pdf</a></li> <li>Administrative Instruction no. 22/2016 on Professional Assets (Departments) of schools. Prishtina: MESTI <a href="https://gzk.rks-gov.net/ActDetail.aspx?ActID=15199">https://gzk.rks-gov.net/ActDetail.aspx?ActID=15199</a></li> <li>Administrative Instruction no. 14/2023 on the Licensing System and Teaching Career no. 16/2023 on Teachers Professional Development. <a href="https://masht.rks-gov.net/udhezim-administrativ-mashti-nr-16-2023-per-zhvillimin-profesional-te-mesimdhemesve/">https://masht.rks-gov.net/udhezim-administrativ-mashti-nr-16-2023-per-zhvillimin-profesional-te-mesimdhemesve/</a></li> </ul>

## 2.2. Field: Curricula - programs of all subjects of primary education, from the first to the fifth grade

Competence	Recommended literature
<p>“Effective implementation of subject programs in primary education.”</p>	
<p><b>Expected results</b> <i>Primary education teacher - class cycle:</i></p> <ul style="list-style-type: none"> <li><b>shows knowledge of curriculum reform, aspects of reform related to primary education;</b></li> <li>implements the curriculum of primary education subjects respecting all aspects of the subject curriculum organization;</li> <li>effectively uses curriculum principles in planning and implementing primary education programs;</li> <li>uses additional curriculum materials that help in the acquisition of concepts and skills provided in the subject curricula of primary education;</li> </ul>	<ul style="list-style-type: none"> <li>Curricular Framework of Pre-University Education of the Republic of Kosova (revised 2016); <a href="https://rks-gov.net/Curricular-Framework-of-Pre-University-Education-of-the-Republic-of-Kosova-MEST">Curricular Framework of Pre-University Education of the Republic of Kosova - MEST (rks-gov.net)</a></li> <li>Core Curriculum for Preparatory Grade and Primary Education of Kosova (Grades 0, I, II, III, IV and V) (revised, 2016).</li> <li>Subject curricula of primary education, grades I-V (2017 – 2021); <a href="https://masht.rks-gov.net/kurrikulat-lendore-programet-mesimore-klasa-e-katert/">https://masht.rks-gov.net/kurrikulat-lendore-programet-mesimore-klasa-e-katert/</a></li> <li>Curriculum implementation guide (supporting material for teachers of preparatory grade and primary education) (IPK &amp; MEST, 2016).</li> </ul>

<ul style="list-style-type: none"> <li>• designs learning outcomes for learning topics or groups of topics, chapters, in accordance with the orientations and requirements of the core curriculum and subject programs of primary education;</li> <li>• categorizes the learning outcomes of the subject/s program according to learning achievement levels;</li> <li>• explains the connection between the subject program - textbook - annual and half-year/ teaching planning;</li> <li>• selects the teaching tools necessary to achieve the goal and learning outcomes of primary education programs;</li> <li>• provides information that demonstrates the correlation of subjects and cross-curricular issues with the context of everyday life;</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Effective teaching and curriculum, prof. Naser Zabeli (2023);</a></li> <li>• <a href="#">Teaching theory and strategies – Constructivist approach, prof. Xhavit Rexhaj (2019);</a></li> </ul>
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### 2.3. Field: Aspects of pedagogy, methodology, assessment and use of ICT in primary education teaching

<b>Competence I</b> “Possession of specific pedagogical knowledge necessary and sufficient for teaching in primary education”	Recommended literature
<b>Expected results</b> <i>Primary education teacher - class cycle:</i> <ul style="list-style-type: none"> <li>• shows good knowledge of the didactic and pedagogical aspects of teaching, learning styles and the psychology of the students age he/she works with;</li> <li>• uses contemporary pedagogical literature to improve the quality of teaching and learning;</li> <li>• adapts his/her work to the physical, social, emotional and cognitive development of students;</li> <li>• creates a suitable, motivating and satisfying climate for students;</li> <li>• manages different students situations, behaviors and actions;</li> <li>• develops differentiated teaching;</li> <li>• distinguishes learning difficulty from disability;</li> <li>• works with parents to improve student progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Curricular Framework of Pre-University Education of the Republic of Kosova (revised, 2016);.</li> <li>• Core Curriculum for Preparatory Grade and Primary Education of Kosova (Grades 0, I, II, III, IV and V) (revised, 2016).</li> <li>• KosEd program: Pedagogical practice based on evidence. <a href="https://www.kosed.org/sq/copy-of-peer-led-evaluation-program">https://www.kosed.org/sq/copy-of-peer-led-evaluation-program</a></li> <li>• Subject curricula of primary education, grades I-V (2017 – 2021);</li> <li>• Curriculum implementation guide (supporting material for teachers of preparatory grade and primary education) (IPK &amp; MEST, 2016).</li> <li>• Effective teaching and curriculum, prof. Naser Zabeli (2023);</li> <li>• Teaching theory and strategies – Constructivist approach, prof. Xhavit Rexhaj (2019);</li> </ul>

<p><b>Competence II</b> “The use of interactive methods and effective work strategies with primary students, realization of interdisciplinary integration.</p>	<p>Recommended literature</p>
<p><b>Expected results</b> <i>Primary education teacher - class cycle:</i></p> <ul style="list-style-type: none"> <li>• select interactive teaching methods in accordance with the specifics of the subject/ theme of the lesson, suitable for achieving the learning results;</li> <li>• plans and uses methods, teaching activities that promote critical and creative thinking of students;</li> <li>• plans and develops lessons based on competence-based teaching and with an interdisciplinary integration approach;</li> <li>• uses different teaching methods and techniques that coincide with students age and different learning styles;</li> <li>• creates a suitable, motivating and satisfying climate for students;</li> <li>• uses methods and techniques that ensure equality and inclusiveness.</li> </ul>	<p>Curricular documents - part of the teaching methodology:</p> <ul style="list-style-type: none"> <li>• Curricular Framework of Pre-University Education of the Republic of Kosova (revised, 2016);</li> <li>• Core Curriculum for Preparatory Grade and Primary Education of Kosova (Grades 0, I, II, III, IV and V) (revised, 2016).</li> <li>• Subject curricula of primary education, grades I-V (2017 – 2021);</li> <li>• Curriculum implementation guide (supporting material for teachers of preparatory grade and primary education) (IPK &amp; MEST, 2016).</li> <li>• KosEd program: Pedagogical practice based on evidence. <a href="https://www.kosed.org/sq/copy-of-peer-led-evaluation-program">https://www.kosed.org/sq/copy-of-peer-led-evaluation-program</a></li> </ul>
<p><b>Competence III</b> “The use of effective methods and strategies for the students assessment in primary education”</p>	<p>Recommended literature</p>
<p><b>Expected results</b> <i>Primary education teacher - class cycle:</i></p> <ul style="list-style-type: none"> <li>• integrates into educational planning and applies during the learning process different techniques of formative assessment;</li> <li>• uses different ways and strategies of documentation, observation and assessment of students;</li> <li>• observes and evaluates with description the student’s progress, using different instruments;</li> <li>• documents students’ tasks and works that prove their progress in learning;</li> <li>• designs tests according to certain criteria to evaluate the knowledge, skills, values and attitudes of students in different subjects of the primary cycle;</li> <li>• evaluates students based on achievement levels;</li> <li>• works with parents to improve student progress;</li> </ul>	<ul style="list-style-type: none"> <li>• The evaluation framework of students of pre-university education in Kosova (2020). <a href="https://masht.rks-gov.net/wp-content/uploads/2022/06/korniza-komplet-shqip-2.pdf">https://masht.rks-gov.net/wp-content/uploads/2022/06/korniza-komplet-shqip-2.pdf</a></li> <li>• Administrative instruction for the students assessment in the pre-university education of the Republic of Kosova (MESTI, 2022) <a href="https://masht.rks-gov.net/udhezimi-administrativ-mashti-06-2022-per-vleresimin-e-nxenesve-ne-arsimin-paraunivesitar-te-republikes-se-kosoves/">https://masht.rks-gov.net/udhezimi-administrativ-mashti-06-2022-per-vleresimin-e-nxenesve-ne-arsimin-paraunivesitar-te-republikes-se-kosoves/</a></li> <li>• Administrative Instruction: Code of Ethics for Student Assessment (2011). <a href="https://masht.rks-gov.net/wp-content/uploads/2022/05/ua-kodi-i-etik.pdf">https://masht.rks-gov.net/wp-content/uploads/2022/05/ua-kodi-i-etik.pdf</a></li> <li>• Formative assessment (MEST &amp; BEP, 2013).</li> <li>• Summative assessment and test design - Handbook for teachers (MEST &amp; GIZ, 2015).</li> </ul>

<p><b>Competence IV</b> “The use of information and communication technology to enhance the quality of teaching and learning in primary education”</p>	<p>Recommended literature</p>
<p><b>Expected results</b> <i>Primary education teacher - class cycle:</i></p> <ul style="list-style-type: none"> <li>• presents didactic materials using appropriate computer programs for primary education students;</li> <li>• encourages students to make learning presentations using appropriate computer programs appropriate for their age;</li> <li>• uses various online platforms, which help for an effective teaching process;</li> <li>• involves students in subject-specific, cross-curricular projects, which are intertwined with the use of age-appropriate materials from internet sources - from websites.</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks, learning materials to help classroom teachers, focusing on the use of ICT in teaching and learning.</li> <li>• Teacher’s guide - Traveling through the Internet (MESTI). <a href="https://masht.rks-gov.net/udhezues-per-mesimdhenes/">https://masht.rks-gov.net/udhezues-per-mesimdhenes/</a></li> <li>• European Digital Competence Framework for Teachers (DigCompEdu)</li> <li>• <a href="https://shkollat.org/">https://shkollat.org/</a></li> </ul>

## 2.4. Field: Inclusiveness and ethics in the profession

<p><b>Competence</b> “Applying the principles of inclusiveness and ethical rules in the profession as necessary elements in the work of the primary education teacher”</p>	<p>Recommended literature</p>
<p><b>Expected results</b> <i>Primary education teacher - class cycle:</i></p> <ul style="list-style-type: none"> <li>• Applies the principles of inclusiveness when working with students and the entire school community;</li> <li>• demonstrates a positive attitude towards the peculiarities of students, the way they learn, as well as supports them in achieving learning results;</li> <li>• uses communication strategies aimed at inclusiveness of students in the learning process and treats all students equally and with respect;</li> <li>• respects professional ethics and behaves responsibly towards students, parents, teaching colleagues and school management;</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative Instruction for the use of the individual education plan (MEST, 2016). <a href="https://MASHT.rks-gov.net/udhezimet-administrative-2016">https://MASHT.rks-gov.net/udhezimet-administrative-2016</a></li> <li>• The Individual Education Plan (IEP) and the guide for drafting the Individual Education Plan for children with special educational needs (MEST, 2017). <a href="https://MASHT.rks-gov.net/publikime-dhe-dokumente-per-femijet-nxenesit-me-aftesi-te-kufizuara-dhe-me-veshtiresi-ne-te-nxene">https://MASHT.rks-gov.net/publikime-dhe-dokumente-per-femijet-nxenesit-me-aftesi-te-kufizuara-dhe-me-veshtiresi-ne-te-nxene</a></li> <li>• Good practices of inclusiveness (MESTI, 2017) <a href="https://MASHT.rks-gov.net/publikime-dhe-dokumente-per-femijet-nxenesit-me-aftesi-te-kufizuara-dhe-me-veshtiresi-ne-te-nxene">https://MASHT.rks-gov.net/publikime-dhe-dokumente-per-femijet-nxenesit-me-aftesi-te-kufizuara-dhe-me-veshtiresi-ne-te-nxene</a>,</li> <li>• Handbook for teachers - Interculturalism in education (MESTI, 2023). <a href="https://masht.rks-gov.net/doracak-per-mesimdhenes-nderkulturalizmi-ne-arsim/">https://masht.rks-gov.net/doracak-per-mesimdhenes-nderkulturalizmi-ne-arsim/</a></li> <li>• Teacher’s Guide - Understanding Disability (MESTI, 2022). <a href="https://masht.rks-gov.net/udhezues-per-mesimdhenes-te-kuptojme-aftesine-e-kufizuar/">https://masht.rks-gov.net/udhezues-per-mesimdhenes-te-kuptojme-aftesine-e-kufizuar/</a></li> </ul>

	<ul style="list-style-type: none"> <li>• Framework for the inclusion of students with special educational needs in higher secondary schools (MESTI, 2022). <a href="https://masht.rks-gov.net/kornizë-për-përfshirjen-e-nxënësve-me-nevoja-të-veçanta-arsimore-në-shkollat-e-mesme-të-larta/">https://masht.rks-gov.net/kornizë-për-përfshirjen-e-nxënësve-me-nevoja-të-veçanta-arsimore-në-shkollat-e-mesme-të-larta/</a></li> <li>• Teacher’s handbook with activities on children’s rights (MESTI, 2021). <a href="https://masht.rks-gov.net/doracak-për-mësimdhënës-me-aktivitete-mbi-të-drejtat-e-fëmijëve-2/">https://masht.rks-gov.net/doracak-për-mësimdhënës-me-aktivitete-mbi-të-drejtat-e-fëmijëve-2/</a></li> </ul>
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Field: Spelling aspects of the Albanian language	
Competence	Recommended literature
<p>“Applying rules of the Albanian language spelling”</p> <p><b>Expected results</b> <i>Primary education teacher - class cycle:</i></p> <ul style="list-style-type: none"> <li>• applies the spelling rules of the Albanian language, in speaking, reading and writing;</li> <li>• implementation of spelling rules during teaching activities and other activities at school/ educational institution.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling of the Albanian language.</li> </ul>

2.5. Field: Scientific content of primary education subjects	
Competence	Recommended literature
<p>“Competent application of scientific content in the teaching of primary education”</p> <p><b>Expected results</b> <i>Primary education teacher - class cycle:</i></p> <ul style="list-style-type: none"> <li>• <i>owns</i> the concepts of primary education subjects, phenomena, laws at a scientific and didactic level;</li> <li>• <i>transmits</i> scientific concepts, phenomena, laws and rules in accordance with the age and learning of students in primary education;</li> <li>• <i>owns</i> the knowledge, skills and habits that students from grades 1-5 acquire for each subject program;</li> <li>• <i>plans</i> according to the typical difficulties encountered by students during the learning process;</li> <li>• <i>adapts</i> the subject programs for students with learning difficulties or with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Core Curriculum for preparatory grade and primary education of Kosovo (Grades 0, I, II, III, IV and V).</li> <li>• All curricula/subject programs contained in the curriculum, grades 1-5.</li> <li>• Textbooks from 1-5 grades.</li> <li>• Various publications to help teachers and students of primary education.</li> </ul>

### 3. Sample tests for primary education teachers

Sample models for the qualification exam for Primary Education Teacher - class cycle have been developed and organized keeping in mind the main areas and competencies in which the knowledge, skills and values necessary to successfully exercise the profession of teacher in primary education are verified, with the aim of obtaining the advanced license of the classroom teacher.

Sample models for the qualification exam for obtaining the advanced license in teaching are organized into six main areas, where part of them are the basic competencies which together with the expected results, are references in the design of the test requirements/questions.

The following table presents the summary of the fields - columns of the qualification exam test, for which the requirements/questions are developed according to the three levels of achievements.

No.	Test columns	Points on the test	Number of questions with alternatives, Base level V) = 1 point	Number of questions with alternatives, Base level V) 2 = 2 points	Number of questions with alternatives, high level V) 3 = 3 points
1.	Official school documentation	4 points	0	2	0
2.	Curricula - subject program	6 points	0	3	1
3.	Pedagogy and methodology aspects	13 points	4	3	1
4.	Aspects of inclusiveness and professional ethics	3 points	1	1	0
5.	Spelling aspects of the Albanian language	4 points	0	2	0
	Total of questions part 1	30 points	5	11	2
6.	Scientific content of the subject	40 points	5	10	5
	Total of test points	70 points	10 points	21 points	7 questions

The following sample tests include several requirements/questions (not all in number) for each area - column of the qualification exam for primary education teacher. They contain questions with multiple alternatives, according to difficulty levels, with the possibility of correct answers in one or more alternatives.



## *I. Official school documentation*

1. Define the following standards that are part in the standards of the teaching profession according to the Strategic Framework document for the Teachers Development in Kosova: 1 point
  - a. Demonstrates attitudes and positive and objective behavior for the students well-being and learning;
  - b. Is committed to continuous professional development;
  - c. Manages the school, school activities and resources;
  - d. Ensures that all school students have equal opportunities for quality learning.
  
2. The school performance quality assurance framework is built on the interaction between: 1 point
  - a. main principles of the curriculum and the main competencies of the curriculum;
  - b. main principles of the curriculum and the curriculum areas;
  - c. main principles of the curriculum and the school quality areas;
  - d. main principles of the curriculum and the pre-university education goals;

## *II. Curricula - Subject program of mathematics*

3. Which of the following concepts expresses unified criteria for evaluating the knowledge, skills and attitudes of students according to the relevant fields: 1 point
  - a. Curriculum levels;
  - b. Types of evaluation;
  - c. Achievement levels;
  - d. Main competences.
  
4. Which of the learning outcomes of the mathematics subject - grade 2 are related to the teaching topic - Natural numbers: 1 point
  - a. Applies addition, subtraction, multiplication and division to problems from everyday life;
  - b. Compares sets according to the number of elements (less, more, as much);
  - c. Measure different lengths using non-standard and standard units;
  - d. Use the commutative and associative property to find the sum and product of numbers.
  
5. The cross-curricular issues defined in the core curriculum and subject curricula of primary education are: 1 point
  - a. The totality of more or less systematic knowledge, acquired in a certain field;

- b. The elective part of the curriculum that represents the subjects and curricular activities set at the school level;
- c. Important curricular content that does not belong entirely to just one subject or area of the curriculum, but is taught in several subjects;
- d. Structured learning activities that occur outside the context of formal learning areas and subjects.

### *III. Pedagogy and methodology aspects*

6. Which of the following aspects serve the most to adapt primary education children to systematize learning through play, work, learning, as well as enabling them to differentiate between play and task: 1 point
- a. Teaching experience;
  - b. Teaching methods;
  - c. Practical works;
  - d. Scientific tasks.
7. Students manage to learn up to 90% of the learning outcomes in the classroom, if: **1 point**
- a. read the text;
  - b. listen carefully to the teacher;
  - c. watch pictures or videos;
  - d. create models and present their work.
8. When planning a 5th grade summative test, the first step a teacher should take is: 1 point
- a. determining the types of questions and the points the test will have;
  - b. determining the level and length of the test;
  - c. design of the test evaluation scheme;
  - d. determining the learning outcomes to be assessed in the test.

### *IV. Aspects of inclusiveness and professional ethics*

9. The 4th grade teacher has planned a visit with her students to the city theater. What is the most effective thing for the teacher to do so that even Alba, a girl in a wheelchair, can visit the city theater together with her classmates? 1 point
- a. Asks the teacher of the other class to accompany Alba on this visit;
  - b. She goes to the city theater beforehand and identifies the problems that her student may face and makes a preliminary planning;
  - c. Encourages her and asks Alba to stay at home on the day of the visit to the theater;
  - d. She asks Alba to come accompanied by a family member, who will accompany her.



10. An inclusive classroom is one where: 1 point
- a. Assessments are repeated until each student achieves the minimum scores;
  - b. The teacher teach by referring only to the textbook to reduce the students' workload;
  - c. There is an active involvement of students with high results;
  - d. The teacher creates different learning practices and experiences for each student.

#### *V. Spelling aspects of the Albanian language*

11. Which of the following alternatives is written correctly? 1 points
- a. 3-rd grade of the school
  - b. 3 grades of the school
  - c. 3-rd grades of the school
  - d. 3 grade of the school

12. Which of the following alternatives is written correctly? 1 points
- a. The committee for students enrollment in the first grade recommends providing the child with the medical-legal report when the child does not have it;
  - b. The committee for students enrollment in the first grade recommends providing the child with the medical-legal report when the child does not have it;
  - c. The committee for students enrollment in the first grade recommends providing the child with the medical-legal Report when the child does not have it;
  - d. The committee for students enrollment in the first grade recommends providing the child with the medicallegal Report when the child does not have it.

#### *VI. Scientific content of primary education subjects*

##### ***Letter from the village***

Sokol!

I delayed the letter because we were waiting for you, but you don't have opportunity to come to us. Now I will tell you something about my village. Think of a beautiful lake, surrounded by high mountains and verdant in winter and summer. Think of a series of mountains, such as Mount Dry, and at its bottom a field that stretches downhill and is collides by the waters of the lake. Guess what, a peninsula breaks off from this field that goes even deeper into the lake. This is our village, our Kallamasi. We really have a very beautiful nature and all the friends who come to us remain speechless. The lake waters surround us from three sides and we have become friends with these waters since infancy. Who knows how many times I came home to my mother like a wet chicken. That poor woman grabbed me, hugged me and quickly changed my clothes. I did such a stupid thing last year also. And what you said, Pirroja calls me, happy to

go play at Kosornik's field. And we went there. With us also came Vaso, and Gergji, and Todri. We start playing. Yes, I will give it a hard kick and fr... the ball went right in the middle of the lake. Now what? I almost lost my mind! I couldn't bear it: I closed my eyes and got into the water. You know? With all clothes! I saved the ball, but I became the joke of my friends.

This is how the lake lies to us, such mess we have with it. Not only in summer, but also in winter, we are friends with the lake. We also love it when it's angry with those foamy, raging waves. Do you know what we do? We go to the sandy beach and try to lie to the waves. When the wave moves away from the shore, we follow the wave into the depths. When she swells as if angry, we run to leave. But often she defeats us: how she lies to us and fills our shoes with water. We burst out laughing! Wanting to get away from the wave as soon as possible, we stumble and fall into the water. The wave passes over our bodies and makes us wet.

But our village has other beauties as well; I will write to you about these from time to time. Don't forget: I want you to write me more about your village.

Bye! Ylli

13. 18. The given text is: 1 point

- a. Personal letter;
- b. Official letter;
- c. Invitation;
- d. Diary.

14. In the sentence: "Think of a beautiful lake, surrounded by high mountains", the word beautiful is: 1 point

- a. Adjective;
- b. Preposition;
- c. Adverb;
- d. Name.

### ***"Love for your country"***

We are traveling to the Adriatic. We have made a very long journey, changing many planes through different and strange airports. We slept in bits and pieces, flying over unfamiliar cities. Before we arrive in Albania, we stop for a few days in Roma. We walked through the streets of Roma. Its cold. November. The journey through the capital becomes more and more interesting. Suddenly the eye stops at a street sign: "Gjergj Kastrioti" street.

A road with the inscription: "Gjergj Kastrioti stayed here for several days". Silence catches us. We think. Here he came five centuries ago. He got off his horse and entered this building. The inhabitants all around went to the windows to see the foreign guest from far away land. He came from a place where there was a terrible war. There was light in his rooms until late. We think about that time, while the rain

falls relentlessly. We get in the car and leave on the endless streets of the city. Tomorrow we will leave for Albania. The plane will leave the Adriatic Sea behind. Below the clouds, below the fog, between the beautiful valley, like an old acquaintance, the Rinas airport runway will appear.

Pleased to see you, homeland!

*Ismail Kadare*

15. Through this fragment, the narrator aims to tell: 1 point

- a. Its next journey;
- b. Unexpected vicissitudes during the journey;
- c. The places that impressed him the most;
- d. The places named after the hero Gjergj Kastriot Skënderbeu.

16. This fragment has elements: 1 point

- a. Scientific;
- b. Biographical;
- c. Informing;
- d. Autobiographical.

17. Students sit in a classroom in rows. Each row has the same number of students. There are 2 rows of students in front of Rroni and a row of students behind him. In Rron's row, there are 3 students on his left side and 5 students on his right side. How many students are there in total in the class?

1 point

- a. 10
- b. 17
- c. 18
- d. 27

*The problem situation is given: Agim drove the car for the first 2 hours at a speed of 70 km/h and for the other three hours at a speed of 80 km/h. Circle the correct alternative for questions 22 and 23.*

18. Agim in total traveled: 1 point

- a. 150 km;
- b. 250 km;
- c. 340 km;
- d. 380 km.

19. The average speed at which Agimi traveled is:

1 point

- a. 75 km/hour;
- b. 76 km/hour;
- c. 77 km/hour;
- d. 78 km/hour.



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