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Ministria e Arsimit, Shkencës, Teknologjisë dhe Inovacionit
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Ministry of Education, Science, Technology and Innovation

PROFESSIONAL DEVELOPMENT PROGRAM

TO OBTAIN ADVANCED LICENSE FOR TEACHERS

TEACHER OF "ALBANIAN LANGUAGE" SUBJECT

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Abbreviations

PE	Primary education
HSE	Higher secondary education
LSE	Lower secondary education
MED	Municipality Education Directorate
FE	Faculty of Education.
EI	Education Inspectorate
PIK	Pedagogical Institute of Kosova
ISCED	International Standards Classification of Education
CC	Core Curriculum
KCF	Kosova Curriculum Framework
KCF	Kosova Curricular Framework
SFTD	Strategic framerwork on teachers development
SCTL	State Council on Teacher Licensing
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;

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Content

1. Introduction

The teaching profession is a dynamic profession that goes through different stages of career development. It is related to the academic qualification to exercise the teaching profession and to the continuous professional development oriented with standards and performance indicators. From this perspective, teachers are prepared in several aspects, such as:

- To act with professionalism, honesty and integrity;
- To have appropriate and necessary scientific knowledge for the relevant teaching area;
- To develop qualitative 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 obtaining an advanced teaching license - for teachers of the subject "Albanian language" subject, is part of the teachers' professional development package, which guides the development of teachers 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 teachers of "Albanian language" subject in preparation for the qualifying exam and for 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 'Strategic Framework for Teachers Development in Kosova' document (SFTD)[1], in teacher licensing system documents, requirements for teachers seeking advanced teaching license.

1.1. *Program goals and objectives of professional development for an advanced license for teachers of the Albanian language*

The goals of designing the professional development program for the qualification purpose for obtaining an advanced teaching license - teacher of the "Albanian language" subject are:

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[1] 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.

- To offer an orientation program to help all teachers of the "Albanian language" subject in pre-university education, namely Albanian language teachers in Lower Secondary Education (LSE) and Higher Secondary Education (HSE), 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 of Albanian language, seeking advanced teaching license, in order for them to achieve a qualitative preparation, to successfully meet the requirements of the qualification exam process and TPE for advanced license.

The program aims for the teacher to:

- 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 show competence in recognizing and effectively implementing competency-based curriculum - of Albanian language subject programs in the school;

- To possess 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, 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 students involvement 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 basic concepts and scientific laws of the subjects as well as their application in practice and in real life, in accordance with the age specifics of students in the class where they teach;

- 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. The content of the program for the advanced license for teachers of the Albanian Language subject

The content of the orientation program for obtaining the advanced license for teaching - teacher of the "Albanian language" subject - 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 two test samples for the Albanian Language subject at each educational level: lower secondary education (LSE) and higher secondary education (HSE).

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[2] documentation, which is related to the upbringing-educational activity of the teachers in the school;

- Curricula - subject programs of the Albanian language

- Aspects of pedagogy, teaching and assessment methodology, as well as the use of ICT in the teaching and learning process in the Albanian language subject;

- Aspects of inclusiveness and professional ethics;

- Spelling aspects of the Albanian language;

- The scientific content of the subject, according to the subject programs of the Albanian language.

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.

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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.

2.1. Field: Official school documentation

Competence "Responsible implementation of legal requirements related to official school documentation"	Recommended literature
Expected results *Albanian Language Teacher:* • implements the legislation for the pre-university education system, administrative instructions and other documents related to the design and implementation of the school curriculum; • demonstrates the concrete implementation of MESTI's instructions in order to improve the teaching-learning process; • implements the legal, administrative and organizational requirements for exercising the duties and responsibilities of the profession; • respects the student's rights, freedoms and responsibilities; • respects the duties, rights, freedoms and responsibilities of the teacher; • implements the requirements of administrative instructions and guidelines for the teachers professional development.	• Law No. 04/L-032 on Pre-University Education in the Republic of Kosova (2011). https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=2770 • Korniza për sigurim të cilësisë së performancës së shkollës në Kosovë (MASHTI & IPK). https://ipkmasht.rks-gov.net/ëp-content/uploads/2021/02/Korniza-per-sigurim-te-cilesise-se-performances-se-shkolles-ne-Kosove-2016.pdf • Administrative Instruction no. 22/2016 on Professional Assets (Departments) of schools. Prishtina: MESTI https://gzk.rks-gov.net/ActDetail.aspx?ActID=15199 • Administrative Instruction no. 14/2023 on the Licensing System and Teaching Career MESTI. https://masht.rks-gov.net/udhezim-administrativmashti-nr-14-2023-per-sistemin-e-licencimit-dhe-karrieren-ne-mesimdhenie/ • Administrative Instruction MESTI no. 16/2023 on Teachers Professional Development. https://masht.rks-gov.net/udhezim-administrativ-mashti-nr-16-2023-per-zhvillimin-profresional-te-mesimdhenesve/

2.2. Field: Curricula - subject programs of the Albanian language

Competence "Effective implementation of competency-based curriculum - programs of the Albanian Language subject"	Recommended literature
Expected results *Albanian Language Teacher:* • implements the subject curriculum/learning program of the Albanian Language subject respecting all aspects of the organization of the subject curriculum; • effectively uses curriculum principles in planning and implementing the subject program of the Albanian language; • designs and finds additional curricular materials that help in the acquisition of concepts and skills provided in the curricula of the Albanian Language subject for the relevant level of education (LSE or HSE);	• Curricular Framework of Pre-University Education of the Republic of Kosova (revised 2016); Curricular Framework of Pre-University Education of the Republic of Kosova - MEST (rks-gov.net) • Core Curriculum LSE, grades VI-IX, 2016; CORE CURRICULUM OF LOWER SECONDARY EDUCATION OF KOSOVA (Grades VI, VII, VIII and IX) - MEST (rks-gov.net) • Core Curriculum HSE, grades X-XII, 2016; CORE CURRICULUM OF HIGHER SECONDARY EDUCATION OF KOSOVA (Grades X, XI, XII) - MEST (rks-gov.net) • Curricula of the Albanian language subject with the curriculum based on competences, grades VI-IX (2017 – 2020); SUBJECT/CURRICULUMS - SIXTH GRADE - MEST (rks-gov.net)

• designs and finds additional curricular materials that enrich the formation of students and encourage their independent and critical thinking;	• Curricula of the Albanian language subject with the curriculum based on competences, grades X-XII (2017- 2019); SUBJECTS/ CURRICULUMS - TENTH GRADE GYMNASIUMS - MEST (rks-gov.net)
• designs learning outcomes for learning topics or topics group, chapters, in accordance with the orientations and requirements of the core curriculum and of programs of Albanian language subject;	
• categorizes the learning outcomes of the program according to learning achievement levels;	
• shows the vertical coherence of the curriculum (continuity and adaptability of Albanian language programs);	
• selects the teaching tools necessary to achieve the goal and learning outcomes of programs of Albanian language subject;	
• provides information that demonstrates the connection of the Albanian language with other sciences and with the context of everyday life;	

2.3. Field: Aspects of pedagogy, methodology, assessment and use of ICT in primary education teaching

Competence I "Possession of specific pedagogical competence necessary and sufficient for teaching the Albanian language"	Recommended literature
Expected results *Albanian Language Teacher:* • demonstrates commitment, motivation and responsibility during his/her work; • adapts his/her work to the physical, social, emotional and cognitive development of students; • demonstrates respect, trust and objectivity with students; • identifies students with special needs (students with learning difficulties and talented students); • plans short-term and long-term work with special need students; • demonstrates a positive attitude towards science and the Albanian language subject; • cultivates love and passion for the Albanian language subject; • creates a suitable, motivating and satisfying climate for students; • works with parents to improve student progress.	• Curricular documents – NQF and UN for Education Levels (ISCED II and ISCED III); • Subject curricula of the Albanian Language subject (grades 6-9 and 10-12); • Practical Guide to Curriculum Implementation - Curriculum Area: Languages and communication (MEST & IPK, 2016) • Teacher's guides for personal development for grades 6, 7, 8 and 9 (KEC, 2023). https://kec-ks. org/publikime/ • KosEd program: Pedagogical practice based on evidence. https://www.kosed.org/sq/copy-of-peer-led-evaluation-program • Effective teaching and curriculum, prof. Naser Zabeli (2023); • Teaching theory andstrategies – Constructivist approach, prof. Xhavit Rexhaj (2019);

Competence II "The use of effective methods and strategies in teaching the Albanian language"	Recommended literature
Expected results *Albanian Language Teacher:* • select appropriate methods and techniques for achieving a certain competence or learning results; • uses methods and techniques that promote the independent and creative thinking of students; • plans and develops lessons based on student-centered competence-based teaching; • uses methods and techniques that promote the development of creative thinking of students; • uses methods and techniques that ensure equality and inclusiveness;	• Curricular documents – NQF and UN for Education Levels (ISCED II and ISCED) III - part of the teaching methodology; • Subject curricula of the Albanian Language subject (grades 6-9 and 10-12) - part of the teaching methodology instructions; • Practical Guide to Curriculum Implementation - Curriculum Area: Languages and communication (MEST & IPK, 2016) • Project-based teaching - Handbook for secondary school teachers (KEC, 2022). https://kec-ks.org/ëp-content/uploads/2023/07/Mesimdhenia-e-bazuar-ne-projekte-Doracak-2.pdf • KosEd program: Pedagogical practice based on evidence. https://ëëë.kosed.org/sq/copy-of-peer-led-evaluation-program • Effective teaching and curriculum, prof. Naser Zabeli (2023); • Teaching theory andstrategies – Constructivist approach, prof. Xhavit Rexhaj (2019);
Competence III "The use of effective methods and strategies for the students assessment in the Albanian language subject"	Recommended literature
Expected results *Albanian Language Teacher:* • **a**pplies different types of assessment during the learning process; • demonstrates various techniques for student assessment; • uses methods and techniques of formative assessment that encourage students to self-assess (or to assess their friend) their progress in the Albanian language subject by performing various tasks and exercises; • uses various techniques and evidences for student assessment; • explains the steps and principles of designing a test for students; • develops tests that apply the principles of designing and giving points in a test; • evaluates students based on achievement level**s.**	• The evaluation framework of pre-university education students in Kosova (2020). https://masht.rks-gov.net/ëp-content/uploads/2022/06/korniza-komplet-shqip-2.pdf • Administrative instruction for the students assessment in the pre-university education of the Republic of Kosova (MESTI, 2022) https://masht.rks-gov.net/udhezimi-administrativ-mashti-06-2022-per-vleresimin-e-nxenesve-ne-arsimin-paraunivesitar-te-republikes-se-kosoves/ • Administrative Instruction: Code of Ethics for Student Assessment (2011). https://masht.rks-gov.net/ëp-content/uploads/2022/05/ua-kodi-i-etik.pdf • Assessment for learning - Handbook for gymnasium teachers (KEC, 2022). https://kec-ks.org/ëp-content/uploads/2023/07/Vleresimi-per-te-nxene-Doracak-per-mesimdhenes-2.pdf • Formative assessment (MEST & BEP, 2013). • Summative assessment and test design - Handbook for teachers (MEST & GIZ, 2015).

	• Question samples – Achievement Test, – State Matura Exam, (Tests from the Division for Standards and Evaluation in MESTI) Subject: Albanian language.
Competence IV "The use of information and communication technology to enhance the quality of teaching and learning in the Albanian language subject"	**Recommended literature**
Expected results *Albanian Language Teacher:* • presents materials from the Albanian language subject using appropriate technologies such as: Power Point, Excel, Math Type in Word; • encourages students to make presentations in Albanian language using computer programs known to them; • finds and uses materials from websites to enrich and perfect teaching-learning; • includes students in curricular projects of the Albanian Language subject or in integrated curricular projects which are combined with research, finding and using materials from websites.	• Textbooks, teaching materials to help teachers of the Albanian language subject used in grades VI - IX of lower secondary education as well as in grades X - XII of higher secondary education, which focus on the use of ICT in teaching-learning. • Teacher's guide - Traveling through the Internet (MESTI). https://masht.rks-gov.net/udhezues-per-mesimdhenes/ • European Digital Competence Framework for Teachers (DigCompEdu) • https://shkollat.org/

2.4. Field: Inclusiveness and ethics in the profession

Competence "Applying the principles of inclusiveness and ethical rules in the profession as necessary elements in the work of the teacher"	Recommended literature
Expected results *Albanian Language Teacher:* • Applies the principles of inclusiveness when working with students and the entire school community; • demonstrates a positive attitude towards the peculiarities of students, the way they learn, as well as supports them in achieving learning results; • uses communication strategies aimed at inclusiveness of students in the learning process and treats all students equally and with respect; • respects professional ethics and behaves responsibly towards students, parents, teaching colleagues and school management;	• Administrative Instruction for the use of the individual education plan (MEST, 2016). https://MASHT.rks-gov.net/udhezimet-administrative-2016 • The Individual Education Plan (IEP) and the guide for drafting the Individual Education Plan for children with special educational needs (MEST, 2017). https://MASHT.rks-gov.net/publikime-dhe-dokumente-per-femijetnxenesit-me-aftesi-te-kufizuara-dhe-me-veshtiresi-ne-te-nxene, • Good practices of inclusiveness (MASHTI, 2017) https://MASHT.rks-gov.net/publikime-dhe-dokumente-per-femijetnxenesit-me-aftesi-te-kufizuara-dhe-me-veshtiresi-ne-te-nxene , • Didactic manual for the prevention of violence (MEST & Save the Children, 2014) https://MASHT.rks-gov.net/uploads/2018/07/manuali-per-parandalimin-e-dhunes-ne-shkolla.pdf

	• Peace and Resilience Building Teaching Curriculum Handbook - Lower Secondary Education (MEST, 2020). https://masht.rks-gov.net/doracaku-i-kurrikules-se-mesimdhenies-per-paqe-dhe-ndertim-te-qendrueshmerise-arsimi-i-mesem-i-ulet/
	• Handbook for teachers - Interculturalism in education (MESTI, 2023). https://masht.rks-gov.net/doracak-per-mesimdhenes-nderkulturalizmi-ne-arsim/
	• Teacher's Guide - Understanding Disability (MESTI, 2022). https://masht.rks-gov.net/udhezues-per-mesimdhenes-te-kuptojme-aftesine-e-kufizuar/
	• Framework for the inclusion of students with special educational needs in higher secondary schools (MESTI, 2022). https://masht.rks-gov.net/kornize-per-perfshirjen-e-nxeneseve-me-nevoja-te-vecanta-arsimore-ne-shkollat-e-mesme-te-larta/
	• Teacher's handbook with activities on children's rights (MESTI, 2021). https://masht.rks-gov.net/doracak-per-mesimdhenes-me-aktivitete-mbi-te-drejtat-e-femijeve-2/

2.5. Field: Spelling aspects of the Albanian language

Competence	Recommended literature
"Applying rules of the Albanian language spelling"	
Expected results	• Spelling of the Albanian language.
Albanian Language Teacher:	
• owns rules of the Albanian language spelling;	
• demonstrate implementation of spelling rules during teaching activities and other activities at school/educational institution.	

2.6. Field: Scientific content of the subject

Competence	Recommended literature
"Competent application of scientific content in teaching of the Albanian language subject"	
Expected results	• Concepts in the field of the Albanian language, expectations for students given in the UN for Education Levels (ISCED II and ISCED III);
Albanian Language Teacher:	
• performs accurate analyzes from the field of the Albanian language system;	• Subject curricula of the Albanian Language subject (grades 6-9 and 10-12) - part of general language concepts and general learning outcomes;
• analyzes and evaluates the style and language features in a text or passage;	

• analyzes and gives its judgments about Albanian and world literature, about literary periods and trends, as well as about representative writers and their literary creativity; • understands, interprets, analyzes and evaluates various literary and non-literary texts and fragments; • writes essays on topics related to various educational issues; • respects grammar, spelling and punctuation rules.	• Textbooks of the Albanian language subject, as well as other resource materials that cover the content of the course for grades VI-IX for lower secondary education and X - XII for higher secondary education.

3. Test samples for Albanian language teachers

The test samples for the qualification exam for teachers of the Albanian language have been developed and organized keeping in mind the main areas and competencies in which the knowledge and skills of teachers are verified, with the aim of obtaining an advanced teaching license, at the relevant educational level, in LSE or in HSE.

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, Basic level V) 1= 1 point	Number of questions with alternatives, Average level V) 2= 2 point	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	33 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 questions	70 points	10 questions	21 questions	7 questions

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

3.1. Test sample of the "Albanian language" subject, Lower Secondary Education (LSE)

The following sample tests include several requirements/questions (not all in number) for each field - column of the qualification exam for 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. Based on the Law on Pre-University Education in Kosova (2011), the School Steering Committee at levels 1, 2 and 3 of ISCED has specific duties and competences. Which of the following tasks is not direct responsibility of the school steering committee:
   1 point

   a. to draft school rules, to be approved by the municipality;
   b. to decide on the use of the salary budget for the school personnel;
   c. to approve the extracurricular activities of the school, according to the proposal of the school principal;
   d. to decide on the dress code of employees and students.

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 the Albanian language

Subject program

3. To build subject competencies, the student works: **1 point**

    a. every class hour;

    b. only at certain hours;

    c. during a long period;

    d. only during a school year.

4. Mark T if the statement is true, or F if the statement is false.   **3 points**

    a. The Albanian language program is based on the main curriculum documents: Curricular framework, core curriculum and and the curriculum of the Albanian language. _____

    b. In the ninth grade program, 25 lessons are suggested for the preparation of students for the achievement test, "Albanian language" subject. _____

    c. In the core curriculum, the learning outcomes for each key competency are defined._____

III. Pedagogy and methodology aspects

5. When planning the test, the first step a teacher should take, is: **1 point**

    a. Designing the test evaluation scheme;

    b. Determining the types of questions and points the test will have;

    c. Determining the level and length of the test;

    d. Determining the learning outcomes to be assessed in the test.

1. Learning assessment;   **1 point**

    a. is a systematic collection of tasks and works performed by the student to demonstrate the development of competencies (knowledge, skills, attitudes).

    b. aims to measure the level of student achievement for a specific set of learning outcomes.

    c. enables the teacher to identify students' strengths, problems and difficulties they have and to provide immediate feedback that helps students learn better.

    d. aims to discover the causes of weaknesses that students have at the beginning of the school year, in order to determine corrective techniques.

2. Judge how the following question is worded and scored?
What kind of question is that? **3 points**

> What is special about the suffixes of the words: eyes, leaves? What is the function of this usage?
> **3 points**

    a. Formulation of the question:

_____

    b. The question's number of point

_____

    c. Type of question:

_____

IV. Aspects of inclusiveness and professional ethics

6. In a class where there are students with learning difficulties, the teacher: **1 point**

    a. Sets the same learning outcomes for all students in the class, but achieves differentiated work with different students;

    b. Concentrates the work and focuses only on students with the lowest level of achievement;

    c. Sets different learning outcomes for different students;

    d. Concentrates the work and focuses only on students with the high level of achievement.

7. Choose true (T) or false (F);

In the Regulations of the municipality for pre-university education, the tasks that all educational institutions of pre-university education have for its implementation are defined.

    a. It is the duty of the educational institution to translate the municipal regulation into instructions, internal regulations of the school, etc. for the behaviors that must be created and supported, in the special conditions of the relevant educational institution;   T/F _____ **1 point**

    b. It is the duty of educational institutions to train all parents and local government representatives on the principles and purpose of the school regulation. T/F _____   1 point

V. Spelling aspects of the Albanian language

Spelling aspects of the Albanian language

8. Which of the following alternatives is written correctly?   **1 point**

   a. parents' Council of Kosova;
   b. Parents' Council of Kosova;
   c. parents' Council of Kosova;
   d. parents' Council of Kosova.

9. Underline the word that is misspelled in the following sentences   **3 points**

   a. We must pay special attention to the problem of dropping out of school to find the real reasons and provide solutions;
   b. When the student of IV-IX grades misses more than fifty percent of the total annual hours of the curriculum, he/she remains in the classroom and repeats the school year;
   c. Basic education aims at the social, intellectual and physical development of each student, mastering the rules of conduct, cultivating values, taking care of health, as well as sufficient preparation for continuing higher secondary education or for the labor market.

VI. Scientific content of the Albanian language subject

"Forest" Mit'hat Frashëri

(Read the text carefully and answer the following questions.)

Once fate pushed me to a city on the Black Sea shale, in Ineboll. Although they say that that sea is often red and evil, my journey was very pleasant. Yes, the truth is that even the spring season is the sweetness and beauty of the weather.

Inebolli was lying on the sand, on both sides of the bay; the back houses rose on a side, on the slopes of a hill; the hill climbs and peaks and at the very top there was a large building. Undoubtedly a monastery, I said that around the building there were trees, big oaks. So, I have something to see, now I know where you went.

In such trips, one should not forget two things: To be satisfied with a poor hotel or a good inn, and to know how to search, to find, to discover something of interest, something worth visiting, something so that one does not say that one wasted one's time.

When the last buildings ended, there was a small forest; the trees were mixed: apart from the trees that we left behind, in the forest there was gorse, beech, maple, leafs, lofate, ash: here and there, Apollo's lar confessed the noble and its strongest tree, with smooth bark, with leaves like arrowheads. Higher still there were spruce, firs, short, but healthy trees: their wrinkled and cracked skin squeezed out the thick juice, the yellow stain, some kind of bitter honey. Beyond a small square, where the grass grew green and revealed a few patches of flowers on the green velvet, the trees grew and rather, the tops climbed higher, the leafy branches joined together.

There is nothing more pleasant than walking in a dense forest, where the trunks rise like pillars, when the branches and leaves, mingling there at the top, form a Gothic architecture which can never be equaled by human skill; the light here barely finds a way through those leaves; it is filtered, is drained,one says that it is purified, it loses its power and takes on a faded color, like the light of dawn; a mystery, a sense of sorrow reigns. It is easy to understand why the ancients worshiped the forest, why they filled it with gods, why there they had the place of forgiveness, of prayers, of mysteries, of their stratifications.

Kostamoni, 18 july 1912

10. By type this text is: **1 point**

    a. autobiography.

    b. chronicle.

    c. story.

    d. road description.

11. Which of the following sentences demonstrates the author's intention to bring persuasive nuances to the text: **1 point**

    a. Undoubtedly a monastery, I said that around the building there were trees, big oaks;

    b. Beyond a small square, where the grass grew green and revealed a few patches of flowers on the green velvet, the trees grew and rather, the tops climbed higher, the leafy branches joined together;

    c. Yes, the truth is that even the spring season is the sweetness and beauty of the weather;

    d. There is nothing more pleasant than walking into a dense forest, where the trunks rise like pillars, when the branches and leaves, mingling there at the top, form a Gothic architecture which can never be equaled by human skill.

12. How would this part be different if it were written objectively from a third-person perspective? **1 point**

    a. It would focus more on time dimensions.

    b. It would give more information about the qualities of the narrator.

    c. It would have less emotional content.

    d. It would contain less detail about the environment.

13. What details dominate the second paragraph?   **1 point**

    a. Acoustic

    b. Timely

    c. Visual

    d. All together.

14. From the point of view of the text organization, the first paragraph serves as an introduction. Discover two of its characteristics related to the text structure.   **2 points**

    a. Characteristic 1:_____

    b. Characteristic 2:_____

15. In the third paragraph you find a literary figure that is formed by syntactic sources of expression. Find out its function.   **2 points**

    a) Figure:_____

    b) Function:_____

16. Describe a feeling the fourth paragraph creates in you as a reader. Explain two of the ways in which the author manages to touch your sensibilities.   **3 points**

    a. Sensation:_____

    b. Ways:_____

17. Discover a linguistic device used in describing the environment. Which description technique stimulates the readers' imagination?   **2 points**

    a. Linguistic tool:_____

    b. Technique:_____

3. Find a feature of the romantic style in this text.   **1 point**

    _____

VII. Test sample of the "Albanian language" subject, Higher Secondary Education (HSE)

Official school documentation

18. Based on the instruction on the Licensing System and Teaching Career, the candidate has the right to appeal the licensing and career advancement process. The written complaint is addressed to:

1 point

a. Municipal Education Directorate;

b. Ministry of Education, Science, Technology and Innovation;

c. School;

d. The Education Inspectorate.

19. Self-assessment and detailed and periodic self-analysis based on the professional standards defined by the strategic framework for teacher development and the Guide to Internal Assessment for Career License Development, gives the teacher a valuable opportunity to understand its strengths and weaknesses. The weight of self-assessment by the teacher cannot be higher than: **1 point**

a. 15 %:

b. 20 %:

c. 25 %:

d. 30 %:

Subject program

20. To build subject competencies, the student works: **1 point**

a. every class hour;

b. only at certain hours;

c. during a long period;

d. only during a school year.

21. Mark T if the statement is true, or F if the statement is false.   **3 point**

a. The Albanian language programs are based on the main curriculum documents: Curricular framework, core curriculum and lesson plans of higher secondary education. _____

b. In the twelfth grade programs, 16 lessons are suggested for the preparation of students for the State Matura Exam . _____

c. In the core curriculum, the learning outcomes for each key competency are defined._____

VIII. Pedagogy and methodology aspects

22. Learning assessment; **1 point**

    a. is a systematic collection of tasks and works performed by the student to demonstrate the development of competencies (knowledge, skills, attitudes).

    b. aims to measure the level of student achievement for a specific set of learning outcomes.

    c. enables the teacher to identify students' strengths, problems and difficulties they have and to provide immediate feedback that helps students learn better.

    d. aims to discover the causes of weaknesses that students have at the beginning of the school year, in order to determine corrective techniques.

23. When planning the test, the first step a teacher should take, is: **1 point**

    a. designing the test evaluation scheme.

    b. determining the types of questions and points the test will have.

    c. determining the level and length of the test.

    d. determining the learning outcomes to be assessed in the test.

24. Which of the teaching styles is considered the most effective for differentiated instruction in a class with different levels of students? **1 point**

    a. Frontal teaching

    b. Teaching in homogeneous groups

    c. Individual teaching

    d. Teaching in heterogeneous groups

IX. Aspects of inclusiveness and professional ethics

25. Which of the following statements best describes the term "Inclusiveness"? **1 point**

    a. It is the belief that students should be distinguished according to their ability.

    b. It is the belief that some students cannot learn.

    c. It is the philosophy that all students have the right to receive an equal education in an educational system.

    d. It is the philosophy that students with special needs need special schools.

26. The teachers of Albanan language has planned a visit with her students of the XI/1 grade at the Faculty of Philology. What is the most effective thing for the teacher to do so that even Agon, a child that moves with a wheelchair, can visit this gymnasium together with his classmates?   **1 point**

    a. asks another teacher to accompany Agon on this visit.

    b. goes beforehand to the Faculty of Philology and identifies the problems that her student may face and makes a preliminary planning.

    c. encourages him and asks Agon to stay at home on the day of the visit;

    d. asks Agon to come accompanied by a family member, who will accompany him.

X. Spelling aspects of the Albanian language

27. Which of the following alternatives is written correctly?   **1 point**

    a. parents' Council of Kosova

    b. Parents' Council of Kosova

    c. parents' Council of Kosova

    d. parents' Council of Kosova.

28. Underline the word that is misspelled in the following sentences.   **3 points**

    e. Higher secondary education aims at the further development of the competences acquired from basic education, the consolidation of the individuality of each student and the totality of values and attitudes, the expansion and deepening of certain fields of knowledge, the preparation for higher education and for the labor market.

    f. A student up to the age of twenty-two is allowed to attend four-year higher secondary education.

    g. Complementary and extracurricular activities that take place at the educational institution level are reflected in a document in which the purpose of the activity is noted and its progress is briefly described.

XI. Scientific content of the Albanian language subject

Reporting tendencies

(Read the text carefully and answer the following questions.)

Parents play a major role in the school and have the right to receive regular reports from the school about their children's achievements. As they themselves have had their own school experiences in the past, parents have certain expectations regarding the format of reports and what is important they to contain. There may also be a significant generation gap between parents' experiences at school and what is now offered at school.

Of course, the new and more complex forms of assessment used today require new forms of reporting (Wiggins, 1998; Mc Tinghe and Wiggins, 2004). On the other hand, changes in reporting are not welcomed by parents if they create other anxieties. Most researchers agree on the basic principles of reporting which are:

- the communication process should be fair, timely, confidential and clear (Loyd, 1997);
- the basis on which the assessment of the students' performance is made should be known and be reliable;
- the relative weight given to the categories that make up the final grade should be made clear and uniform for all students and teachers;
- any summary judgments made during reporting must be supported by facts and data (Wiggins, 1998).

A number of schools are now changing the types of communications they send to parents. Mailing a one-page report, once per semester, which used to be the only form of communication with parents, has now changed radically. Schools now use the following:

- different writing reports;
- parent-teacher meetings/interviews;
- informative meetings for parents (usually in the evenings);
- leaflets explaining the new curriculum or assessment procedures;
- school magazine.

(The text is taken from the book "Basic Concepts for Understanding the Curriculum" Colin J. Marsh)

29. Which of the following sentences best expresses the main idea of the text?   **1 point**

   a. Parents have the right to be informed about their children's achievements.
   b. New forms of student assessment require new forms of reporting.
   c. Changes in reporting are not welcomed by parents if they create other anxieties.
   d. Parents play an important role in school.

30. The structure of the text is: **1 point**

   a. of comparison-contrast;.
   b. of problem - solution;
   c. of reason - consequence;
   d. of the phenomena order.

31. Which of the alternatives would be a suitable closure for this text?   **1 point**

   a. Each school selects from the above forms of reporting, according to its specifications and possibilities.

   b. Parents must adapt to the new assessment forms of their children's achievements.

   c. Parents and teachers should determine together how student achievement will be assessed.

   d. The school directorate must define mandatory formats and samples to report the students achievement.

32. The word *summarized* is formed with: **1 point**

   a. Conjugation;

   b. Knotting;

   c. Prefix;

   d. Prefix-suffix.