



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*

GUIDE

SCHOOL-BASED TEACHER PROFESSIONAL DEVELOPMENT

PRISHTINA, 2026

This guide is the result of close cooperation between the Ministry of Education, Science, Technology and Innovation / State Council for Teacher Licensing, education officials in MED, school principals and teachers involved in regional consultative meetings for the review of this guideline.

The guide has as its main reference the Administrative Instruction (AI) 16/2023 on Teacher Professional Development (TPD). This AI regulates the TPD within the framework of the teacher licensing system, reflects the importance of school-based TPD, and establishes the foundations for its functioning at the school level.

Content

List of abbreviations	4
1. Introduction	6
2. School-based professional development of teachers in light of the new educational policy framework	8
3. Institutionalization of School-Based Teacher Professional Development ...	9
4. Sustainable forms of school-based professional development	12
5. The collegial model of quality assurance in Kosova and the school-based teacher professional development.....	15
6. Internal procedures for school-based teacher professional development..	17
7. SBTPD programs and activities.....	22
8. External procedures - school-based teacher professional development support	23
9. Support structures for school-based teacher professional development ...	25
10. The work instruments for the SBTPD implementation.....	30
The structure template on setting priorities for the SBTPD for the 2-3 years	31
The structure template of the annual school-based professional development plan	32
Individual Professional Development Plan (TPD) structure model	33
The template for planning school-based workshop/seminar sessions	34

Action research plan (long-term/collaborative).....	35
The structure template of the summary report from trainings/workshops for the SBTPD.....	37
Content Framework for the Professional Portfolio of the SBTPD	38
The certificate sample for SBTPD.....	39
Bibliography	41

List of abbreviations

PA	Professional Actives
ST	School Team
MED	Municipality Education Directorate
DPDLEP	Division for Professional Development and Licensing of Educational Personnel
EI	Education Inspectorate
PIK	Pedagogical Institute of Kosova
SSC	School Steering Council
CC	Class Councils
KTDSF	Kosovo Teacher Development Strategic Framework

SCTL	State Council for Teacher Licensing
MESTI	Ministry of Education, Science, Technology and Innovation
KESP	Kosovo Education Strategic Plan
IDP	Individual Development Plan
SDP	School Development Plan
AI	Administrative Instruction
TPE	Teacher Performance Evaluation
PD	Professional Development
TPD	Teachers Professional Development
SBTPD	School-Based Teacher Professional Development
CPD	Continuous Professional Development

1. Introduction

The Ministry of Education, Science, Technology and Innovation (MESTI) has in recent years reviewed the framework of educational policies related to the teacher licensing system. In this review, school-based professional development takes on a new dimension in terms of organizing programs and forms of professional development.

School-Based Teacher Professional Development (SBTPD) has been established as one of the main mechanisms for enhancing the quality of teaching and for creating a collaborative professional culture within educational institutions, as an instrument of motivation and a mechanism for maintaining, improving and advancing teaching competencies.

1.1. The purpose of guide

This guide has been prepared based on the framework of new educational policies, programs and guidelines that refer to the role of the school, the work of teachers, professional development and careers in teaching, and that lay the foundations of the SBTPD.

The purpose of this guide is to assist stakeholders involved in the Teacher Professional Development Program, particularly Schools and MEDs, in improving their understanding of the roles, opportunities, procedures and practice of implementing school-based professional development, in light of the regulations of Administrative Instruction-16/2023 on Teacher Professional Development (TPD).

The objectives of the guide are:

- to help raise awareness and understanding of the importance of institutionalizing the SBTPD
- to promote sustainable forms of school-based professional development
- to provide practical guidance and tools for schools and support structures to implement the SBTPD effectively.

The guide serves as a roadmap with ideas for actions to be followed at the school level to implement the SBTPD, adapting it to the context, circumstances, capacities and opportunities of the school. The guide is a reference for the approaches that schools should follow to institutionalize the SBTPD, implement all internal procedures for planning and implementing the SBTPD, implement creative and sustainable forms of SBTPD, follow the procedures and criteria for certifying teachers involved in the SBTPD, strengthen support structures in school-based TPD, etc.

Also, the guide will be an important and practical resource for MEDs and MESTI, which have a supporting and supervisory role for the implementation of the SBTPD, to provide the necessary support and advocacy for schools, to monitor and evaluate the quality of the SBTPD activities.

1.2. The context of teacher professional development

Teacher professional development (TPD) is one of the most important factors for increasing the quality of education and improving student outcomes. It is an essential requirement of the process of continuous learning, improvement and advancement of school performance. The new requirements for the TPD come at a time when schools and teaching processes are faced with demands and changes in curricula, integration of technology in teaching, new competencies and increased professional responsibility of teachers.

Recent research emphasizes the importance of the new professionalism of teachers, where they are seen as active stakeholders in identifying and addressing professional development needs (Saqipi, 2014). This requires decentralization of processes, so that activities stem from the needs of teachers and the school themselves, and not just from external demands.

The efforts of the education system in Kosovo to strengthen the TPD component in recent years are closely linked to the curriculum reform, which strengthened the concept of school-based development. The new curriculum provides for increased responsibility and autonomy of schools related to the implementation of the curriculum, which are closely linked to the need to build teacher capacity.

In line with the curriculum reform, MESTI has for years determined the priority area of continuous professional development of all educational employees, in particular the professional development of teachers, with the aim of developing professional competencies and meeting the requirements set in the teacher licensing system.

Within the framework of the new requirements for TPD, MESTI, through Administrative Instruction (AI) 16/2023 on Teacher Professional Development (TPD), has also defined the models of teacher professional development in Kosovo. TPD model includes:

- (i) providing training programs by external providers, and
- (ii) providing school-based teacher professional development (SBTPD) through a school-based approach.

An institutionalized system of SBTPD is guided by the principles set out in AI 16/2023 on TPD. It is **simple, easily achievable, flexible, collaborative, effective and sustainable**. These principles are taken as reference points for the institutionalization of the SBTPD around a system of procedures and activities that can be instruments for improving the current practice of the TPD.

2. School-based professional development of teachers in light of the new educational policy framework

The professional development of teachers is not isolated from other developments in the education system, but rather serves to build capacity for the effective implementation of the educational policy framework related to school, curriculum, teaching and learning. The SBTPD has reference in several educational documents and policies, which are related to teachers, teaching and the role of the school in fulfilling the expectations set by society. They are:

- *Strategic framework for the development of teachers in Kosova*
- *Pre-university education curriculum framework*
- *Framework for Quality Assurance of School Performance*
- *Administrative Instructions for the Teacher Licensing System in Kosovo*

2.1. Strategic framework for the development of teachers in Kosova (SFDTK)

It is a dynamic document related to teacher career development. It defines the standards of the teaching profession throughout the career (pre-service, introductory phase in the profession and career development), breaks down the competencies in different career stages and the implementation phases of the teacher career development system (MESTI, 2017).

When does the school use the SFDTK document within the framework of the SBTPD?

In principle, the school refers to this document during its preparations and planning for:

- *Informing teachers about teaching areas, standards and teacher competencies*
- *Identification of needs for TPD and determination of priority areas for TPD*
- *Determining the programs and activities for SBTPD*
- *Motivating teachers for engagement, self-reflection and self-direction of the PD.*

2.2. Pre-university education curriculum framework (PUECF)

The implementation of this document and other curriculum documents (Core Curricula and Subject Curricula) is linked to the need for continuous professional development of teachers. The principles established in the Curriculum Framework document, in addition to being a reference for the development and implementation of the curriculum, are also a reference for the school's work on the SBTPD.

When does the school refer to the principles of PUECF, in relation to the SBTPD?

Then when:

- *Lead a comprehensive approach in all phases of the SBTPD process, starting from needs analysis, planning, implementation, monitoring and certification, as well as providing equal opportunities, without any exclusion, for all teachers.*

- *Places the professional learning in the SBTPD focus that contributes to increasing student support in achieving the competencies defined by the curriculum.*
- *Ensures that teachers' professional learning within school-based TPD develops integrated teaching and learning practice.*
- *Builds its profile of the TPD on the basis of school autonomy, capacities and opportunities.*
- *Takes responsibility for ensuring the sustainability of the SBTPD.*

2.3. Framework for Quality Assurance of School Performance

With this document, MESTI sets out the basic expectations from every school operating in the Republic of Kosovo, through quality criteria and school performance indicators. These standards will serve as a reference for self-evaluation and school performance assessment, a reference for school development planning, but also a reference for the planning processes of the SBTPD.

When the school refers to this document in relation to SBTPD?

The school refers to this document during the situation analysis, self-assessment of the school's performance in fulfilling its role, and during the identification and assessment of needs for the TPD. In these processes, the school itself must answer to what extent and how it meets the quality criteria and school performance indicators related to the TPD.

2.4. Administrative Instructions for the Teacher Licensing System in Kosovo

Teacher professional development is an integral part of the teacher licensing system in Kosovo, which was revised in 2023. This system is set up as:

- Mechanism for continuous professional development
- Motivation instrument - linking performance level to teachers' salaries;
- Accountability instrument;

In 2023, a package of five Administrative Instructions (AI) of this system was revised. Three of these AIs are related to teacher professional development, including school-based development:

- Administrative Instruction (AI) 14/2023 on the licensing system and teachers career. <https://masht.rks.gov.net/alldocuments/udhezim-administrativ-mashti-nr-14-2023-per-sistemin-e-licencimit-dhe-karrieren-ne-mesimdhenie/>
- Administrative Instruction 15/2023 on teacher performance evaluation. <https://masht.rks.gov.net/alldocuments/udhezim-administrativ-mashti-nr-15-2023-per-vleresimin-e-performances-se-mesimdhenesve/>
- Administrative Instruction (AI) no. 16/2023 on Teachers Professional Development. <https://masht.rks.gov.net/alldocuments/udhezim-administrativ-mashti-nr-16-2023-per-zhvillimin-profesional-te-mesimdhenesve/>

School leadership and those responsible for the SBTPD process must ensure that every action within the school for SBTPD is planned and implemented by referring to the definitions and regulations of these AIs.

3. Institutionalization of School-Based Teacher Professional Development

The institutionalization of the SBTPD means moving from this sporadic approach, i.e. the organization of separate and consecutive trainings, to an integrated, sustainable system and an integral part of the regular functioning of the school that helps in the sustainable professional development of teachers and consequently the performance of the school.

SBTPD institutionalization means:

- Integrating professional development into the school culture,
- Its connection with the school's mission and vision,
- Creating internal functional structures that ensure continuity, and
- Building cooperation mechanisms with MED and MESTI.

The culture of cooperation as the foundation of institutionalization

Strategies for developing a culture of collaboration include:

- *Professional learning communities*: structured groups where teachers share practices, analyze student success data, and develop joint solutions.
- *Peer mentoring and teaching*: where colleagues conduct informal observations of the classroom and provide constructive feedback to teachers on how they can improve professional practice.
- *Shared reflection*: discussions after classes or after TPD activities, to draw practical lessons.
- *Building professional confidence*: ensuring that participation is not seen as control, but as an opportunity for professional development.

Creating internal functional structures that ensure institutionalization of SBTPD

Institutionalization requires clear leadership and a precise division of responsibilities. The detailed division of roles and responsibilities ensures that professional development activities are planned, implemented and monitored in a structured and effective manner and also promotes accountability, coordination and cooperation, so that the SBTPD does not remain just a formality, but is sustainably integrated into the daily activities of the school.

School principals, teachers or quality coordinators and support structures at the school level must ensure that:

- To plan the SBTPD activities in the annual school calendar.
- To act according to the internal SBTPD procedures, for which practical instructions for each step of the procedures are provided in chapter seven of this guide.

- Select programs from the MESTI/SCTL list and adapt them according to the needs of the school, respecting copyrights or enter into contractual agreements with the program provider, as provided for in AI 16/2023.
- Create logistical conditions (time, space, documentation) for each form.
- Document each activity through attendance lists, agendas, mentoring protocols, and action research reports.
- Ensure that the percentage of hours of the SBTPD meets the licensing requirements according to AI No. 14/2023.
- To act based on the guiding principles for the SBTPD, and to ensure that professional development becomes a culture of learning, going beyond the requirements to obtain only school-based certificates.

For more information on the creation of internal functional structures, see Chapter 9, section on school-based teacher professional development support structures.

Teachers should be actively engaged by:

- Participating in planned programs and workshops.
- Practicing peer mentoring and counseling.
- Pursuing action research to improve teaching practice.
- Reflecting on experiences and share findings with colleagues.
- Including the activities of the SBTPD in the professional portfolio for licensing.

We remind you: SBTPD is not only a legal obligation for licensing, but also a powerful mechanism for increasing the quality of teaching and building a collaborative professional culture in the school.

The linkage of the SBTPD with the School Development Plan (SDP)

In order for the SBTPD not to remain a formal component, but to be integrated as an organic part of school life, structured and practical planning is needed. This section explains how the annual plan of the SBTPD can be linked to the SPD and how it can be translated into concrete actions and how to be monitored regularly.

The priorities and annual plan of the SBTPD should be an integral part of the School Development Plan (SDP) and the School's Annual Work Plan to ensure that professional development activities are directly linked to the school's long-term objectives and school priorities, articulated in its plans. The integration of the plan is accomplished through several steps described in chapter seven of this guide: Internal procedures for school-based teacher professional development.

The linkage of the SBTPD with the School Development Plan (SDP) is done through the cycle of continuous

improvement, as reflected in Figure 1.

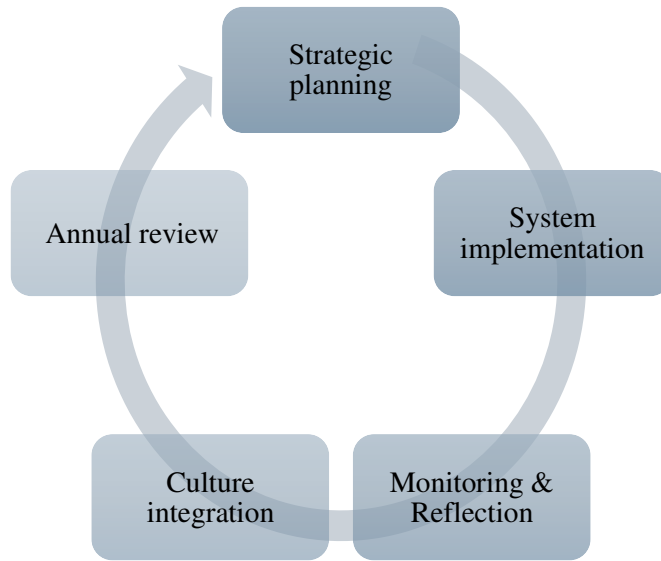


Image 1. Strategic cycle of SBTPD

Sustainability strategies

Key elements for the sustainability of the SBTPD for each level of the education system:

- **At the MESTI level:**
 - Integration of the SBTPD into the school year calendar
 - Development of digital platforms
- **At the MED level:**
 - Creation of the Municipal Coordination Team for the SBTPD
 - School networking
- **At the school level:**
 - Integration into the calendar – dynamics of teachers' work schedules
 - Supporting teachers with coordinating and organizational roles
 - Continuous communication by the principal
 - Recognition and evaluation of successes
 - Involving parents in planning the TPD

4. Sustainable forms of school-based professional development

According to AI no. 16/2023, forms of SBTPD are as follows:

- School-level programs/trainings (from the accredited list of MESTI);

- Workshops and seminars organized by the school itself;
- Counseling and mentoring among colleagues;
- Research in action by groups of teachers.

The practical implementation of these forms of professional development is related to the school's priorities, thematic areas, and professional development activities that the school plans to implement. To facilitate practical implementation, the table below presents some guidelines and modalities for schools.

Table 1. Practical implementation of the four forms of SBTPD

SBTPD forms	School guidelines	Practical modalities
School level programs/training	The school selects programs from the MESTI/SCTL list, adapts them according to its needs and plans them in the annual calendar, ensuring logistical conditions and respect for copyright; any adaptation is made only within the allowed flexibility, while preserving the source and authorship. The school may enter into a contractual agreement itself or through the MED with the training program provider selected by the school/s for the needs of its teachers.	<ul style="list-style-type: none"> - Organization of pedagogical days (full days dedicated to staff training). - Semester programs by subject (continuous training for groups of teachers within their field). - Partnership with the school in the center (or with small schools that can join trainings organized by larger schools). - On-site/online combination (part of the training in school, online part for flexibility). - Cascade training (a trained group passes on the knowledge to other colleagues).
Workshops and seminars at school	The school ensures that workshops and seminars are led by teachers with professional capacities, including activity leaders, teachers with master's qualifications and experience in organizing seminars, as well as those with development experience inside and outside the school.	<ul style="list-style-type: none"> - Organizing short 90-minute sessions for concrete solutions. - Teaching lab (one teacher demonstrates the lesson, others reflect and discuss). - "Rotating host" model with neighboring schools (one school organizes, the other follows, in a rotating manner). - Peer-to-peer workshop - experienced teacher leads the workshop for peers.

<p>Counseling and mentoring among colleagues</p>	<p>Assigning mentors from experienced teachers; flexible schedule planning; monitoring the process.</p>	<ul style="list-style-type: none"> - Creating mentor-mentor pairs or triads (the new teacher connects with experienced colleagues or colleagues of the same field) - Developing learning in steps (brief observations of peer learning classes). - Inter-school mentoring (combination of online meetings and visits to other schools). - Peer mentoring through the mentoring cycle (3–4 teachers meet regularly for reflection and mutual support). - Interdisciplinary triad (mentoring takes place between teachers from different fields).
<p>Research in action</p>	<p>Encouraging small research groups; dedicating time and space; organizing the dissemination of findings.</p>	<ul style="list-style-type: none"> - 8-week mini-research in groups (testing a new method and reflecting on the results). - Learning through practice (plan-observe-reflect-reprocess) (cyclic analysis of a shared lesson). - Inter-school groups with municipal presentation (small schools come together and share findings at their school level and at the municipal level). - Mini-projects integrated into the curriculum (small research directly related to course topics). - Partnerships with universities (collaboration for methodological and academic support).

The relationship between licensing requirements and the SBTPD forms

The SBTPD forms are directly related to professional development hours that are recognized in the teacher licensing system. Schools should keep in mind that according to AI No. 14/2023 for TPD, a significant portion of the hours required for career advancement must be completed on a school-based basis (SBTPD):

- Career License – of the 100 minimum required hours, 50% must be SBTPD;
- Advanced License – of the 200 minimum required hours, 50% must be SBTPD;
- Permanent License – of the 300 minimum required hours, 70% must be SBTPD.

To ensure that the school fulfills its role for the SBTPD hours, the school takes care to calculate the professional development hours for each form of SBTPD, according to the examples in the following table:

Table 2. Orientation schedule according to the SBTPD forms

SBTPD forms	How are professional development hours calculated?	Practical example per year	Hours earned per year	Practical note
School level programs/trainings	1 day = 6 hours (or 2×3 hours)	2 pedagogical years per year	12 hours	They must be from programs approved by MESTI and included in the SBTPD plan.
Workshops and seminars	1 workshops = 3 hours	3 workshops per year (e.g. one every quarter)	9 hours	Must be included in the SBTPD plan
Counseling and mentoring among colleagues	1 session = 45 min ≈ 1 hour	10 sessions per year	10 hours	Needs inclusion in the SBTPD plan, mentoring agreement and protocol
Research in action	1 project = 15–25 hours (according to plan)	1 8-week project per year	20 hours	Requires approved plan and report with findings

So, the data from Table 2 shows how many hours can be generated by each of the four forms of SBTPD. It serves as a practical guide for school leaders and teachers, because it provides a simplified overview of the value of each form in the professional development process.

Attention: Schools must offer TPD opportunities beyond the minimum number of hours required under the legal framework for the respective license levels (Administrative Instruction (AI) 14/2023). The TPD is an ongoing process, based on the needs of teachers and the priorities of society, and must look beyond the minimum requirements of the licensing system.

5. The collegial model of quality assurance in Kosova and the school-based teacher professional development

The collegial quality assurance model in Kosova describes how schools and the municipal team collect

evidences about teaching and learning practice and verify them from three sources:

- Informal/collegial observations of classrooms;
- Questionnaires/discussions to gather the views of teachers, parents, students;
- Document review and analysis of student work.

and integrate findings into professional development and school improvement planning, strengthening evidence-based decision-making.

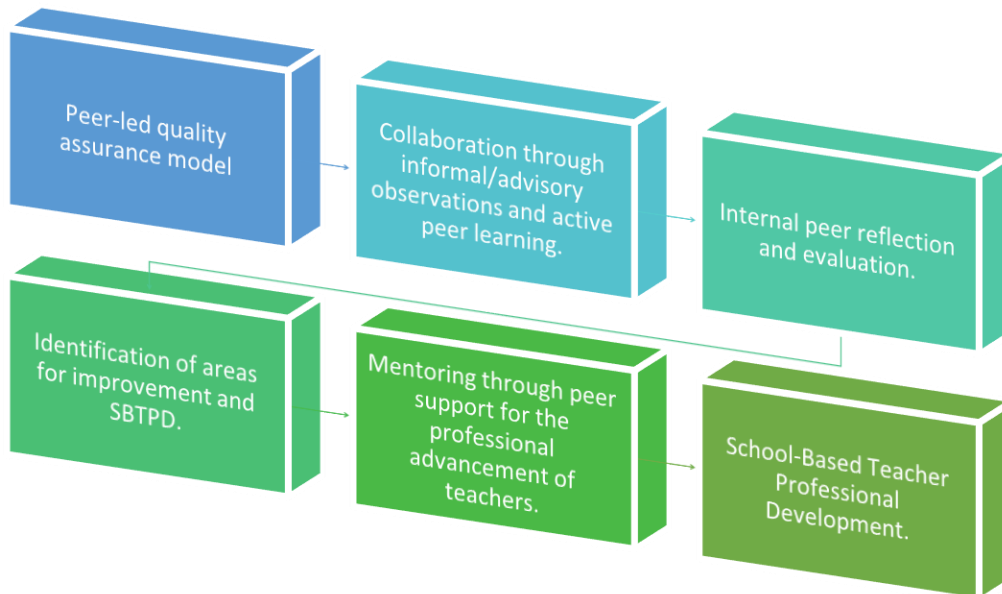


Image 2: The linkage of the collegial model of quality assurance in Kosova and the SBTPD

For the successful implementation of the collegial quality assurance model in Kosova for the SBTPD purposes, the school should utilize the documentation and pedagogical materials developed by the KosEd project, published on the official KosEd website: [The Collegial Model of Quality Assurance | KosEd](#)

6. Internal procedures for school-based teacher professional development

The SBTPD process must be conducted according to the SBTPD internal procedures, which are outlined in AI no. 16/2023 on Teachers Professional Development. Respecting internal procedures makes it possible for the process to be inclusive, equal and enabling for all teachers, practical and easy to implement at the school level.

There are a total of nine steps of the internal procedures of the SBTPD, which are connected to each other.. For each step of the procedures reflected in the following diagram, instructions and orientations are provided on how the school, namely the responsible persons, should act according to the steps.

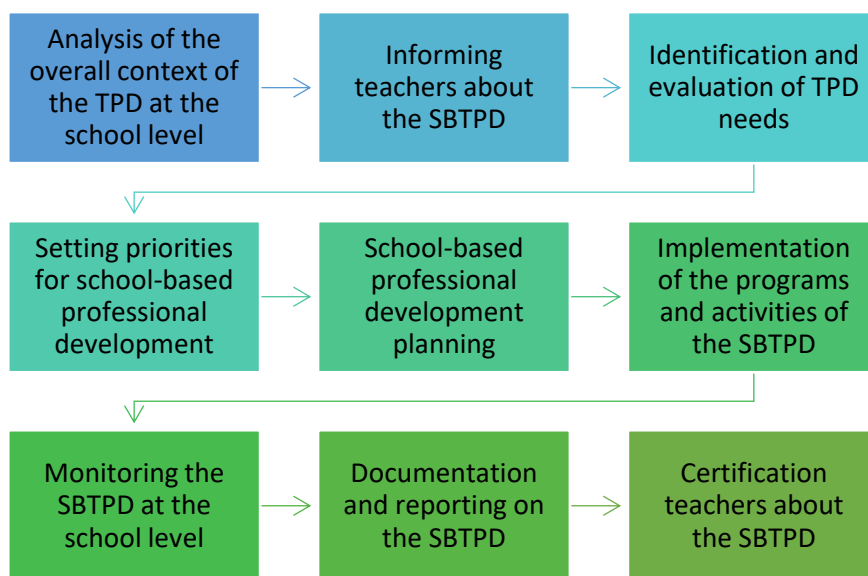


Image 3: Diagram of the internal procedures steps of the SBTPD

When a school develops internal procedures for the SBTPD program, it should focus on several aspects that are listed in the following section, organized by steps.

Step 1. Analysis of the overall context of the TPD at the school level

This analysis should focus on:

- The area of teacher professional development – remember the school self-evaluation report for this area of school performance quality;
- Inclusion of the TPD in the School Development Plan and the School's Annual Work Plan;
- Involving teachers in training programs from external providers and in the TPD forms;
- Lessons from the PD and experiences of implementation in classroom practices;
- The main challenges and problems that teachers face;
- The school's internal capacities and resources for TPD, etc.

Step 2. Informing teachers about the SBTPD

The main issues that should be the focus of informing teachers include:

- The new role of the school in the field of teacher professional development;
- The profile of teacher competencies/standards for different career stages broken down in the document: Framework for Teacher Development in Kosovo (MEST, 2017);
- Types of licenses, PD criteria for issuing licenses and PD criteria for maintaining licenses (AI, 14/2023 on the Licensing System);
- The main differences between PD with programs from external providers and PD through a school-based development approach;
- School-based teachers' professional development forms;
- School-based teachers' professional development hours;
- Needs of identification for SBTPD;
- School priorities during the preparatory phase for implementation;
- Planning, implementation, evaluation and monitoring procedures of the SBTPD.

Step 3. Identification and evaluation of SBTPD needs

Every two years, the school identifies and assesses the needs for the SBTPD. In the year when this step is completed, the school appoints the team - the responsible persons who draft the dynamic plan for identifying and assessing the needs for the SBTPD and make preparations to collect data in two periods.

During the January-April period, school leaders conduct observations and conversations with teachers about:

- Purposes of identifying and assessing teachers' needs for TPD
- Conversations with teachers before and after observation – focus on aspects of observation in lessons, advantages, challenges in teaching and needs for PD

The responsible persons, during the period May - June, carry out:

- Interviews with teachers
- Focus groups – guided discussions with leaders of professional assets
- Questionnaires with a sample or with all school personnel
- Review of individual plans for TPD
- Analysis of self-evaluation report(s) and evaluation by the education inspectorate on school performance

At the end of June, the responsible persons of the school team prepare a summary report for the assessment of the needs for the SBTPD with the proposal for the SBTPD priorities for the next two years. The report is submitted to the school principal.

Step 4. Setting priorities for SBTPD

Upon the proposal of the school principal, the SSC sets priorities for the SBTPD for the next two years. To define priorities for the SBTPD, the SSC also takes into account several other factors, such as:

- School priorities (highlighted in the School Development Plan);
- Municipal priorities in the development of education in the Municipality and the professional development of teachers;
- Identified state priorities (such as reforming the school curriculum, using technology in teaching, inclusive education, etc.);
- The capacities and resources that the school has at its disposal, whether as its own resources or in the form of projects with collaborative partners;
- New developments in educational science, namely the advancement of knowledge for quality teaching.

When determining the priorities of the SBTPD, the school determines the obligation it assumes to support the professional development of teachers. School priorities for teacher professional development should contain at least three of the following components:

- Supporting students in mastering key competencies and in realizing their potential;
- Addressing the main problems that teachers face in their professional work;
- Advancing knowledge of teaching practice in the context of the new curriculum and good practices at the school level and local or international programs and literature.

Attention: The SBTPD priorities approved by the TPD are integrated into the school development plan and the school's annual work plan.. For defined priorities, programs and priority activities of the SBTPD, the school analyzes internal capacities, including the identification of teachers/school staff for SBTPD trainers and mentors.

Step 5. School-based professional development planning

The school drafts a plan for the SBTPD every school year. Planning is linked to the school year calendar – focusing on when students are on vacation. Planning includes:

- Data on the plan development process, rationale and overall goals
- Priorities for TPD and objectives broken down according to priorities
- Main activities annual according to priorities
- Forms of how the programs and activities of TPD will be carried out
- Responsible persons according to priorities and relevant activities
- Dynamic plan and deadlines
- The necessary resources (human capacities, trainers, mentors, material and financial resources, equipment, etc.)

- Verification/documentation tools for the implementation of planned activities
- Indicators of implementation of the SBTPD priorities

The school, before starting the implementation of the SBTPD plan, is obliged to notify the MED and MESTI through the Education Inspection Sector for the calendar of dates for its implementation.

Step 6. Implementation of the programs and activities of the SBTPD

The school has autonomy and flexibility in implementing the SBTPD. It can implement its plan as a single school - with internal resources and capacities, or even in collaboration with other schools and with support from the MED. We remind you that the forms of the SBTPD, also known by AI 16/2023, are:

- School-level training programs
- Workshops and seminars organized by the school itself
- Counseling and mentoring among colleagues
- Search/research in action by groups of teachers

According to Joyce and Showers (2002), there are 4 training components that should be reference components within the framework of the implementation of the SBTPD:

- theory (knowledge of something new, development of a skill)
- demonstration (skill modeling - the facilitator shows/demonstrates how to do a practical action in working with students, in the classroom, etc.);
- practice (the teacher involved in the training, activities of the SBTPD practices the skills in his/her classroom, usually for a recommended period of 8-10 weeks); and,
- Professional mentoring among colleagues (the teacher engages in ongoing collaborative work with colleagues to plan and develop lessons and materials needed to implement training effectively).

Step 7. Internal monitoring of the SBTPD activities

On a regular annual basis, using internal monitoring instruments, the school itself (the school principal, the mentor for the TPD or the delegate for the TPD) monitors the SBTPD, through:

- Observing out professional development activities;
- Questionnaires for teachers involved in the SBTPD activities
- Regular monthly or bimonthly meetings with teachers;

- Reviewing the professional files of teachers that reflect the elements of professional development activities and the eventual evaluation of files;
- Consultation with professional assets and class councils on the impact of PD activities in teaching and learning processes.

Internal monitoring is carried out in order to:

- to ensure that the SBTPD activities are carried out as planned;
- to assess the quality and effectiveness of the SBTPD;
- to identify successful practices and challenges that require support in order to overcome them;
- to review the dynamics of activities, when necessary;
- to ensure the SBTPD sustainability, etc.

Step 8. Documenting and reporting the SBTPD activities

Documenting ensures the preservation of data on the SBTPD process and facilitates the presentation of evidence for:

- activities implemented;
- teacher participation in activities;
- the content of programs, workshops, seminars and other forms of SBTPD;
- achieving the expected results;
- certification of teachers.

The school must ensure that it prepares:

- Reports after the completion of each training program and for other activities completed within the SBTPD framework;
- Annual reports for MED and MESTI;
- Summary report at school level – for one year;
- Teacher files/portfolios created by the teachers themselves, as a result of the activities of the SBTPD, which include: lesson plans, reflections, self-assessment, presentations, photographs, other materials related to the activities carried out within the SBTPD framework.

Step 9. School-based certification

The SBTPD is unique to each school, even in relation to certification. Despite this, each school and MED is obliged to conduct the certification of school-based teachers in accordance with the criteria set out in AI no.16/2023 and with the criteria of the relevant training program(s)

implemented at the school or municipality level.

The certification evidences are:

- Annual school plan for SBTPD
- Lists of participation in training programs and other SBTPD activities
- Annual school plan for SBTPD
- List of participation in any form of SBTPD
- Professional portfolio/file evaluation reports
- Certificates from SBTPD
- Reports related to SBTPD.

Within the framework of school-based certification, according to AI no. 16/2023, certificates can be issued by the MED and the school principal, as well as by the school principal and the SBTPD mentor:

- **Certificate issued by the MED and the school principal** – is done in cases where the program is offered by the MED as part of school-based professional development, at the municipal level; and
- **Certificate issued by the School Principal and the SBTPD Mentor** – is done in cases where the program/activity is offered by the school itself, as part of school-based professional development, according to internal procedures for TPD.

Evidences of the SBTPD implementation are important for certification, they must be preserved at the school level, because they can be subject to review and verification by the school - the commission established by the SSC, by MED, MESTI and the Education Inspectorate.

7. SBTPD programs and activities

For the SBTPD purposes, the school has the right to design its own training programs, which it holds in the form of training days, seminars and workshops, for thematic areas of interest to its teachers. Programs developed by schools for internal needs do not need to go through approval

procedures from MESTI.

The elementary preconditions for offering training programs and SBTPD activities required from a school are dedication, commitment and capacities with:

- ❖ Certified trainers and mentors in various training programs.
- ❖ High-performing teachers with Master's level studies in programs related to inclusion, curricula, teaching, and educational leadership.
- ❖ Teachers with specific specializations in areas related to the TPD needs.

As described in the chapter on internal procedures of the SBTPD, the priorities for training programs and school-based TPD activities are approved at the school level by the SSC upon proposal of the school principal or the chairperson of the professional body.

For structuring school-based training programs, the school may use the structure of training programs that have been approved/accredited by the SBTPD, which have been published by MESTI in the Catalog of Training Programs. The standard structure should include:

- general information about the school
- general information about the program - program title, duration, target group
- information on program trainers
- program development experience – how the program was developed, how it was selected for the SBTPD
- program goals and program outcomes upon completion
- Program content and activities: topic/s, goal/expected results, activities, hours
- training material
- methodology - *interactive and collaborative methods*
- quality assurance
- certification

For the SBTPD purposes, the school may use programs approved/endorsed by MESTI, programs that are related to the school's priorities. The use of these programs is done:

- with permission from the institution/organization that owns the program;
- by contracting from the school and/or MED;
- whether their use is permitted according to the catalog of training programs published by MESTI.

8. External procedures - school-based teacher professional development support

The school-based professional development approach is relatively new to schools and the teacher development system in Kosovo, therefore it is necessary to follow some external monitoring procedures, in order to support the SBTPD. Within external procedures are included:

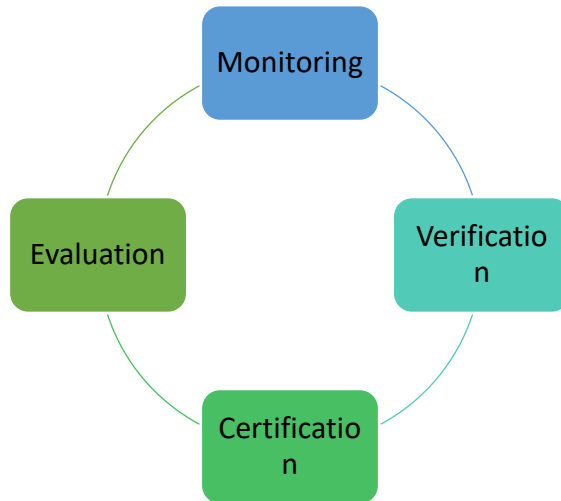


Image 4: External procedures - school-based teacher professional development support

(i) Monitoring

The SBTPD monitoring is carried out in certain periods:

- on a regular basis of school monitoring and the SBTPD,
- as needed – specifics of training programs and school specifics,
- based on the request of the school principal or MED.

The SBTPD monitoring is organized by: MESTI - DZHPLPA officials and education inspectors/SEI; MED - the educational officer responsible for the designated TPD / TPD mentor at the municipal level/, or an agency contracted for this purpose and the training program providers.

Monitoring include:

- a) School plans for SBTPD;
- b) Preparatory bodies regarding the implementation of professional development sessions;
- c) Conducting professional development sessions – training workshops, mentoring practices;
- d) Teachers' professional files, which reflect the SBTPD activities;
- e) Observations of a sample of teachers involved in the activities and programs of the SBTPD, for the purpose of collecting data on the impact of professional development on teachers' professional practice.

(ii) Verification

The verification of the SBTPD aims to verify the implementation of the SBTPD activities, the fulfillment of the criteria for the implementation of the SBTPD activities and the criteria for the certification of teachers for the SBTPD. Verification is a connecting link between the different levels and structures of professional development in school and those outside of school and a gateway to teacher licensing procedures.

School reports on the implementation of the SBTPD, teachers' files for the TPD, evidences of teacher certification for the SBTPD, internal and external monitoring reports of the SBTPD, are considered the main tools that feed the SBTPD verification process.

(iii) Certification

External certification for the SBTPD is only done for programs accredited by MESTI/approved by the SCTL which are offered by accredited external providers, who are carriers of the respective programs selected and contracted by the school or MED. Certification is carried out according to criteria determined with the approval of the relevant programs by MESTI/SCTL.

(iv) Evaluation

Evaluation differs from monitoring of the SBTPD, due to the fact that it evaluates the entire SBTPD process, including:

- a) The effectiveness and efficiency of the school-based approach by municipality, region or school;
- b) The impact of the SBPD on improving teaching and student achievement;
- c) Sustainability of the SBPD approach;
- d) The relevance of the SBPD activities for educational reform and policies.

The assessment of these aspects is based on:

- Review of school plans for professional development and other development plans;
- Regular work reports of the actors involved in the SBPD process;
- Monitoring reports;
- Evidence obtained through assessment and self-assessment instruments:
- Teachers' professional portfolios, etc.;
- Reflections and opinions of teachers and other stakeholders provided through various instruments (survey, interview, focus groups, etc.).

9. Support structures for school-based teacher professional development

Support structures for SBTPD, are based in the capacities and resources available to educational institutions that have roles and responsibilities in the SBTPD. They consist of supporting structures:

- at the school level;
- at the municipal level - Municipal Education Directorate (MED); and

- at the central level - MESTI

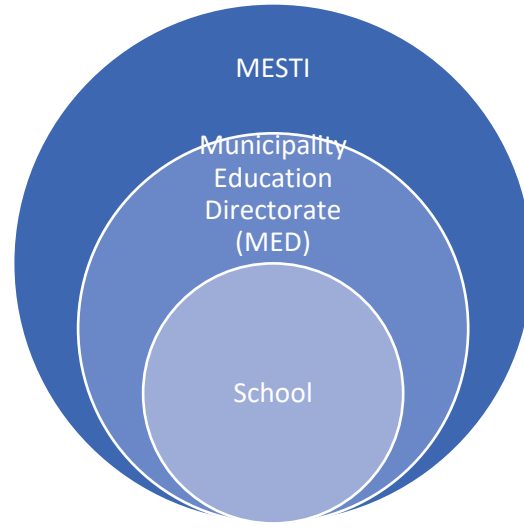


Image 5: Diagram of the connection of educational institutions and their support structures for the SBTPD

9.1. School-level support structures for SBTPD

School-level support structures are formed and activated within a specific mandate to plan and implement the SBTPD approach. These structures work closely with key school stakeholders, such as:

- School Principal
- School Steering Council (SSC)
- Quality Coordinator
- Pedagogical-psychological service in schools
- Teachers' Council and Class Councils (CC)
- Professional bodies and individual teachers.

Some of these key school stakeholders should be part of the school-level support structures.

As required by AI 16/2023 for the TPD, support structures at the school level include: The School Team (ST) for the SBTPD, the SBTPD mentor who coordinates the work of the ST, coordinators for the main activities of the SBTPD, as well as the team of school-based trainers and mentors. This composition is reflected in image 6.

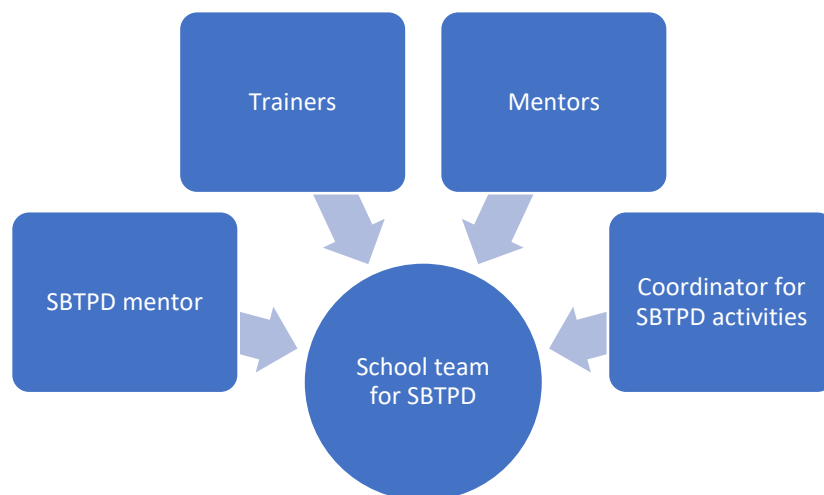


Image 6: School team or group of schools for SBTPD

The establishment of the ST for the SBTPD is made by a decision of the SSC, through a consultative process with the school principal and the teachers' council. The structure of the ST for the SBTPD should be flexible to enable addressing the specificities of individual schools (small / large; secondary / primary; general / vocational; etc.). The team's mandate is set for two years, with the possibility of extension and review.

A possible structure of the ST consists of the School Pedagogue (if the school has one) or the Deputy School Principal, the Quality Coordinator (if the school has one), 3 - 5 leading VE teachers, teachers with master's qualifications, distinguished teachers, certified trainers and those with experience in organizing TPD activities.

The composition of the school team is flexible, it should reflect the functional structures of professional bodies as well as the organization of teachers in professional bodies. In cases of schools that are considered large, for example around 80 - 100 teachers, a school team can be organized consisting of up to 7 members, small schools 3-5 members. The school's decision-making bodies decide on the number of ST members for the SBTPD.

In the case of small schools, the ST for the SBTPD can also be organized in cooperation with one or two other schools that are nearby, have partnerships and common orientations for school development. In such cases, the planning and implementation of the programs and SBTPD activities should be done jointly.

Any form of organization of the ST for the SBTPD must take into consideration the functionality and sustainability of the SBTPD, and must receive formal approval from the SSC.

The SBTPD mentor is elected by the members of the ST for the SBTPD. The SBTPD mentor is a bridge between the SBTPD team and the school principal on one side, and the teachers and the SBTPD team on the other. The SBTPD mentor can be selected by the school's pedagogue, the

quality coordinator, or a teacher can be selected based on several criteria, which provide basic preconditions for fulfilling his/her role and duties.

The criteria for selecting teachers for this position are:

- Certified teacher for trainer and mentor, who has an affirmative reference to exercise this role;
- Distinguished teacher dedicated to supporting colleagues;
- A teacher who has communication skills and teamwork skills;
- A teacher who has positive attitudes towards educational changes and developments in the school.

Coordinators for programs and activities of the SBTPD are selected depending on the number of major annual programs and activities for the SBTPD. They may be members of the ST for SBTPD, teachers leading professional bodies, etc.

Trainers and mentors of the SBTPD programs and activities selected certified teacher trainers in the TPD areas that are part of the SBTPD plan, teachers with experience in organizing and implementing TPD activities and mentoring teachers, teachers with master's qualifications and distinguished teachers in the relevant fields that are part of the school's priorities.

The role and responsibilities of support structures for TPD at the school level

Depending on the role that support structures have at the school level, they may have the following responsibilities:

Table 3: *School-level support structures and main responsibilities*

School-level support structures	Main responsibilities
School team for SBTPD	<ul style="list-style-type: none"> ▪ Proposes to the school principal the mentor for the SBTPD, coordinators, trainers and mentors for the SBTPD programs and activities, depending on the number of TPD activities. ▪ Under the guidance of the mentor for SBTPD, drafts the annual school plan for SBTPD ▪ Shares the roles and responsibilities of each ST member for the SBTPD ▪ Takes care in carrying out all steps of internal procedures for the SBTPD ▪ Assists teachers in preparing evidence for verification, certification, and licensing
The SBTPD mentor	<ul style="list-style-type: none"> ▪ Together with the school principal, coordinates the drafting of the annual plan of the SBTPD. ▪ Lead the coordination of all activities related to the internal procedures of the SBTPD

	<ul style="list-style-type: none"> ▪ Coordinates the work with the school-level support structures ▪ Regularly monitors the implementation of activities. ▪ Drafts summary reports and annual reports ▪ Documents the work for SBTPD
The coordinators of programs and activities of the SBTPD	<ul style="list-style-type: none"> ▪ They draft the calendar according to the activities of the SBTPD for which they are responsible. ▪ Provide space, resources and materials for relevant activities of the SBTPD ▪ Coordinate activities and cooperation with SBTPD trainers and mentors ▪ Regularly monitor the implementation of activities for which they are responsible. ▪ They draft informative and summary reports on the activities they coordinate.
The SBTPD trainers	<ul style="list-style-type: none"> ▪ Draft plans and programs for trainings, seminars, workshops that have been assigned responsible. ▪ Inform teachers and staff about the training activities plan for which they are responsible. ▪ Organize trainings, seminars, workshops that are responsible ▪ Maintain records and attendance lists for teachers involved in their activities ▪ Draft informative and summary reports on the activities for which they are responsible.
The SBTPD Mentors	<ul style="list-style-type: none"> ▪ Provide individual support and mentoring for teachers ▪ Observe lessons and provide feedback to observed teachers ▪ Shape and introduce good practices ▪ Support teachers in developing individual professional development plans ▪ Offer advice and support according to teachers' requests. ▪ Keep records of mentored teachers and draft informative and summary reports on the mentoring carried out.

Regarding the main responsibilities of school-level support structures for the SBTPD, school leadership should ensure that decisions for each school-level structure clearly define the tasks and responsibilities for the SBTPD, the timelines for engagement, and the reporting form. They may vary from school to school, depending on the specifics of the school's organization and work.

9.2. Municipality-level support structures

The role of Municipal Education Directorates (MEDs) in assisting schools in the functionalization of school-level support structures and effective practices for the SBTPD program is crucial.

Municipal education authorities/MEDs must provide an environment that enables all schools to achieve the SBTPD goals. On the other hand, schools should respond to cooperation with MED,

MED initiatives for professional development, seek support from MED when necessary, and promote their work with the SBTPD in annual activities organized by MED.

Regardless of the number of education officials a municipality has, it must appoint one of the leaders or education officials with a mentor/coordinator role who has responsibility for the TPD at the municipal level.

Part of the support structures for the SBTPD at the municipal/MED level are:

- **Municipal Mentor/Coordinator for Teacher Professional Development.** This role is exercised by one of the leaders or educational officials in the MED with qualifications and experience related to the TPD. The mandate, duration (2-3 years) and duties of the mentor/coordinator are determined by the founding decision.
- **Municipal Teacher Professional Development Team** - a team of experts/trainers, school principals, pedagogues and school teachers, who are appointed by the MED to work with schools for TPD, under the leadership of the municipal TPD mentor/coordinator. The mandate, duration (2-3 years) and duties of the team are determined by the founding decision.

9.3. Central-level support structures

Central-level support structures are: MESTI, Education Inspectorate, Kosovo Pedagogical Institute, Faculties of Education that prepare future teachers. Regarding these central-level support structures for the SBTPD, it is very important that the school leadership:

to recognize these structures, establish cooperation contacts, initiate communication and cooperation on support opportunities and needs, but also to promote its work at important events for the SBTPD.

10. The work instruments for the SBTPD implementation

The instruments/work forms for implementing the SBTPD are auxiliary tools for schools, which are used during the preparation, planning, organization, implementation and monitoring of the SBTPD. In the expanded guide for the SBTPD, a total of 21 working instruments/forms have been developed to assist schools.

In this summary of the guide are included eight (8) instruments/forms necessary for the

implementation of the SBTPD:

1. The structure template on setting priorities for the SBTPD for the 2-3 year
2. The structure template of the annual school-based professional development plan
3. Individual Professional Development Plan (TPD) structure model
4. The template for planning school-based workshop/seminar sessions
5. Action research plan (long-term/collaborative)
6. The structure template of the summary report from trainings/workshops for the SBTPD
7. Content Framework for the Professional Portfolio of the SBTPD
8. The certificate model for SBTPD

The work instruments for schools, for the implementation of the SBTPD will be published by MESTI in the official phase of the Division for Professional Development and Licensing of Educational Personnel <https://masht.rks-gov.net/divizionit-per-zhvillimin-profesional-dhe-licencimin-epersonelit-arsimor/>

The work instruments for schools for the SBTPD purposes, are dynamic tools, can be reviewed and updated based on the context of the schools, in relation to the number of teachers and the evidences/proofs that the schools have for the TPD.

The structure template on setting priorities for the SBTPD for the 2-3 years

The overall data

School: _____

Director; _____

Date of the SSC meeting: _____

The planning period: _____ / _____

Data on the resource process used to determine priorities for the SBTPD:

School priorities: _____

Municipal priorities: _____

State priorities: _____

School capacities and resources: _____

New developments in education: _____

1. School priorities for the SBTPD (next two years)

No.	Priority set	Short description (Based on the results of needs questionnaires, observations and discussions)	Support components ¹	Responsible person	Deadline
1					
2					
3					

4. Signatures

School Principal: _____

SSC chairperson: _____

SSC members: _____

The structure template of the annual school-based professional development plan

The overall data

School:	Municipality
School year:	Drafting date:

¹ (i) Supporting students in key competencies; (ii) Addressing key teacher concerns; (iii) Advancing practices according to the new curriculum.

Compiled by:	Approved by:
--------------	--------------

Data on the process of drafting the annual plan, justification (in relation to the priorities of the SDG/e.g. "Increasing the use of technology in teaching" and the school's priorities for the SBTPD/ e.g. Basic training for the use of technology in the classroom) and overall goals

Annual priorities for TPD and objectives broken down according to priorities

Annual priorities	Objectives broken down by priorities	The linkage to school priority (from PSD)	Success indicator (Measurable result)	Main activities according to annual priorities	Implementation form/s	Responsible person (Facilitator)	Deadline
1							
2							
3							

Action Plan – Annual activities by priorities

Annual activities according to priorities	The form of implementing activities	Responsible persons	Deadlines												Necessary resources (people, material and financial resources,	Monitoring and verification/documentation	Indicators of implementing the SBTPD priorities
			August	September	October	November	December	January	February	March	April	May	June	July			

Individual Professional Development Plan (TPD) structure model

Name and Surname	
School year:	
Date	

PART 1: REFLECTION ON PRACTICE				
A success from last year that I want to further strengthen:				
A professional challenge I want to address this year:				
Based on my students, what is the area(s) where my improvement would have the greatest impact?				
PART 2: PROFESSIONAL DEVELOPMENT ACTION PLAN				
OBJECTIVE 1 (<i>What I want to improve/learn</i>)	Activities (<i>What will I do?</i>)	Deadline	The support and resources I will need	Method of measuring progress
Example: <i>To improve my skills in managing challenging behaviors in the classroom.</i>	<i>Participate in school workshops. To observe the hour of an experienced colleague. To be observed by a colleague. To apply two new strategies and document the results.</i>	<i>October 2025 - January 2026</i>	<i>Advice from the school teacher. Flexible hours for observations. Opportunity to engage in professional discussions with colleagues.</i>	<i>Reducing the number of incidents in the classroom. Increasing student engagement. Discussions after observations Reflections in the professional journal.</i>
OBJECTIVE 2:				

The template for planning school-based workshop/seminar sessions

Module 1: Responsive Teaching (Short-Cycle Formative Assessment - Example of a workshop plan for a SBTPD activity)

Session	Main topic	Content	Time	Method	Expected results
Session 1 Second week of September month	Introduction to formative assessment	Basic concepts, difference from summative assessment, feedback role	1 hours	Interactive lecture, discussion	Teachers understand the basics of formative assessment
Session 3 Third week of September month	Formative assessment strategies	Open questions, quick techniques (output card, signals with cards, self-assessment, reinforcing question)	1.5 hour	Practical examples, group work	Using concrete techniques in the classroom
Session 3 Fourth week of September month	Evaluation instruments	Rubric, checklist, portfolio, reinforcement questions related to the White board technique.	1.5 hour	Workshop on instrument design	Designing simple assessment instruments
Session 4 Fourth week of September month	Practical implementation	Planning a lesson with elements of short-cycle formative assessment	2 hours	Simulation, presentations by groups	Practical application in planning and reflection
Preparation of the portfolio by teachers: October - November					

Action research plan (long-term/collaborative)

The template for more complex programs or initiatives at the classroom, school, or professional group level, which take place over a longer period (8–12 weeks) and involve collaboration between several teachers or school units.

1. Basic data

Name of the teacher / team: _____
School: _____ Implementation period: _____
Mentor / Coordinator: _____
Title of action research: _____

2. Context description

(Briefly summarize the context in which the research takes place, the subject, the group of students, the challenge observed, the resources available, etc.)

3. Problem / Research topic

(What is the practical problem we want to understand and improve?)

Example: Low student inclusion in collaborative learning during chemistry classes.

Topic: _____

4. Research question/questions

(Formulate 1-2 questions that guide the process.)

Example: How does the use of reflective questions influence the promotion of critical thinking in students?

My main question: _____

Research purposes: *What do you aim to achieve? What changes do you expect to see in practice?*

6. Implementation (action) plan

Steps	Description / activity	Who can participate ?	Deadline	Evidence to be collected
1	Initial situation analysis and intervention planning			
2	Implementation of the intervention (in the classroom or in a peer group)			
3	Data collection (observations, reflections, student work)			
4	Shared analysis and reflection among colleagues			
5	Review of the practice and preparation of the final report			

7. Resources and support needed: Include time, materials, mentoring, institutional support.)

8. Data collection

- Observations from class hours
- Student works
- Teachers' reflections
- Focus groups or peer discussions; Other: _____

9. Analysis and Reflection

(How will the data be analyzed and who will participate in the reflection process?)

Example: Analysis through teacher team meetings every two week, by discussing observed changes in students and teaching practices.

10. Key findings: (What are the most important results from the research?)

11. Changes in practice / Next steps

(What changes were brought into practice and how will they be maintained in the future?)

12. Team involvement and collaboration

Name and Surname	Role in research	Main contribution	Comment / Reflection
1.			
2.			

13. Form for reflection (for each member / week)

Name and Surname: _____

Date: _____

1. What did I experience this week?
2. What worked well and why?
3. What did not work and why?
4. What did I learn from this process?
5. What change do I plan for next week?

14. Final summary of group reflection

(To be completed after the project is completed.)

1. What did I learn from this process?
2. What are examples of practices we want to continue?
3. What are the challenges for the next stages?
4. How will we share the experience with other colleagues?

Practical instructions!!!

* This plan is intended for collaborative research lasting 8–12 weeks and involving several teachers.

* The reflection form (point 13) can be used every week or after each important phase.

* The final document serves as developmental evidence for the SBTPD and can be presented at professional school meetings.

Signatures

Research team: _____

Mentor / Coordinator: _____

The structure template of the summary report from trainings/workshops for the SBTPD

Basic information	
Title of activity	
Date:	Duration
Place / School:	
Facilitators/Trainer:	
Number of participants(f; m):	

Content and Objectives
What was the main objective of this activity?
What were the main topics that were covered?
Results and Lessons Learned
What were the concrete results or products of this activity? (What was achieved?)
What were the main lessons learned that are worth sharing with other colleagues?
What was the overall assessment from the participants?
Reflection on the process
What worked well during activity? (Strong points)
What were the challenges or difficulties encountered and how were they overcome?
Recommendations for the Future
What are the recommendations for further support for participants?
Appendix
<ul style="list-style-type: none"> ● List of participation ● Agenda ● Photographs ● Other: _____

The report is prepared by: _____

Date: _____

Content Framework for the Professional Portfolio of the SBTPD

Purpose: A Professional Portfolio is a structured collection of evidence that documents your reflection, achievements, and professional growth during a school year. It serves as a tool for self-assessment and as evidence of your commitment to continuous professional development.

The Professional Portfolio may contain:

I. Planning Documents

- **Individual Professional Development Plan:** The main document that sets out your objectives for the year (*see appendix in the guide*)
- **My teaching philosophy:** A short statement (optional) about your professional principles.

II. Evidence of Participation and Implementation

- **Certificates and Attestations:** For participation in trainings, workshops, etc.
- **Modified Lesson Plans:** Concrete examples of plans that demonstrate the implementation of new methods.
- **Created Learning Materials:** Any new material you have prepared (presentations, worksheets, etc.).
- **Student Work Products:** Anonymous examples that prove the impact of new practices.
- **Photographs:** Visual evidence from the implementation of new methods, project work, or classroom environment (always respecting students' privacy). Each photo should always be accompanied by a short description (caption) that explains what is happening in the photo and how it relates to the PD activity.

III. Reflection and Evaluation Documents

- **Written reflections:** Brief reflections on activities you participated in or on implementing a new practice.
- **Received feedback:** A summary of constructive feedback received from colleagues or mentor.

The certificate sample for SBTPD



Municipal logo



School logo

SCHOOL-BASED TEACHER PROFESSIONAL DEVELOPMENT CERTIFICATE

For Mrs./Mr. N.N
for participation and successful completion of the

SCHOOL-BASED PROFESSIONAL DEVELOPMENT PROGRAM AND ACTIVITIES PLANNED FOR THE 2025/2026 SCHOOL YEAR

N.N.

School Principal

N.N.

The SBTPD mentor

(Prishtina, date _____)

The program and activities for the professional development of school-based teachers for the first semester of the 2025/2026 school year were approved by the SSC on 30.08.2025.

The school-based teacher professional development program and activities in which teacher

N.N _____ has been involved and has successfully completed the certification requirements, are part of the **KosEd Evidence-Based Pedagogical Practice program**.

Successfully completed modules:

Module 1: Responsive teaching (6 hours)

Module 2: Effective feedback and assessment (6 hours)

Module 3: Individualized learning (6 hours)

Module 4: Self-regulated learning (6 hours)

Module 5: Incorporating active learning into pedagogical practice (6 hours)

Module 6: Incorporating cooperative learning into pedagogical practice (6 hours)

Module 7: Learning with the student in the center (6 hours)

Module 8: Active shaping of student's learning (6 hours)

Teacher N.N _____ during this period of school-based professional development **has achieved a total of 48 hours of professional development**, which can be demonstrated in the teacher licensing system and for other purposes related to teacher career development.

(Prishtina, _____)

Bibliography

Fullan, M. (2001). *Leading in a culture of change*. Jossey-Bass.

Goddard, J. T., and Buleshkaj, O. (2018). Towards a new integrated and school-based model of Teacher Professional Development and Career in Kosovo. Unpublished concept document prepared for the Education System Improvement Project (ESIP). MEST, Prishtina, Kosova.

- Kosovo Pedagogical Institute, (2016), Guidelines for managing curriculum implementation in schools, Prishtina, <https://ipkmasht.rks-gov.net/wp-content/uploads/2017/03/Udhëzuesi-për-zbatim-të-kurrikulës1.pdf>,
- Kaçaniku, F. (2020). Teacher-researcher development? Unpacking the understandings and approaches in initial teacher education in Kosovo. *Center for Educational Policy Studies Journal*, 10(3), 53–76.
- Kaçaniku, F. (2024). Making research relevant for future teachers: fostering a problem-solving research model in initial teacher education. In *enhancing the value of teacher education research*. Brill. https://doi.org/10.1163/9789004689992_012
- Kaçaniku, F. & Aliu, J. (2024). Institutionalizing reflective practice and evidence-based decision-making: The peer-led quality assurance (qa) model as a catalyst for the transformation of education in Kosovo (report).
- KosED. (2022). Pedagogical practice based on evidence. <https://www.kosed.org/sq/copy-of-peer-led-evaluation-program>
- KosED. (2022). External Assessment Baseline Review. KosED/DAI. KosEd website. Kosovo Peer-Led Quality Assurance Model - List of documents: <https://www.kosed.org/sq/copy-of-teacher-recruitment-and-gover-1>
- Mehmeti, S. (2024). Internal procedures for school-based teacher professional development. *Pedagogical Research*, 4(1), 7–26. <https://doi.org/10.62928/kp.v4i1.4562>
- Mehmeti, S., Zylfiu, H., Potera, I., Buleshkaj, O. & Ulrike Lehner (2016). Manual for quality assurance in schools. MESTI Prepared with the support of KulturKontakt Austria within the Twinning Project framework.
- Nikoçeviq-Kurti, E., & Saqipi, B. (2022). Toward developing a qualitative mentoring program for pre-service teachers: Kosovo's experience. *Issues in Educational Research*, 32(2), 634-658. <http://www.iier.org.au/iier32/nikoceviq-kurti.pdf>
- Saqipi, B. (2012). Report on the assessment of teachers' needs, professional development for the implementation of the new Kosovo Curriculum Framework, EU IPA 2009 project, Prishtina.
- Saqipi, B. (2012). Report on the assessment of teachers' needs, professional development for the implementation of the new Kosovo Curriculum Framework, EU IPA 2009 project, Prishtina.
- Saqipi, B. (2014). Developing teacher professionalism and identity in the midst of large- scale education reform – the case of Kosovo [Doctoral dissertation, University of Jyväskylä]. *Journal of Teacher Researcher* 2/2014, Jyväskylä (Finland): Tuope. ISSN 1238-4631; ISBN 978-952-5066-73-9. <https://minerva.lib.jyu.fi/thesis-search/>
- Saqipi, B. (2014). Developing teacher professionalism and identity in the midst of large- scale education reform – the case of Kosovo [Doctoral dissertation, University of Jyväskylä]. *Journal of Teacher Researcher* 2/2014, Jyväskylä (Finland): Tuope. ISSN 1238-4631; ISBN 978-952-5066-73-9. <https://minerva.lib.jyu.fi/thesis-search/>
- Saqipi, B. (2019). Teacher education policy discourse in the midst of system reorganization and policy transfer: Lessons for small and developing countries. *International Journal of Management in Education*, 13(1), 28-39.
- Saqipi, B. (2020). Using activity systems theory to understand change process in developing teacher as researcher at master level studies. *International Journal of Learning and Change*, 12(1), 1–14.

Schein, E. H. (2010). *Organizational culture and leadership* (4th ed.). Jossey-Bass.

Documents – educational policy:

Ministry of Education, Science and Technology (2016). Administrative Instruction no. 24/2016: Quality assurance in VET. MEST, Prishtina MEST, Prishtina <http://masht.rks-gov.net/uploads/2016/12/rotatedpdf180.pdf>

Ministry of Education, Science and Technology (2017) Strategic Framework for Teacher Development in Kosovo <https://masht.rks-gov.net/uploads/2017/04/kornizë-strategjike.pdf>

Ministry of Education, Science and Technology (2016) Administrative instruction for professional assets (departments) of schools, Prishtina, <https://masht.rks-gov.net/udhëzimet-administrative-2016>,

Ministry of Education, Science and Technology & Pedagogical Institute of Kosova. (2016). School Performance Quality Assurance Framework in Kosova. KPI, Prishtina <http://ipkmasht.rks-gov.net/kriteret-dhe-treguesit-e-cilesise-se-performances-se-shkolles>

Ministry of Education, Science and Technology. (2016). Curricular Framework of Pre-University Education of the Republic of Kosova (<https://masht.rks-gov.net/uploads/2017/02/korniza-kurrikulare-finale.pdf>).

Ministry of Education, Science, Technology and Innovation. (2022). **Guidelines for implementing school-based teacher professional development**

Ministry of Education, Science, Technology and Innovation. (2024). Catalog of accredited and approved programs for professional development of teachers and education leaders in Kosovo - seventh edition. MESTI, Prishtina <https://masht.rks-gov.net/katalogu-i-programeve-te-aprovuara-perzhvillim-profesional-te-mesimdhenesve-dhepunonjesve-arsimor/>

Ministry of Education, Science, Technology and Innovation. (2023). Administrative Instruction (AI) 14/2023 on the licensing system and teachers career. <https://masht.rks-gov.net/udhezim-administrativ-mashti-nr-14-2023-per-sistemin-e-licencimit-dhe-karrieren-ne-mesimdhenie/>

Ministry of Education, Science, Technology and Innovation. (2023). Administrative Instruction 15/2023 on Teacher Performance Assessment. <https://masht.rks-gov.net/udhezim-administrativ-mashti-nr-15-2023-per-vleresimin-e-performances-se-mesimdhenesve/>

Ministry of Education, Science, Technology and Innovation. (2023). Administrative Instruction (AI) no. 16/2023 on Teachers Professional Development. <https://masht.rks-gov.net/udhezim-administrativ-mashti-nr-16-2023-per-zhvillimin-profesional-te-mesimdhenesve/>