



ISSJM (Ulcinj. Online) ISSN 2661-2666

International Scientific Journal Monte (ISJM)



Volume 1, Issue (No.) 2 (2018): December

Newsroom

Prof.Dr.Diana Shehu (Albania)
Prof. Dr. Akhter Alam (India)
Prof. Dr. Sonja Vitanova (Macedonia)
Prof. Dr. Tibor Petres (Hungary)
Prof. Dr. Michael Minch (USA)

Editor of the Scientific Magazine

Prof. Dr. Elez Osmanovic (Montenegro) – Faculty of Economics, University of Shkodra “Luigj Gurakuqi”, Albania

Prof. Dr. Alba Dumi (Albania) – Dean of Tirana Business University (TBU), University of Tirana, Albania

Publishing house:

Institute for Scientific Research and Development-Montenegro

Scientific Board :

- Prof. Dr. Konstantin Pochivalov, (Russia)
- Prof. Dr. Nevenka Žarkić-Joksimović, (Serbia)
- Prof. Dr. Slađana Benković FON (Serbia)
- Prof. Dr. Dragoljub Jankovic (Montenegro)
- Prof. Dr. Anatoly Avdenko (Ukraine)
- Prof. Dr. Valentin Nedeff (Romania)
- Prof. Dr. Constantin Bungau (Romania)
- Prof. Dr. Vladimir P. Sergienko (Belarus)
- Prof. Dr. Predrag Dašić (USA)
- Prof. Dr. Hidajet Shehu (Albania)
- Prof. Dr. Laszlo Karpati (Hungary)
- Prof. Dr. Akhter Alham (India)
- Prof. Dr. Brilanda Bushati (Albania)
- Prof. Dr. Seadin Xhaferi (Macedonia)
- Prof. Dr. Astrit Mehmeti (USA)
- Prof. Dr. Kerstin Bree Carlson (Danska)
- Prof. Dr. Robert Dimitrevski (Macedonia)
- Prof. Dr. Michael Minch (USA)
- Prof. Dr. Muharem Karamujić (Bosnia and Herzegovina)
- Prof. Dr. Arben Malaj (Albania)
- Prof. Asc. Dr. Blerta Dragusha (Albania)
- Prof. Dr. Niké Wentholt (Netherland)
- Prof. Dr. Drita Kruja (Albania)
- Prof. Dr. Laszlo Karpati (Hungary)
- Prof. Dr. Miodrag Brzaković (Serbia)
- Prof. Asc. Dr. Darko Lacmanović (MNE)
- Prof. Dr. Salvator Bushati (Albania)
- Prof. Dr. Sofronija Miladinovski (Macedonia)
- Prof. Dr. Daniel Dobrev, (Bulgaria)
- Prof. Dr. Sampurna Mehta (India)
- Prof. Dr. Heinrich Meister (Switzerland)
- Prof. Dr. Jusuf Mustafai (Macedonia)
- Prof. Dr. Radovan Stojanović (MNE)
- Prof. Dr. Biljana Ciglovska (Macedonia)
- Prof. Dr. Artan Nimani (Kosovo)

Table of Contents

DHURATA OSMËN BARDHI – EDUCATION AND TEACHER MENTORING, THE BEST CAREER DEVELOPMENT ON STANDARD REFORMS IN ALBANIA.....	5
NAZLI TYFEKCI, BLERINA BAQAJ – THE IDEAL TEACHER PERSONALITY.....	12
ABDULXHEMIL NESIMI – PEACEFUL COEXISTENCE WITH OTHERS IN ISLAM.....	28
VALBONA LICAJ – INVESTING IN EDUCATION, THE CRITICAL STRATEGY FOR LONG-TERM GROWTH AND CRUCIAL FOR THE ACHIEVEMENT OF ALBANIA.....	35
VJOLLCA HASANI, KUMRIJE GAGICA, ALBA DUMI – GOOD TEACHING AND GOOD PERFORMANCE” REQUIRES THE ESTABLISHMENT OF REFERENCE – TEACHING REFORMS IN HIGHER EDUCATION.....	43

EDUCATION AND TEACHER MENTORING, THE BEST CAREER DEVELOPMENT ON STANDARD REFORMS IN ALBANIA

Ma. DHURATA OSMËN BARDHI

University of "Ismail Qemali" Vlora, Albania "Department of Letters
Master in Tirana University, Albania

Abstract

In exploring how to achieve this goal, educators are turning their attention and resources increasingly to the priority of professional development. Teacher mentoring programs are now perceived as an effective staff development approach for beginning teachers. By establishing teacher mentoring programs, the district serves two important purposes: novice teachers are given a strong start at the beginning of their careers, and experienced classroom teachers serving as mentors receive recognition and incentives (Little and Nelson, 1990). Researchers believe that mentoring can be a valuable process in educational reform for beginning teachers as well as veteran teachers (Ganser, 1996). Supporting beginning teachers at the outset contributes to retention of new teachers in the school system. Formalizing the mentor role for experienced teachers creates another niche in the career ladder for teachers and contributes to the professionalism of education. Source: Koti Stan.

Effective organizations place a premium on talent when selecting, developing, and advancing their workforce. States and school districts tend to approach teachers from a one-size-fits-all perspective that inhibits efficient and productive workforce management. Organizing the teacher workforce for efficiency and productivity can best be done with careful management of individual talent and careers. Child development is a field of study concerned with the growth and wellbeing of children and young adults.

The present practice of professional and career development too frequently fails to differentiate developmental paths for individual teachers. Not only is there a tendency to neglect identifying highly effective teachers for the purpose of retaining, advancing, and placing them in assignments that maximize the impact that they have on student learning, there is also a similar tendency to neglect identification of underperformers.

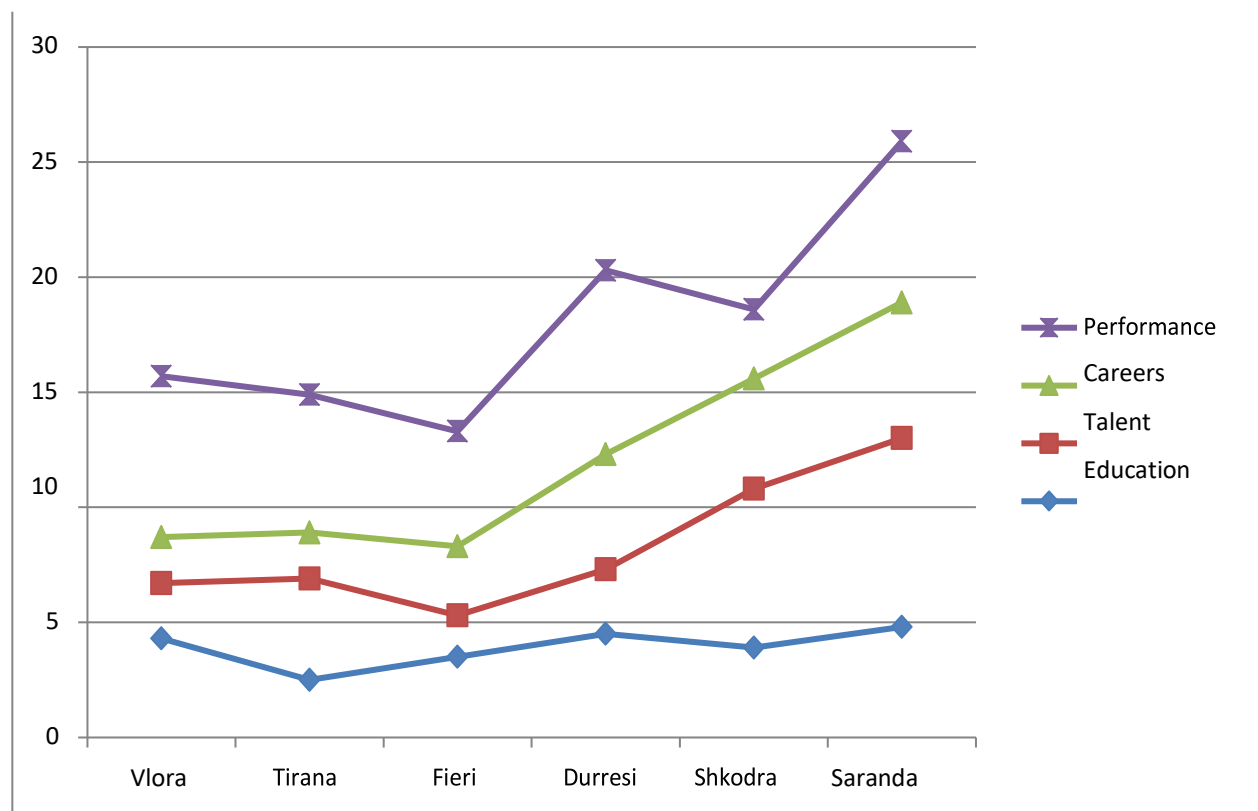
Key words: *Quality of Higher Education Institutions (HEIs), Ministry of Education and Sport of Albania, Quality Assurance Agency (QAA), education, empirical studies, leader in school, learning politics,*

GENERAL INFORMATION AND PURPOSE OF THIS PAPER RESEARCH:

Teacher Professional and Career Development

Mentoring Process, the mentoring process is not always clearly understood in education. Researchers are becoming increasingly cognizant of its complexity. Head, Reiman and Thies-Sprinthall (1992) write that the “heart and soul “of mentoring grows out of belief “in the value and worth of people and an attitude toward education that focuses upon passing the torch to the next generation of teachers.” The mentoring process extends far beyond supporting the induction of new teachers into the school system through professional guidance and encouragement. Shadio (1996) believes that the heart of mentorship comes from “a commitment to education, a hope for its future, and a respect for those who enter into its community.” Source: Koti Stan.

Effective organizations place a premium on talent when selecting, developing, and advancing their workforce. States and school districts tend to approach teachers from a one-size-fits-all perspective that inhibits efficient and productive workforce management. Organizing the teacher workforce for efficiency and productivity can best be done with careful management of individual talent and careers. The present practice of professional and career development too frequently fails to differentiate developmental paths for individual teachers.



(Source: Albanian Project for education, 2015)

A bachelor's degree in child development, early childhood education or similar fields and a master's in educational psychology (or similar degree); or a bachelor's degree and a specialization in child development, social work, and similar fields such as special education, psychology, and family life studies. A master's degree in child development, early childhood education, human development, family and consumer studies with a specialization in child development or early childhood. (Source: *Albanian Project for education, 2015*)

Teacher Evaluation, Talent Management, and Career Development:

Definition of Mentoring Numerous interpretations of the mentoring process are contained in the literature on mentoring. It is commonly agreed that the process includes the various developmental phases of the mentoring relationship, the dynamics of the mentoring relationship itself, and the application of cognitive developmental theory to the mentoring process (Bey and Holmes, 1992). In education, mentoring is a complex and multi-dimensional process of guiding, teaching, influencing and supporting a beginning or new teacher. It is generally accepted that a mentor teacher leads, guides and advises another teacher more junior in experience in a work situation characterized by mutual trust and belief. Source: Koti Stan.

Introduction

Typically, mentoring programs pair novice teachers with more experienced teachers who can ably explain school policies, regulations and procedures; share methods, materials and other resources; help solve problems in teaching and learning; provide personal and professional support; and guide the growth of the new teacher through reflection, collaboration, and shared inquiry (Feiman-Nemser and Parker, 1992). Implementation of rigorous teacher evaluation systems represents a long-term investment in a more productive workforce and will support the development and adoption of new practices in talent management and career development.

Teaching experience in the area of early childhood education, or have professional experience in an early care and education program involving interaction with staff and working directly with children.

Most college-level child development teachers work in programs that lead to a Child Development Associate (CDA) certification.

The CDA certificate is the most common certification for preschool teachers. CDA certificate programs require candidates to complete a combination of coursework and supervised fieldwork. For this reason, child development teachers at the college level are expected to hold a combination of formal educational credentials and work experience within the child development

field. In addition to having a bachelor's degree or a master's degree related to the field, candidates

for college positions must also have substantial experience working with children in a preschool or elementary school setting, or community organization. (Source: *Albanian Project for education, 2015*)

General Information: Although some high schools offer courses that include career-related curricula connected to the child development field, there are no opportunities to exclusively teach child development at elementary, middle school and high schools. Instead, educators with an interest in teaching child development classes to high school students may elect to teach courses that offer college credit to secondary school students. For example, the Colorado Community College (CCC) System has a career that includes a Child Development course for high school students. The course lasts for one semester, and touches upon the responsibilities and challenges associated with parenting. The CCC course is also geared towards young students who may like to pursue a career as a teacher, day care provider, nurse or doctor. It also fits in with a postsecondary curriculum for future sociology, psychology and human development majors. To qualify to teach a community college course for high school students, one must note the following:

Programs that are both innovative and designed to achieve long-term increases in educational productivity include those that focus their training model on the key competencies that are necessary for teachers to attain to be effective in the classroom, and use a focus on student outcomes to continuously refine and improve their training. Such models may include residencies or other programs offering a rigorous, clinical experience.

Qualities of Mentor Teachers An experienced teacher who facilitates the development and education of a new teacher, the mentor is regarded as a career professional. According to Hawai 'i's guidelines for Mentor Teacher Programs, the mentor must possess ideals and expertise of the teaching profession, which are shared with the new teacher (Office of Personnel Services, 1993). The functions of the mentor teacher vary depending on the needs of the new employee, the goals of the mentoring program, and the local and broader educational context or situation. It should be kept in mind that the mentor teacher is a helper, not a supervisor or evaluator, and "a very special person, a model of professionalism" (Office of Personnel Services, 1993). Hawai 'i's experience with mentoring has identified the following essential qualities of mentor teachers:

A range of interpersonal skills to fit a variety of professional encounters and situations.

Good working knowledge of a repertoire of teaching methods, alternative modalities of learning, and styles of teaching and learning that affect student achievement.

Ability to use coaching processes that foster increased self-direction and self-responsibility of the beginning teacher.

Effective communication skills that facilitated new employee and accommodate the employee's emotional, social and cognitive needs.

Understanding the stages of teacher development within the context of how adults learn. Source: Kotty Stan

Child development professors belong to a category of educators often associated with psychology, as educators with a background in child development may teach courses on development psychology, cognitive processes, as well as psychological counseling.

To teach child development courses at a two-year college, community college or junior college, most job candidates must fulfill the following educational requirements:

Hypothesis

H1: How can I teach child development at the elementary, middle, or high school level? H2: How can I become a college child development to professor? What is striking in many studies is the strong focus on pedagogical content knowledge (PCK), that in the described as subject didactics. Teaching method does not only relate to (the many possibilities of) explaining the subject to pupils (subject-didactic repertoire varying from direct instruction to activate and differentiate within the course), but is in the sense of PCK one much broader understanding that also relates to insight into how students learn and understand a profession or where pupils experience problem and suffer from misconceptions.

Professional Development: Nearly half of billions more in other federal funds goes to the professional development of teachers and leaders in our schools. There is little evidence that these expenditures produce an increase in the overall or individual effectiveness of teachers. The development of outcome-based return on investment models can help to assess the efficacy of professional development. Key investments in infrastructure and data will help to support these models and can have long term impact, yet efforts have lagged in this area.

The purpose of the study

They also participate in the life of the school, which can range from helping run school assemblies to coordinating after school programs to directing school plays. For this reason, even teachers who accumulate large student loans while completing their bachelor's degree and initial teacher qualifications may find teaching an affordable career option in the long term. Now that you know how to become an elementary school teacher, explore our licensing and school pages to learn more about how and where you can launch your career.

Conclusion and Recommendations

Key to the success of any mentoring program is the competence of the mentor who must possess the expertise, commitment, and time to provide assistance to novice teachers. Teachers within a school at the immediate environment of potential progress present an obvious starting place in identifying mentor teachers. There is no fixed rule about which traits or circumstances are most critical in a given mentoring situation (Gray and Gray, 1985). Freedman (1993) reports that the most frequently mentioned characteristic of effective mentors is a willingness to nurture another person. Therefore, individuals recruited as mentors should be people-oriented, open-minded, flexible, empathetic, and collaborative. Source Stenn 2017

The following list represents the three major domains:

Personal Social Development Domain - Students are provided the knowledge, tools, and resources to develop an understanding self and one's relationship to others.

Educational Achievement and Lifelong Learning Domain - Students are provided the knowledge, tools, and resources to reach their education and career goals in a diverse and ever-changing economy.

Career Management Domain - Students are provided the knowledge, tools, and resources to create and implement a plan of action to reach their educational and career goals.

Additionally, all elements marked as "Beginning" or "Not Using" must be observed on at least one additional occasion (after improvement strategies were provided) in a given school year to observe if there was improvement. The second observation should occur no sooner than two weeks after the improvement strategies were made available.

REFERENCES

- Huling-Austin, L. A. (April 1988). A synthesis of research on teacher induction programs and practices. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Janas, Monica (Fall 1996). Mentoring the Mentor: A Challenge for Staff Development. *Journal of Staff Development*, v17 n4, 2-5.
- Little, Judith and Nelson, Linda (February 1990). A Leader's Guide to Mentor Training. Far West Laboratory for Educational Research and Development.
- Office of Personnel Services, Hawai'i State Department of Education (October 1993). *Guidelines for Teacher Mentor Programs*.
- Shadiow, Linda (1996). Remembering a mentor. *Clearinghouse* v69 n5, 277-79.
- Strother, Deborah Burnett (June 1989). Peer Coaching for Teachers: Opening Classroom Doors. *Phi Delta Kappan*, 824-27.
- Wiener, Norbert. *The Human Use of Human Beings*. Boston: Houghton Mifflin, 1950.
- Woodward, Joan. *Industrial Organization; Theory and Practice*. Oxford University Press, 1965.
- DCM no. 66, 03.02.2017, "On defining the criteria and the procedures for the establishment of medical university services and structures";
- DCM no. 109, 15.02.2017, "On organization and performing of the Agency of Quality Assurance in Higher Education (AQAE) and Accreditation Board (AB) and defining the fees of quality assurances processes in higher education";
- DCM no. 329, 12.04.2017, "On the position and preferential treatment of the academic staff"; DCM no. 370, 26.04.2017, "On the organization and performing of the high professional college";

THE IDEAL TEACHER PERSONALITY

Nazli Tyfekci, Ph.D. Candidate,

Blerina Baqaj²,

¹University of Gjakova “Fehmi Agani”

²Graduate Student, University of Gjakova “Fehmi Agani”

Abstract

Educational system is being challenged each and every day, and in order to slightly overcome those challenges one should know how to react on them. One of the easiest ways to overcome difficulties is the support for teachers in their professional development in teaching. Among others building ideal teacher personality is recently considered as important teacher development approach.

‘The ideal teacher’ is a subject discussed in various educational and philosophical theories, which is composed of many qualities and different features. This study investigates the perceptions of senior students about the qualities of the ideal teacher, mostly focusing on four general aspects: professional characteristics, teaching skills, student-teacher relationship, and classroom climate. Content analysis was used to classify the data of the written text in each category. The findings reveal that students’ preferences about the ideal teacher differ sometimes, but most of them circle around creative minds, professionally prepared and a good class manager. Among the top qualities of a teacher stands the strong relationship between the student and teacher, the usage of different activities, communication, love for the profession and of course qualification and knowledge in the field.

Keywords: *ideal teacher characteristics; teaching skills; student-teacher relationship; classroom climate.*

INTRODUCTION

The importance of teaching has already been verified throughout decades and came across so many countries, cultures and different nations. Each and every day the evolving process of modernization brings teaching in front of a more challenging and different barriers that every participant, be it a student, teacher, even the whole school staff is being affected in one way or another. They are being challenged to transform educational outcomes, frequently under hard circumstances. This noble profession allows them to implement change in nation building, educates students for future leaders, alter student performance and one of the most important things, build identities among students. They furnish students with the ability they need to become active and hardworking citizens in the 21st century. Good teachers and leaders are not born, they have been educated to become good teachers and leaders. Having a vision of teaching and valuing the work may have an important impact on one’s sense of identity, determination and commitment. Teaching should be done in such a way that brings students to the desire and ability towards practical and high goals. What teachers do is one of the most important and exacting of professions. It is one of the professions that requires many special qualities that are often overlooked or underestimated, for example personality qualities. Therefore, the selection and qualification of teachers should be of vital importance.

According to a research done by Vanessa Vega (2013), one of the essential things in cultivating high quality teaching is the support for ongoing professional learning in schools. “Developing systems that support teachers in sustained professional learning and refinement of teaching practice is perhaps the single most important way to promote student learning and educational opportunity in schools or districts” (Vega V, 2013). Across this research reviewed here, some of the systems that effectively support teacher development include collaborative, job-embedded feedback cycles that enable teachers to reflect critically on teaching practices in order to identify those that best promote students’ learning and engagement. In addition, administrator support for professional learning and teachers playing an active role in their own learning are critical for these systems to work.

Effective education provides great impact in improving learning. Of course, for a successful leadership in promoting learning, there are some essential ingredients that should be followed. According to Kenneth Leithwood, Karen Seashore, and et.al. (2004), “the impact of leadership tends to be greatest in schools where the learning needs of students are most acute”. Below we can find some of the essentials presented in this research, for high-quality leaders to achieve this impact:

- By setting directions – charting a clear course that everyone understands, establishing high expectations and using data to track progress and performance.
- By developing people – providing teachers and others in the system with the necessary support and training to succeed.
- And by making the organization work – ensuring that the entire range of conditions and incentives in districts and schools fully supports rather than inhibits teaching and learning (Leithwood K. et.al. 2004).

These simple but remarkably important essentials are some of the numerous requirements that lead school systems towards success. These, and many other basic ingredients, are necessary to transform schools into real education. What does this mean? Real education meaning teaching students to listen while they are hearing, relate their everyday life with their time spent at school, each experience a child goes through will leave an impression in his character, be it good or bad.

The structure of this study is as follows; the literature review part elaborates a general overview on whom is considered the ideal teacher, some comments and thoughts chosen randomly; continuing with the selection of a report that shows how best to improve education systems for a better teaching and learning qualities, also you can find some categories attributed to good teachers. Likewise, worth mentioning are some specific reasons why teacher’s personality is important, and some strategies considered crucial in bringing teaching at the highest level of effectiveness. The theoretical background concludes with features and the significance of teachers in 21st century multicultural world. Continuing the second chapter with the methodology in order to present in the next chapter the results and analysis where you can find the content analysis results of the questionnaire. Concluding the final chapter with a compilation of the whole study and the recommendations given in order to improve and raise awareness among school systems about the importance of teacher’s personality.

Literature Review

Who is the ideal teacher?

Below you will find some collected comments taken from an internet webpage¹, different opinions about the ideal teacher.

Meenakshi Pantibathe (2015), “An ideal teacher is word which we understand much ahead in life. As a student if you see who a teacher is, a normal human being as you and me but his or her words imprint in your mind, tough things are taught in simpler ways in very simple words, unclear path of life becomes clear, wild dreams become real and then when our life touches highest height, we realize all this was possible by a magic of that normal human being called teacher. That’s idealism, then you proudly say my teacher taught me to achieve success, he is “ideal teacher”.

Anirudh Chawla (2014), wrote “A teacher has the biggest responsibility in this whole world. He is the one who shapes the mind of the students and set their sail in the right direction. Ideal teachers not only praise them but even guide them wisely when they are wrong, Makes them accountable of their actions and decisions. Teaches them to find a purpose, to achieve a goal. To do what others think is impossible. Everyone is a teacher somewhere or the other in their life. Make sure you be the one the same what you would expect others to be to you.”

Chineze Ndukwe (2017), “An ideal teacher is someone who has a combination of qualities, such as being very knowledgeable on his subject, able to effectively manage his classroom, genuinely enjoys teaching and dealing with students, has high expectations for his students, good communication skills and an engaging teaching style. Some other qualities are patience, resourcefulness, adaptability, resilience and a good sense of humor.”

¹ www.quora.com

These and many other comments made regarding the ideal teacher, each one differing in their manner, but most of them intending the same objective, presenting teachers as future role models in every aspect of life.

Teacher Development

According to a report done by OECD (Organization for Economic Cooperation and Development), in many high-performing education systems teachers do not only have a central role to play in improving educational outcomes, they are also at the center of the improvement efforts themselves. In these systems it is not that top-down reforms are ordering teachers to change, but that teachers embrace and lead reform, taking responsibility as professionals. **The International Summit on the Teaching Profession** brings together education ministers, union leaders and other teacher leaders from high-performing and rapidly improving education systems to review how best to improve teacher quality and the quality of teaching and learning. Specifically, the report considers:

- *How teachers are recruited into the profession and trained initially.* Intelligent incentive structures are needed to attract qualified graduates into the teaching force. Pay levels can be part of this equation. However, countries that have succeeded in making teaching an attractive profession have often done so not just through pay, but by raising the status of teaching, offering real career prospects, and giving teachers responsibility as professionals and leaders of reform. This requires teacher education that helps teachers to become innovators and researchers in education, not just deliverers of the curriculum.
- *How teachers are developed in service and supported.* Surveys show large variations across and within countries in the extent of professional development. Teachers in TALIS² reported that the most effective development is through longer programs that upgrade their qualifications or involve collaborative research into improving teaching effectiveness. Further issue related to supporting teachers in service is the extent to which their conditions of employment and their career prospects can be adapted to meet their needs and aspirations.
- *How teachers are evaluated and compensated.* Results from TALIS show that, at its best, appraisal and feedback is supportive in a way that is welcomed by teachers. It can also help lead to self-improvement and be part of efforts to involve teachers in improving schools. Whatever system is used must be fair, based on multiple measures, and transparently applied in ways that involve the teaching profession.
- *How teachers are engaged in reform.* Without the active and willing engagement of teachers, most educational reforms fail. The chances for success in reform can improve through effective consultation, a willingness to compromise and, above all, through the involvement of teachers in the planning and implementation of reform (OECD, 2011).

Above are presented some of the tips to make teaching more attractive and improving teaching effectiveness. “Research shows that people who have close contact with schools – such as parents who assist in classrooms, or employers who have students in workplace learning programs – often have much more positive attitudes towards teachers than people with little direct contact. This suggests that building stronger links between the schools and the community can help to enhance the status of teaching. Teachers and school leaders can play a key role in strengthening connections with families and communities as part of effective learning” (OECD, 2011).

The following analysis, taken from the OECD (2011), looks at how the individual development of teachers can be improved and how greater collaboration among teachers can improve teaching quality.

- **Meeting the need for professional development.** In many countries, the role and functioning of schools are changing—and so is what is expected of teachers. They are asked to teach in increasingly multicultural classrooms. They must place greater emphasis on integrating students with special learning needs, both special difficulties and special talents, in their classes. They need to make more effective use of information and communication technologies for teaching.

² Teaching and Learning International Survey

- The development of teachers beyond their initial education can serve a range of purposes, including to: update individuals' knowledge of a subject in light of recent advances in the area; enable individuals to apply changes made to curricula or other aspects of teaching practice; enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice; help weaker teachers become more effective, etc.
- Several aspects have shown to be central to successful professional development. In seeking to meet teachers' professional development requirements, policy makers and practitioners need to consider both how to support and encourage participation and how to ensure that opportunities match teachers' needs. This needs to be balanced with the cost in terms of both finance and teachers' time.
- The extent of in-service teacher education varies greatly across and within countries. In some countries, ongoing professional development already plays an important role. In the Chinese province of Shanghai, each teacher is expected to engage in 240 hours of professional development within five years. Singapore provides teachers with an entitlement of 100 hours of professional development per year to keep up with the rapid changes occurring in the world and to be able to improve their practice, etc. (OECD, 2011).

Teacher evaluation and compensation also matters in teachers' development, "It is essential for improving the individual performance of teachers and the collective performance of education systems. Designing teacher-appraisal methods is not easy, and requires the objectives of accountability and improvement to be carefully balanced. A crucial feature is what criteria teachers are appraised against, including, but not limited to, student performance. Also important are the degree to which teachers improve their professional skills and, crucially, the part they play in improving the school and system as a whole. In this way, evaluation and appraisal need to be well aligned with the process of system change" (OECD, 2011). According to OECD (2011), teacher engagement in education reform is crucial and school reform will not work unless it is supported from the bottom up. Learning outcomes at school are the result of what happens in classrooms, thus only reforms that are successfully implemented in classrooms can be expected to be effective. But it also requires teachers to contribute as the architects of change, not just its implementers. Some of the most successful reforms are those supported by strong unions rather than those that keep the union role weak.

Above were mentioned some of the tips how to increase the education quality among schools and make it more attractive for students and also for graduates that are going to build a career as teachers. What was noted as highly effective tip for increasing the quality was generally the collaboration for better understanding educational reforms.

"Good Teachers"

Below you can find some categories attributed to good teachers, which were taken from VASTEP³ (1999).

1. Professional values.
 - are committed, as their primary responsibility, to improving student learning;
 - understand and are committed to the responsibilities and obligations of belonging to the teaching profession;
 - are willing to contribute to educational change and the shaping of educational policy etc.
2. Professional Knowledge and Dispositions
 - are knowledgeable about the part of the education system in which they work, and its relationship to other parts of that system;
 - understand their role as facilitators of the moral, spiritual, social, cultural, creative, aesthetic and physical development of children;
 - understand the framework of laws, regulations and policies that affect teachers' work; etc.
3. Professional development.
 - aim to continually improve their English language competence;
 - adopt a mentoring role with beginning teachers;
 - participate in a range of professional development activities as part of their continuing professional development etc.

³ <http://teachercodes.iiep.unesco.org/teachercodes/codes/Asia/Vanuatu.pdf>

4. Planning and Evaluation
 - plan their teaching on the basis of recent, relevant pedagogical research;
 - use a wide variety of fair and consistent assessment strategies and instruments for diagnostic, formative and summative evaluation;
 - establish expectations for students that are clear, challenging and achievable;
5. Management and Instruction
 - effectively select and sequence learning activities, and manage and pace teaching time to achieve planned student outcomes;
 - apply a variety of human, material and technological resources to maximize learning;
 - are as impartial as possible when discussing controversial matters with students;
6. Communication
 - use appropriate oral and written English at an advanced level to communicate clearly and effectively within the classroom and in other professional contexts;
 - assist students to improve their English language skills in all learning situations etc.
7. Consideration of Individual Needs, Abilities/Disabilities and Aspirations
 - understand that each student has diverse talents and interests, and take account of this diversity in their teaching;
 - respect students as individuals, and adapt their teaching to suit the individual learning needs of all their students etc.

The importance of teacher's personality

It has already been proved that teachers play a major role in educational systems of a country and it is closely associated with the ideology which says "the educational growth and development of a nation cannot rise above the level of their teachers" (Adewale O, 2013). According to Adewale (2013), teacher personality is important because:

- i. Enables one to understand self, colleagues, and why / how some students, parents behave.
- ii. Avoidance and reduction of unnecessary anger.
- iii. Build an asset (human development and social development skills) to win more people and inspires others in school and society.
- iv. For successful teaching in the classroom.
- v. Teachers are repertoire of knowledge and builders of a Nation.
- vi. To develop and transfer acceptable norms and practices in the society such as sincerity, personal integrity, humility, courtesy and wisdom to teeming secondary school students.
- vii. To develop teachers' belief and self-confidence (Adewale O, 2013).

Besides these general considerations about the importance of teachers' personality, after searching the internet, in some articles I encountered in four specific categories which in most cases are regarded as significant considering teachers' personality. As a matter of the fact, I have also chosen them to measure in my questionnaire paper. Below you can find elaborated these categories with some specific records that come under these categories:

1. Professional Characteristics: the ability to develop relationship with their students; patient, caring and kind; knowledge of learners; dedication to teaching; engaging students in learning; clear objectives; effective discipline skills; good classroom management skills; high expectations etc.⁴ "It is generally agreed that good teaching involves good communication between the teacher and students and also among students. The best productivity in a classroom comes from effective co-operation between the teacher and the students. Therefore, teachers' roles can be vital to the effectivity of the language learning" cited from Fredson Soares paper (pg. 2).
2. Teaching skills: collaboration; communication; community building; conduct testing; critical thinking; disciplinary action; evaluate performance; flexibility; leadership; listener; planning; positive role model; relationship building; respectful; setting goals; team player; training; understanding etc.⁵

⁴ <http://teaching.org/resources/top-10-qualities-of-a-great-teacher>

⁵ <https://www.thebalance.com/teaching-skills-list-2062488> Retrieved on 13.02.2018

3. Student-teacher relationship: consistent communication; an emotionally- safe learning space; mutual respect, trust & feedback; true equity etc.⁶
4. Classroom Climate: make learning relevant; create a classroom code of conduct; teach positive actions; reinforce positive role models; always be positive etc.⁷

Effective teaching strategies

The main focus here is on features of effective teaching and classroom organization methodologies that lead to better student outcomes. There are several definitions of teaching effectiveness. In the Australian federation webpage was cited “Effective teaching is more than just the successful transference of knowledge and skill or application around a particular topic. Effective teaching ensures that this surface approach to learning is replaced by deeper, student driven approaches to learning that analyze, develop, create and demonstrate understanding. Students need to initiate learning and maintain engagement during learning in their development as independent lifelong learners.” Shahida Sajjad said that “The most accepted criterion for measuring good teaching is the amount of student learning that occurs” (pg. 1). In the research done by Sajjad, most of the students rated the lecture method as the best teaching method. Reasons included” teacher provides all knowledge related to topic, it is time saving method; students listen lecture attentively and take notes etc. The group discussion was rated as the second best method of teaching because of; more participation of students, the learning is more effective, the students don’t have to rely on rote learning, and this method develops creativity among students etc. (pg.4). “Below you will find some of the methods used at higher educational level, written in Sajjad’s paper:

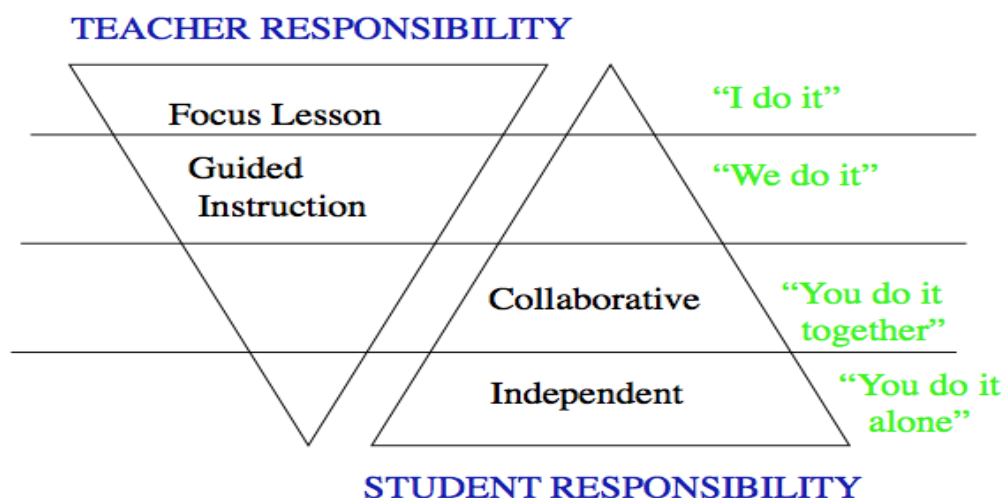
- Lecture method
- Discussion method
- Role play
- Case study
- Brainstorming
- Assignment method (pg.13).

“A good teacher is the one who applies the GRR system. GRR is Gradual Release of Responsibility, which means a good teacher should shift his time of talking to students and let them lead the class, but of course he should be there to follow their job and efficiency” cited from a questionnaire paper. The GRR system is considered as one of the most effective strategies used in teaching. “Scaffolder instruction, or the gradual release model, is broadly recognized as a successful approach for moving classroom instruction from teacher-centered, whole group delivery to student-centered collaboration and independent practice” (Levy E. 2007). This approach, also referred to as ‘I do it, we do it, you do it’, includes demonstration, prompt and practice. Dough Fisher and Nancy Frey

⁶ <https://www.teachthought.com/technology/4-timeless-elements-strong-student-teacher-relationships/>
Retrieved on 17.02.2018

⁷ www.ascd.org Retrieved on 19.02.2018

presented this approach in this triangle:



A Structure for Instruction that Works

(c) Fisher & Frey, 2006

According to Levy these triangles represent the student-teacher interaction and relationship. The 'I do it' phase includes the beginning of the lesson where the teacher's job is to present the new material and deliver the content among students. In the 'We do it' phase or the second phase includes the part where the teacher continues to model, question, cue and prompt students for understanding. The last phase is the 'You do it' where students work independently without relying on the teacher (Levy E. 2007).

Whereas Shaun Killian, in the Australian Society for Evidence Based Teaching article listed some top 10 evidence-based teaching strategies:

1. **Clear lesson goals** (If you cannot quickly and easily state what you want your students to know and be able to do at the end of a given lesson, the goal of your lesson will be unclear. Clear lesson goals help you (and your students) to focus every other aspect of your lesson on what matters most.)
2. **Show and tell** (Once you are clear about what you want your students to know and be able to do by the end of the lesson, you need to tell them what they need to know and show them how to do the tasks you want them to be able to do.)
3. **Questioning to check for understanding** (Techniques such as 18 randomized sampling, student answer-boards and tell-a-friend help you to check for understanding.)
4. **Summarize new learning in a graphical way** (You can use them to help students to summarize what they have learned and to understand the interrelationships between the aspects of what you have taught them.)
5. **Plenty of practice** (Practice helps students to retain the knowledge and skills that they have learned while also allowing you another opportunity to check for understanding.)
6. **Provide your students with feedback** (feedback provides your students with a tangible understanding of what they did well, of where they are at, and of how they can improve.)
7. **Be flexible about how long it takes to learn** (The idea that given enough time, every student can learn is not as revolutionary as it sounds. It underpins the way we teach martial arts, swimming and dancing.)
8. **Get students working together** (To increase the productivity of your groups, you need to be selective about the tasks you assign to them and the individual role that each group member plays.)
9. **Teach strategies not just content** (You can increase how well your students do in any subject by explicitly teaching them how to use relevant strategies.)
10. **Nurture meta-cognition** (Meta-cognition involves thinking about your options, your choices and your results – and it has an even larger effect on student results than teaching strategies.) (Killian Sh, 2015).

Following these strategies and many others you will undoubtedly reach to the highest point of expectations during teaching.

“Global teachers”

“Foreign language ability, global awareness, and intercultural communication skills are increasingly recognized as essential dimensions of productive participation in the emerging economic, civic, political and social arenas of the 21st century” (McCloskey E. 2012). These and many other skills are being promoted as necessary for global and intercultural communication. The focus of “global teachers” should be on what is best for each student in each school across the universe. Some documents done by the American Council on Education (2007), listed a set of parallel competencies that are necessary for promoting teacher competencies, most of these skills derive from the field of foreign language education, which are essential in promoting intercultural learning over a century (McCloskey E. 2012, pg.42).

According to McCloskey “Professional preparation documents, such as those prepared by the American Council on the Teaching of Foreign Languages (2002), imagine teachers who are capable of engaging sophisticated and nuanced interactional, interpretive and analytical skills when interacting with members of foreign cultures, conducting cultural investigations, and encountering cultural artifacts or information, as well as capable of designing educational opportunities that promote similar competencies in students (pg.42)”. As cited in this part, teachers are required to engage a variety of skills in order to display equal proficiency among students and prepare them to grow awareness and intercultural sensitivity in this multilingual society.

Intercultural learning and competence

Immigration occurs to be one of the significant reasons of bringing learning and teaching to a more challenging position. In order to improve living conditions, build a better living community, people immigrate from one country to another, thus these people are being faced with the challenge to adopt to the new living place, new culture and frequently to the new language too. According to Katri Jokikokko (pg. 13, 2010), “intercultural learning and its result, intercultural competence, are seen as both conditions and aims for increasing cultural awareness, understanding, dialogue, fruitful co-operation and learning from each other in multicultural societies and the world”. It is obvious that even if we do not often travel outside of our country, there are many other factors that make intercultural competence a necessary process, for example media, people and education.

“It is not enough that teachers are inter-reliant competent themselves. They should also foster the development of intercultural competence in their students. Teachers have the opportunity to affect their students’ awareness, open the world for them, and provide them with tools to critically analyze global phenomena and to act for a more equal and sustainable world (Jokikokko K. 2010)”.

When teaching multicultural classes, knowledge and awareness of stereotypes, power structures, global issues and one’s own values become significant. Asking questions such as whose knowledge, whose culture, whose traditions and whose language are we teaching, learning and transmitting to students should be part of a teacher’s everyday reflection (Jokikokko K. 2010). Of course, it is a process that it cannot be easily gained or learned only by traveling to another country, or only having some years of experience in education, it is a lifelong process.

Methodology

This research paper comprises the importance of the ideal teacher characteristics and also some senior student opinions’ about a good language teacher, surveyed students belong to the University of Gjakova, “Fehmi Agani”, English Language department. Qualitative research methods have been employed in this paper. The findings of the survey have been analyzed regarding the opinions of foreign language students. This choice was made because of the importance of teacher’s personality in today’s educational system, and students belonging to this department suit the requirements of this paper, and their experience as students will facilitate the teacher’s point of view for the students’ needs.

The criteria used for this study has been developed to learn about senior students’ understanding of a good language teacher, and the characteristics that mostly matter. I focused on these points because in most of the cases

teacher's personality stands among the most important principles required from a teacher, in this case a language teacher, so, everyone interested in being a future language teacher may benefit from the conducted paragraphs.

The questionnaire was delivered to 30 students, among them 26 females and 4 males, aged around 20 to 26. Firstly, at the top of the questionnaire paper is given a short paragraph explaining the aim of the survey. Continuing with the first requirement, there are given four different categories, related with teacher's personality (Professional Characteristics, Teaching Skills, Student-Teacher Relationship and Classroom Climate), student's duty was to order them in terms of importance (in numbers), meaning which one of them do they think that matters most and which one matters less. The last part of the questionnaire consists the part of the paragraph which requires the students to write shortly about whom they consider a good language teacher. Later the coding of the content analysis will be used in order to classify the results according to the categories selected above, aiming to come out with the combination of the collected data.

2.1.1 Research Questions:

- a) What is effective teaching?
- b) What characteristics are essential to succeed as a teacher?
- c) What's the impact of teacher's personality to student's personality?

2.1.2 Research Hypothesis:

Having a perspective for teaching and estimating the effort may have an intense influence on one's sense of identity, flexibility and responsibility.

Aims

The aim of this study is to point out the importance of teachers' personality in nowadays educational systems. Alongside with that you can find some of the tips and suggestions that lead teachers in achieving the highest prosperity, as teaching involves one of the most responsible jobs in planet. Educating lots of generations in some aspects means having the future in your hands, and having a better future each of us should put all the efforts in the table and create change.

Analysis and results

This chapter includes the analysis of the questionnaire conducted at the University of Gjakova, Fehmi Agani, where participated 30 senior students, 26 females and 4 males, aged around 20 to 26. The main target of the survey is to learn about senior students' understanding of a good language teacher. Students had the opportunity to express freely their thoughts because the questionnaire was conducted in the anonymous form. The first requirement given in the questionnaire contains four selected features related to teacher's personality; student's task was to order them (in numbers) in terms of importance, meaning to write 1 for the most important and 4 for the least important. The categories selected are: Professional Characteristics, Teaching Skills, Student-Teacher Relationship, and Classroom Climate

Continuing with the first requirement, turns out that the most important characteristic is Teaching skills, following with Student Teacher relationship as the second most important characteristic, continuing with Professional characteristics as the third one, and last but not least, Classroom climate was considered as less important in this case. Below you can find the results presented in tables.

Table 1: Characteristics selected as most important

Features	Frequency	Percentage
Teaching Skills	13	43.3 %

Student-Teacher Relationship	7	23.3%
Professional Characteristics	6	20%
Classroom Climate	4	13.3 %

According to the table, results show that what matters most to students is teaching skills, selected 13 times as the most important feature, seven students considered student-teacher relationship as the most important characteristic, four of them selected classroom climate and six others professional characteristics. In this case, teaching skills is ranked as one of the most valuable features related to teacher personality, “a good language teacher should have teaching skills in order to make language or the learning of a language easier for students”, cited from one of the questionnaire papers.

Second most important feature selected is Student-Teacher Relationship, chosen 7 times, ranked almost as one of the most valuable characteristics. “A good language teacher is he who understands students’ needs and works with them to help when needed”, cited from the paragraphs.

Professional Characteristics is selected from students as third most important feature. “Good lecturer”, “communicative”, “professionally qualified”, “to have a goal and a purpose”, “to have experience”, are some of the characteristics written that are listed under the category of professional characteristics.

Four students selected classroom climate as the fourth most important characteristic in the list, meaning same as with professional characteristic % of them think that classroom climate is ranked as least most important feature comparing to other features. Some students wrote: “create a good learning atmosphere”, “feel comfortable”, “safe classroom”, “feel free to talk and share” etc.

The second requirement in the questionnaire paper is a short paragraph given where student’s task was to write their personal opinions about what characteristics complete the ideal teacher personality. All the data collected from the questionnaire have been analyzed with the content analysis method. Firstly, responses were taken, and then they were classified under the four different groups (professional characteristics, teaching skills, student-teacher relationship and classroom climate). Relevant items were placed under specific groups. Below you can find the findings of the content analysis.

Table 2: Kosovar senior students’ content analysis

Teacher Personality	Frequency	Percentage
Strong relation with students	9	30%
Use different activities	5	16.6%
Communicative	4	13.3%
Should have teaching skills	4	13.3%
Qualified	4	13.3%
Loves his/her job	4	13.3%
General knowledge	3	10%
Transfer knowledge to students	3	10%

Well prepared	3	10%
Fluent speaking	3	10%
Understands student's needs	3	10%
Motivate students	2	6.6%
To have good student-teacher relationship	2	6.6%
Make learning easier	2	6.6%
Know what/how to talk	2	6.6%
Know the subject	2	6.6%
Know phonetics, pronunciation, grammar	2	6.6%
Serious	2	6.6%
Strict	2	6.6%
Be cooperative	2	6.6%
Passionate about being effective	1	3.3%
Variety of exercises	1	3.3%
Clear evaluation process	1	3.3%
Shift talking time with students	1	3.3%
Leads to solutions	1	3.3%
Learns from his/her students	1	3.3%
Motivated	1	3.3%
Smart	1	3.3%
Creative mind	1	3.3%
Organized	1	3.3%
Listen students carefully	1	3.3%
Positive	1	3.3%
Wide vocabulary	1	3.3%
Open	1	3.3%

Friendly	1	3.3%
Make classroom safe place	1	3.3%
Use advanced teaching methods	1	3.3%
To have experience	1	3.3%
Calm	1	3.3%
Follow the rules	1	3.3%
To have a goal and a purpose	1	3.3%
Able to control the class	1	3.3%
A class where students feel comfortable	1	3.3%
To have good accent	1	3.3%
Good interaction	1	3.3%
Create good learning atmosphere	1	3.3%
Engaged and active	1	3.3%
Enough space for students activities	1	3.3%

Next, all the data were classified under the particular category where each word belonged to one of the specific features selected.

Table 3: Collected data from the questionnaire listed under specific categories

Professional	Teaching	Student-Teacher	Classroom
Characteristics	Skills	Relationship	Climate

Well prepared	Leads to the right solution/answer	Be in coordination with students	Enough space for students to give opinions
Motivated	Transmit knowledge to students	Learns from his/her students	A class where students feel motivated
Smart	Use different methods	Understands students' needs	Feel free to talk and share
Creative mind	Make topics more attractive	Work with students	Deal with the classroom as a whole
Good lecturer	Engaged and active	Good interaction	Follow the school rules
Communicative	Make language learning easier	Connect with students	Make classroom a safe place
Willingly	Different activities	Cooperates with students	Good learning atmosphere.
Knowledge in the field	Interesting tasks	Listen students carefully	
Professionally qualified	Shift talking time with students		
Good accent	Variety of exercises		
Speak fluently	Good and accurate follow up on learned issue.		
Loves his/her job			
Experience in teaching			
Organized			
Wide vocabulary			
Strict			
Clear evaluation process			
Advanced methods			
To have a goal and a purpose etc.			

All the collected data are presented in table number 3 where have been analyzed message characteristics and written under the specific category. This is the overall summarizing of the paragraph results but all the message characteristics will be condensed in table number 4 in order to have a more generalized meaning that resulted from the survey.

Table nr 4: Summarized data from the survey

Professional Characteristics	Teaching Skills	Student-Teacher Relationship	Classroom Climate
Good lecturer	Attractive lesson plan	Listen students	Enough space for student's opinions

To have experience	Transmit knowledge	Good interaction	Feel motivated
Clear evaluation	Engaged and active	Cooperation & coordination	Feel safe
Advanced methods		Understand students' needs	Follow school rules

As it can be seen from the results, according to the senior students of the University of Gjakova, the ideal teacher should be a good lecturer, meaning to have a good accent, to speak fluently, to be smart, well prepared, motivated, creative mind, also communicative. The other features that stand among the significant ones is that a good teacher should have experience in teaching, a clear evaluation process and use advanced methods during teaching. These features come under the professional characteristics. Whereas under teaching skills, worth mentioning features that the ideal teacher should possess are attractive lesson plans, including here interesting tasks, different methods, shift talking time with students etc. Transmit knowledge is also one of the features, including make learning easier. Also, the ideal teacher should be engaged and active. Under the student-teacher relationship are listed the most important features. The ideal teacher should know how to listen students while they are expressing their thoughts; the ideal teacher should have a good interaction with students; should cooperate and be in coordination with students meaning, work with them and among the most important ones is that a good teacher should understand what the students' needs are. Senior students of Fehmi Agani want a classroom where they can feel free to express their thoughts; a class where they feel motivated and safe; also, a class where they follow school rules.

Also, what I have noticed from the research results, are some characteristics that do not belong to these four selected features. Students want form a teacher to be serious, strict and positive, to love the job, be calm, open and friendly. It can be said for these characteristics that actually they belong to personal characteristics.

Conclusion and Recommendations

For a student, teachers' image is very important, and there comes a moment when it becomes vital. The ideal teacher has pedagogical features, features that directly or indirectly impact students' life. Their ability can easily compare to parents' ability. They make the difference in child's personality and identity; therefore, each teacher should be aware what he or she transmits for them.

Roughly 30% of the students require from the teachers to have a strong relationship with them. Fredson Soares also listed in his paper student-teacher relationship as one of the essential priorities; the kind of relation that allows them to feel free to ask or share whatever goes through their mind; the kind of relation where you feel free to talk while knowing that your opinion will not be underestimated at any time or any circumstance. The usage of different activities matters also very much, in order not to make students feel bored or tired, that would also make them feel motivated to attend the class. Those kinds of classes where time flies very fast without even being aware about it. So, different activities are one of the strongest tips for having successful classes.

Being too communicative sometimes may lead you to unpleasant situations but being a communicative teacher is one of the best qualities a teacher can possess. "Since foreign language teaching should help students achieve some kind of communicative skill in the foreign language, all situations in which real communication occurs naturally have to be taken advantage of and many more suitable ones have to be created" cited from Friederike Klippel's paper (pg. 8). Communication sometimes brigs even the most introvert students into expressing their thoughts even without planning. 13% of students think that communication stands among top qualities of the ideal teacher. Another quality worth mentioning here is love for the profession. To love your profession and the way you do it, can give you the strength to continue further and most of the time satisfaction is there and success comes naturally.

Among top qualities of the ideal teacher are, of course, the qualification and the knowledge that a teacher possesses. Do not forget that what you teach may be transmitted to several generations, so, make sure you do it the right way. These, and all the qualities presented on the content analysis, list under the conditions that one should fulfill in order to be remembered among the ideal teachers.

As noted earlier, globalization brought teaching and learning in front of many contradictions and challenges which each individual is being affected in one way or another. And, in order to slightly manage these challenges, one should act towards them with the appropriate wit. As a recommendation, I would suggest that first of all should set directions and build systems that support teachers in professional learning and teaching development (such as those presented at The International Summit on The Teaching Profession, page 9, also in the Kenneth Leithwood and others paper; also, In the Chinese province of Shanghai, each teacher is expected to engage in 240 hours of professional development within five years. Singapore provides teachers with an entitlement of 100 hours of professional development per year to keep up with the rapid changes occurring in the world and to be able to improve their practice, etc. (OECD, 2011)). Systems that would help teachers to reflect about their experiences in teaching. For instance, the usage of different activities in different classes would help to determine which of the methods was more effective. As a result, all teachers would present in front of other teachers what methods did they use and what was the effectiveness of those methods. In this case, each teacher would easily identify those activities that best promote students' learning and engagement. So, effective usage of the strategies is the best way to improve teaching and learning.

References

- Adewale, S. (2013). Teaching Personality as a Necessary Construct for the Effectiveness of Teaching and Learning in Schools: An Implication for Teacher Development in the Era of Globalization.
- Jokikokko, K. (2010). Teachers' Intercultural Learning and Competence.
- Klippel, F (1984). Keep Talking. Communicative fluency activities for language teaching.
- McCloskey, E. (2012). Global Teachers: A Model for Building Teachers' Intercultural Competence Online.
- Sajjad, Sh. (n.d). Effective Teaching Methods at higher Education Level.
- Soares, F (2015). The Relationship between Teachers and Students in the Classroom: Communicative Language Teaching Approach and Cooperative Learning Strategy to Improve Learning.
- Organization for Economic Cooperation and Development (OECD) (2011). *Building a high-quality Teaching Profession*. Retrieved on 15.11.2017
- VASTEP (1999). *Key attributes of a good teacher*. Retrieved from <http://teachercodes.iiep.unesco.org/teachercodes/codes/Asia/Vanuatu.pdf> on 23.11.2017
- Killian, Sh (n.d). *Evidence based teaching strategies*. Retrieved from: <http://www.evidencebasedteaching.org.au/evidence-based-teaching-strategies/> on 17.01.2018
- Leithwood, K., Seashore K., Anderson, S., Wahlstrom, K. (2004). *How leadership influences student learning*. Retrieved from www.wallacefoundation.org on 21.12.2017
- Levy, E. (2007). *Gradual Release of Responsibility*. Retrieved from <http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf> on 10.01.2018
- Pollari, P. *10 Characteristics of Highly Effective EF/SL Teachers*. (2015) Retrieved from <https://verkkoledet.jamk.fi/languagelearningtomorrow/2015/05/15/10-characteristics-of-highly-effective-efsl-teachers/> on 16.01.2018
- Vega, V. (2013). *Teacher development and Leadership*. Retrieved from <https://www.edutopia.org/teacher-development-research> on 15.11.2017
- RAND (n.d). *Measuring Teacher Effectiveness*. Retrieved from <https://www.rand.org/education/projects/measuring-teacher-effectiveness.html> on 27.11.2017
- QUORA (n.d). *Who is the ideal teacher?* Retrieved from <https://www.quora.com/Who-is-an-ideal-teacher> on 18.12.2018
- Federation (n.d). *What is effective teaching*. Retrieved from <https://federation.edu.au/staff/learning-and-teaching/teaching-practice/what-is-effective-teaching> on 27.12.2018

PEACEFUL COEXISTENCE WITH OTHERS IN ISLAM

Prof. Dr. Abdulxhemil Nesimi

Faculty of Islamic Sciences – Skopje

ABSTRACT

The whole history of mankind has been a class struggle between the forces of light and darkness, good and evil, truth and wrong. Forces of good have fought to create an ideal society that is right and balanced inside and out. Unfortunately, mankind has often failed to find this balance, balance and harmony between visibility and spirituality, both inside and outside. The ideal that Islam has sought for the past 14 centuries is also a universal ideal that is to create a just society. Indeed, in this quest, the mission of the Prophet of Islam was very similar to all those prophets and wise men that came before him. Islam came as a guiding light in a dark world, a world that needed a lightning to awaken from its deep sleep. He came to the age of ignorance, where the truth was denied, when from China and Japan to the East, to Morocco and Iceland to the west, the worship of a God was replaced by a half-lump sum. At that time there were false notions of superiority and egotism based on race, color, tribe and ethnicity. Islam came to a nation boasting of the intensity of disruption and depravity in social and moral matters. Islam came historically after the fall of the Roman Empire and the 'dark ages'. In the Persian Empire there were many political disputes over power, and in the far Roman empire there were signs of decadence, and in Arabia, a land that was not supposed to reform the destiny of mankind, its citizens lacked compassion and moral values. In Arabia, in the co-operation of three major continents, Asia, Africa, and Europe, the 570th era (or the 53rd Muslim calendar) was born in Prophet Muhammad (pbuh), the prophet of Islam, a Mecca by the prominent family of the tribe Quraysh, a descendant of Babylonian Ibrahim and Hajj Egyptian. Here was revealed to the Prophet Qur'an in Arabic when he was 40 years old. Arriving in a world that had been spotted by lewdness and disintegration, Islam gave a special pattern, unrecognized throughout the history of mankind. Islam provided three basic elements, the belief in one God (in Allah), reforming oneself and society in general. Islam continued to be a religious engagement, a social, economic and political program, but above all a tool for the "constant reformation" of society.

Keywords: Islam, Quran, understanding, tolerance, harmony.

Introduction

Estimates for Islam

There is no doubt Islam is a religion that in its entirety conforms to human nature, so rightly it is called the religion of mankind. This epithet does not belong to the sake of someone's will or will, but for the sake of the legislature contained. This law naturally accepts the human mind, because it illuminates the hearts, and the faith of the scales in the depths of the soul. His concept is valid and adapts to every time and place, as it regulates issues of the human community, ensuring equality and close relationships between each other. Islam gives the possibility of trust in the Hereafter, in which reward will be rewarded according to the works of this world. Islamic religion is pervaded by the philosophy that carries and transmits values to all mankind. The values of Islam radiate the Holy Quran, the essence of which is expressed in the five pillars guiding humanity to the way of God. These are: 1) Faith in Allah 2) Forgiveness 3) Charity (Zakat) 4) Altruism (Fasting of Ramadan) 5) World Peligrination (Hajj). These and many others make Islam to be fully compatible with human nature, to be the religion that man embraces and considers as a guiding lantern in his life. Even so, man succeeds in facing the challenge of any worldly challenge.

Allah Almighty is not the Lord only for the Muslims, but for all men, and Islam is not a religion that has been presented with Muhammad (a.s), but is a continuation of the previous divine revelations, which were diverted by the unbelievers. Regarding this Allah Almighty, He commands Muhammad (pbuh) to say: "Say: I am not an

innovator of the messengers, and I do not know what will be done with me or with you; I follow only that which is revealed to me; I am no more except a messenger who warns you clearly!" (Surah Al-Ahqaf: 9)

Islam is a divine religion for all people regardless of race, nationality, place and time and only strengthens interpersonal relationships possess many arguments from the Qur'an, sayings and deeds of the Prophet Muhammad, as well as scholars' explanations.

Above all, the value of Islam is universal, incomparable, and irreplaceable. It is divine religion but for man. Its value stems from the very essence and unique nature embodied in the progressive Islamic philosophy. Estimates about Islam come naturally not only from prominent Islamic theologians and thinkers, but also from prominent non-Islamic personalities of various fields of science, art, culture, literature, politics, and so on. The fact that over a billion Muslims, nations, races and different languages across the continent are counted in the world today, confirms that progressive growth and spread is a meaningful indication that Islam is qualitatively of incalculable value.

When mentioning the values of Islam, it is impossible not to underline the role of Prophet Muhammad (a.s) in terms of the knowledge and interpretation of the Qur'an.¹

La Martin portrays so Prophet Muhammad (pbuh): *"A philosopher, a speaker, a prophet, a lawyer, a warrior, a lover of ideas, a reborn renaissance of the religion of logic and of God without idols and without frescoes, the founder of the twenty kingdoms of the world and a spiritual kingdom, he is Muhammad (as). When we consider all the measures that measure the size and popularity of man, we can freely ask: Is there any greater than this?"*

Tomas Karlin, English scientist in the work: "On the Heroes", 1840, writes: *"Every thought on this world would be useless, if we admit that hundreds of millions of people live and die in it for something that would be untrue, because untruths can be victorious for a moment but only truth can to spark the world just as Muhammad (pbuh) sparked. The secret of the power and spread of the Islamic religion lies in its divine truth and not in the sword"*² ..."

American astronomer and American historian Michael Hart in his book "One Hundred Largest" put Muhammad (a.s) in the first place and says: *"The Prophet Muhammad (pbuh) was a living Quran."* Separation of Quranic texts of the basic principles

The error in the meaning of Qur'anic texts and prophetic Hadith may arise from the separation of these texts from the basic principles and concepts that serve as a key that are inseparable from the subject of the search.

These principles can be summarized in the following points:

1. In origin, the purpose of the message of Islam is mercy and realization of goodness for all mankind, even for all creatures. The Exalted says: *"And We have sent thee (Muhammad) solely for mercy to all creatures"* (Al-Anbiya: 107)

2. The Messenger of God has explained to us that this mercy is not only for one another, but for all mankind. It is narrated that he said: *"The Merciful will have mercy on the All-Merciful. Have mercy on the inhabitants of the earth so that He who is in the heavens may have mercy on you"*³. From this prophetic maxim we come to understand that the order to be merciful is unlimited, not only to Muslims because they are not just the people of the earth. One of the fruits of this mercy is the greetings of good for all people and invitations for them to respond to Allah and His prophet. So, respond to the one that will give life and will realize the happiness of both worlds. Known scholar Fejsal El Meulevi raises a question saying, "Is it possible that you invite a person at a time when you hate it?! Even, he threw plans against him?! Can you invite him in this state with wisdom and good advice⁴?! "In a verse of the Qur'an it is said: "Lo! Ye are the ones who love them, and they do not love you" (Ali Imran: 119)

The verse in question compares the love of a Muslim to non-Muslims and the behavior of some non-Muslim contemporaries of the Prophet (pbuh). As noted in this verse, Allah Almighty has approved this kind of love of

¹ KMSH, book "International Symposium - Prophet Muhammad-Mercy and Universal Love", KMSH Publications, Tirana, 2007: 109.

² Arthur Stanley Triton, No Muslims in Islam, p. 158

³ Muhammad Muhyid-Din Abdul Hamid, Transmitted in the Sunnah of Abu Dawud, Egyptian Library, Beirut, Dated, Vol. IV, hadith, number 4941, p. 285

⁴FejsalMeulevi, "The Basic Concepts of Islamic Invitation in the West," taken from his website.

Muslims for non-Muslims because otherwise at the end of the verse would have been said something that would explicitly prohibit their love for them and congratulations on good things and guidance in the way to them.

Likewise, this kind of love is not a love of faith and belief, but it means that those who show peace to love the good and to urge to be guided in the right path. If love for a non-Muslim would have been forbidden in itself and contrary to the principle of 'to love for God's sake and to hate only for God's sake' then Allah Almighty would not have allowed a Muslim man to marry a non-Muslim woman who was in the divine books. This is because the relationship between husband and wife must in the middle have love and respect for one another. Allah Almighty He says: *"And of His signs is that for your own sake He has created from among yourselves the party, so that you may find rest in them, and in you create love and mercy. In this there are signs for those who think"* (ErRrum: 21)

But in this context, we understand that the prohibition of compassion and tenderness towards non-Muslims is for those who fight against Allah (PBUH). and His Prophet, as Allah Almighty says: *"There is no people who believe in Allah and the Day of Judgment, and love Him who opposes Allah and His Messenger, even if they are they (their adversaries) their parents, or their children, or their brethren, or their relatives "* (al-Mujadalah: 22)

Islam against racism

Islam rejects the view that God is biased towards a particular race or tribe and that His mercy is only for a particular group.

In the chapter of al-Hujurat, verse 13 states: *"O people, verily, We created you from a male and a female, and made you peoples and tribes so that you may know each other among you, and Allah is the most honest of you it is the one who has been guarded (by evil), and Allah is All-knowing and Known to Everything"*

With these profound statements of the Qur'an, Islam was capable of removing century-long ethnocentric thoughts of superficial superiority and of the particular nobility of mankind. Contradicting the claims of the egocentric people that no one will enter paradise unless it is of their race and their ethnicity, for such a qualification, the Qur'an declares *"It is not so (as they say), but the one who has been delivered To Allah and to the Beneficent, he has his reward with his Lord, and he is not afraid, nor does he have to be bored."* (2: 112)

Islam preaches the unity of mankind

The Qur'an constantly emphasizes the unity of mankind, that is, they come from the same parents: *"The people were but a religion, but they were divided ..."* (10:19)

The Prophet Muhammad (sas) in his farewell speech at Hajj which he held on the ninth day of the dhulhixhah in 10h in the Uranah valley at Mount Arafat in Mecca, said: *"All mankind comes from Adam and Eve, an Arab does not prevail over a non-arabs, nor a non-arabs has no superiority over an Arab, but a white does not prevail over a colored person, nor does a colored man have any superiority over it whites, except in devotion and good deeds."*⁵

There is no monopoly in the Lord's message

The call of the Qur'an is a call to unite the faith: *"He appointed to you for religion what He had appointed to Noah and what We revealed to you and what We commanded Abraham, Moses and Isa. (We beseech you) Practice the right religion and do not divide it "* (42:13)

Islam presents itself as a way to co-ordinate differences between Jews and Christians. The compromise offered by Islam confirms common elements between Judaism and Christianity and accepts Musa and Jesus Christ as two of the greatest prophets of all time who were sent to guide mankind. Islam accepts the birth of Jesus without father and considers Jesus and Mary as chaste and faithful, but rejects the trinity. Accepting some of the prophets and expelling some others means not paying attention to the divine call: *"Surely, those who disbelieve in Allah and His Messenger wish to distinguish between Allah and His messengers Him and say, "We believe in some and do not trust others", and they want to take a path between them. Such are the true unbelievers, and We have prepared a severe and humiliating torment for the disbelievers. (4: 150-151)*

To have faith and to be a believer means to believe and put into action what you believe. In the Qur'an it is said: *"It is not all good to turn your faces from the east or the west, but it is true that it is the one who believes in Allah, the Day of Judgment, the angels, the Book, the Prophets, will give to relatives, orphans, the poor, the travelers,*

⁵Ramiq, Dr. J., "Selected Muhammad Hutbee (s.a.s.)", Published by KMSH, Tirana, 2008: 100.

the beggars, and the release of the slaves, and the one who prays, gives zakah and those who promise and obey and the patient in poverty, illness and war flame. Such are the ones who are sincere, and such are the righteous." (2: 177)

Islam hates compulsion and intolerance

Islam does not believe in compulsion and intolerance as it becomes clear from Qur'anic verse 2: 256 "*la ikraha fid-din*" (which means: there is no violence in religion).

Faith is something that people have to choose for themselves. Therefore, Allah has not forced anyone to be a true believer and has given him free will to choose between alternatives. The Qur'an says: "*Say: Truth is from your Lord, and whoever wills, let him believe, and whoever wills will deny*" (18:29)

The aggressors are threatened with humiliation in this world and with a strong punishment in the hereafter. Churches, monasteries, synagogues and mosques, according to the Qur'an, are all places of worship: "*Those who only said: 'Allah is our Lord!' And if Allah did not throw away some with others, the monasteries, the churches, the pilgrimage, and the mosques that would mention the name of Allah will be destroyed. And Allah will certainly help him who helps His way, for Allah is All-powerful and ever-triumphant.*" (22:40)

Prophet Muhammad (pbuh) was constantly told that he would not feel sorry when some people refused: "*Even if they belie you, they also belied those who were before them, that they were sent with clear arguments, brochures, and bright book.*" (35:25)

The duty of Muhammad (SAW) was to make known the message: "*If they reject us, We have not sent you to their guardians, you are only obliged to communicate*" (42:48)

All these verses make it clear that there is no place for compulsion or constraint on matters of faith.

Diversity in Islam

Islam welcomes diversity in matters of faith and teaches that human diversity is a sign of God's mercy and a sign for the people of knowledge: "*Among his signs is the creation of the heavens and the earth, the change of your tongues and colors*". (30:22)

The Qur'an accepts the reality of change and diversity within mankind. It gives you the impression that diversity is part of the divine plan: "*Had your Lord desired, he would make people of a religion ...*" (11: 118)

The Qur'an accepts the variety of laws and religious beliefs as can be understood by this verse: "*For each one of you We have appointed law and program (special in action). If Allah wounded, He would make you a people, but He wanted to try you in what was given to you, so you (believers) strive for good deeds. The return of all of you is to Allah, and he will inform you of what you were opposed*" (5: 48)

Because of these high notions of diversity and tolerance, Islamic civilization was pluralistic and highly tolerant with regard to various social and religious sects, which was unimaginable in other places in the middle ages.

Jewish historians testify to the fact that if it had not been for the protection and supervision of Muslim rulers, the Jews could not have survived in the Middle Ages. It was very natural for European Jews to find refuge between Muslims in North Africa and the Ottoman Empire when Christian Europe was using inquisition, massacres, and total destruction to eradicate them. Muslim rulers never interfere in the religion of their subjects. Nothing was compared to Smithfield's inquisition or fires. Consequently, a number of small Christian sects, considered as heretics by the great sects, would certainly be exterminated if left to the mercy of the great sects whose power prevailed in the Christian world, were protected and were preserved from the power of Islam. Even today, there are groups such as the Jews of Mount Yazidis and Sabaeans (Sabians) who are surviving, and their religion and culture have not been violated. Today we stand on the skeleton of religion. Many religious leaders have become predators that eat our bodies. They cause hatred and intolerance then there are secular fundamentalists who act only in their own way.

Of course, today is the debate about who is worse: a secular fundamentalist or a religious fanatic? I think both are very bad. Just as the first person must respect the religious sensitivity of others, the second one should impart the consciousness of God to help tolerate other human beings because "*if only your Lord willed, they would believe what they are in land all. Will you teach people to become believers?*" (Qur'an, 10: 99)

Through the presented models it is explained how Islam established the values of tolerance and peaceful coexistence with a clear image of coexistence between religions and sects on the basis of the freedom of practicing religious rites, away from religious intolerance and distance from racial discrimination.

Peaceful coexistence in Islam

The one who analyzes the Prophet Muhammad's message (a.s) finds that Islam defended human dignity and elevated its value, and that people, both Muslim and non-Muslim, are the sons of Adam (a's). In the Holy Qur'an it is said: *"Verily, We have honored the offspring of Adam, We made it possible for them to travel on the earth and in the sea, and we braved them with good things, and We esteemed them above most of the creatures which We created."*(Al Isra: 70)

All enjoy their rights as human beings before God, but they are characterized by their Lord according to the level of piety, faith and morality. How Much Was Muhammad (a.s) committed to highlight this humanitarian sense in his relationships and behaviors with others!

Knowing others is the essence of Islamic faith, for we do not accept in any way to force anyone to change his religion. What we seek from the world is to read about Islam from the correct sources before making decisions about the law of Allah Almighty⁶.

Above mentioned, the question arises: did the Messenger of God focus on others only in their knowledge of or exceeded this stage and beyond?! Not only do they know them and accept them, but respect and appreciate their position.

Here's what Thomas Arnold says: "We have never heard of any attempts to force non-Muslims to accept Islam or any organized persecution aimed at the disappearance of Christianity. If the caliphs had chosen one of these plans, they would have erased Christianity from the face of the earth as easily as it was with Islam during the time of Ferdinand and Isabella in Spain; with the same method that Louis XIV pursued to make Protestantism a faith whose followers were condemned to death; or with the same ease that Jews left Britain away for more than 350 years. "

I believe that coexistence in peace and without problems between different religious beliefs makes the world safer. Therefore, religious harmony remains one of the historical, cultural and civilization values to which special attention should be paid, especially since we are living in the century of major developments and changes, this phenomenon risks becoming a myth for itself the difficult nature of the relationship between diametrically opposed cultures and religions.

Finally, we are obliged to highlight the true and bright image of the teachings of Islam, which came with compassion and love for all mankind. On the other hand, one cannot imagine a righteous life without peaceful coexistence and constructive cooperation between people of the same community and among all people. Islam in controversy calls for good ties and charity with others, despite religious differences.

Conclusion

Islam is a universal religion since its inception, and the invitations and holders of this divine message have to believe in the concept of universality of religion and should preserve the beauty of its presentation to the people.

If ignorance is a sin, little knowledge is dangerous. About 70 years ago Marmaduke Pickthall, the English poet and translator of the Qur'an, said: "If Europe knew of Islam as much as Muslims knew about Christianity at that time (during the Crusades) those crazy, adventurous, sometimes chaotic riots and heroic, but completely fanatical, known as the Crusades, would not have happened because they were based on a complete misunderstanding."

I would like to say that today the situation has improved in this information age, but it is not at the right level for opinion to bring objective data on Islam and Muslims. I hope that such inter-confessional programs will help peace-loving people, join together to fight and oppose fanaticism and intolerance, whatever their color.

⁶Dr. Vehbe ez Zuhejli, *El-Islam ve gajrul muslimine*, 60-61

The Islamic religion that propagates some individuals does not resemble the religion that Prophet Muhammad a. with it being a religion of peace, religion of security, justice, tolerance. Injustice, oppression, hostility and rape are not part of our religion.

Religion and civilizations nowadays can be united and non-divisible among people. Though different, they should convey the message of peace, understanding, and development, for their mission is not only divine, but also earthly.

References

- Ahmeti, Sheriff, Qur'an with translation into Albanian, 1998
- Abdulhamijd, Muhammad Muhyid-din, Transmitted in the Sunnah of Abu Dawud, Egyptian Library, Beirut, undated, vol. IV, hadith number 4941.
- El-Hufi, Ahmed Muhammad, Semahatul Islam.
- KMSH, book "International Symposium-Prophet Muhammad-Mercy and Universal Love", KMSH Publications, Tirana, 2007.
- Kruja, Genti, "Albanians facing the challenges of interfaith understanding", Prizmi, Tirana, 2008.
- Meulevi, Fejsal, "The Basic Concepts of Islamic Invitation in the West," taken from his website.
- Mutexheli, Hanefi Abdul, El-Hurijatvelvukuk fil Islam.
- Ramiq, Dr. J., "Hutbe Selected of Muhammad (s.a.s.)", Publishing KMSH, Tirana, 2008.
- Triton, Arther Stanley, No Muslims in Islam.
- Zuhejli, Vehbe, El-Islam vegajrulumuslimine.

INVESTING IN EDUCATION, THE CRITICAL STRATEGY FOR LONG-TERM GROWTH AND CRUCIAL FOR THE ACHIEVEMENT OF ALBANIA

VALBONA LICAJ

“Department of Teaching and Education, Albania
Teacher and Educational Expert of Albanian Language, Albania

Abstract

The Education Policy Review was initiated in 2015 by the Republic of Albania, with the purpose of supporting the country's vision for educational reform in the context of its national, regional, and international aspirations. Albania's longstanding relationship with UNESCO as a key international development partner provided an ideal opportunity for technical cooperation on the EPR. Drawing on UNESCO's expertise, the Education Policy Review (EPR) report provides an evidence-base and analysis for the harmonization of ongoing national reform efforts with Albania's commitment to the Sustainable Development Goals (SDGs), particularly in the area of education. Source: Albanian Report 2016.

Monitoring student progress with learning trackers (observation logs, observation forms, conferring logs, etc.) provides the teacher with data, e.g., the degree to which the student has mastered a learning target, who needs retouching, who needs additional challenges, what the next learning target should be, how students should be grouped for small-group instruction, and who needs to be observed more closely for a possible learning intervention.

Meaningful information can come with purposely designed and systematically used learning trackers which are then used to make decisions about student placement and instructional pacing. “Effective teachers see things. The existing research does indicate, however, that well-designed classroom testing programs bear a positive relationship to later student achievement. Beneficial effects are noted when tests are: Administered regularly and frequently. An integral part of the instructional approach (i.e., well-aligned with the material being taught) Collected, scored, recorded and returned to students promptly so that they can correct errors of understanding before these become ingrained

Key words: *Practice, exams, working class, teacher working plan, meeting, Take Time to Reflect, Albanian language, Education directories, Teacher training,*

JEL Classification System: SI, S2, S3, N0, N1, N2, N3, O1, O2, O3

General information and purpose of this research paper

Albania and the SDGs education policies and practices

Albania is focused on developing and aligning its education policies and practices with European and international agendas, in particular the European Union's Education Benchmarks for 2020¹ and SDG4-Education 2030. Whilst progress against most EU benchmarks is consistent with progress on the SDGs, especially SDG4-Education 2030, there are some distinctive features of the new international sustainable development agenda that merit greater attention from education policy makers and planners. *Source: Educational SDG 2030*

The 2030 Agenda for Sustainable Development includes a set of 17 Sustainable Development Goals (SDGs) that universally apply to all countries who need to mobilize efforts to end all forms of poverty, fight inequalities and injustices, and tackle climate change, while ensuring that no one is left behind.

Literature Review and Hypothesis

The Three Types of Conferences with children in class and the Feedback as Formative Assessment

When educators speak of classroom monitoring, they generally refer to the following teacher behaviors: Questioning students during classroom discussions to check their understanding of the material being taught; Circulating around the classroom during seatwork and engaging in one-to-one contacts with students about their work; Assigning, collecting, and correcting homework; recording completion and grades; Conducting periodic reviews with students to confirm their grasp of learning material and identify gaps in their knowledge and understanding; Administering and correcting tests; recording scores. *Source: Cammenn 20016*

1. Reviewing student performance data collected and recorded and using these data to make needed adjustments in instruction
2. Defined this way, monitoring obviously includes many kinds of activities, but it is important to note that the present analysis does not address issues relating to school wide or district-level monitoring of student learning.
3. It is not concerned, except incidentally, with monitoring students' behavior.
4. And it provides only cursory information on such matters as teacher training in monitoring and assessment practices or the processes teachers follow in putting monitoring information to use.
5. Instead, the focus here is classroom-level monitoring of student learning progress and what research says about the relationships between such monitoring and the student outcomes of achievement, attitudes and social behavior.

Anyone involved in standardized testing knows two things: the results take entirely too long to get back and are completely impersonal, making that kind of feedback essentially irrelevant. In short, feedback needs to be personal, and it needs to be fast. To that end, educators are beginning to refocus their attention on relevant, practical feedback for students during lessons or very soon after, rather than relying only on summative assessments. (De Soto et al., 2005, p. 58)

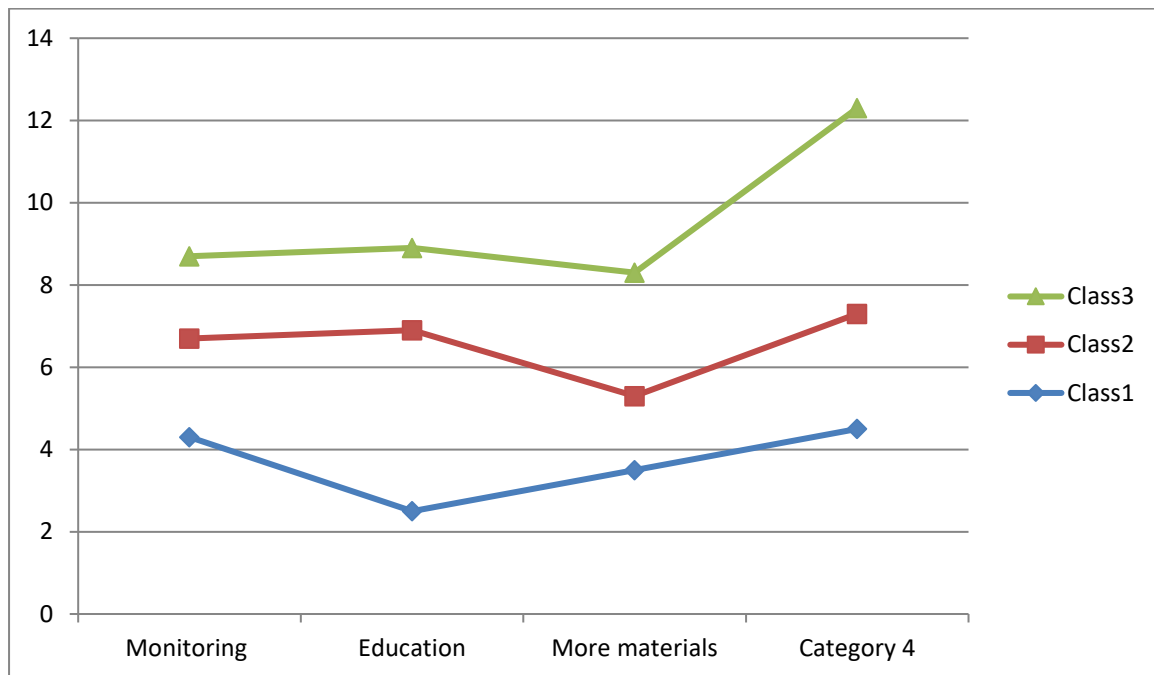
Introduction

Measure Progress with Documentation in class

The Government of Albania, along with education stakeholders, is now facing the challenge of further institutionalizing some of the early achievements and reforms in the education sector in Albania. In particular, according to the 2014- 2020 National Strategy for Development and Integration (NSDI) and the 2014-2020 Pre-University Education Development Strategy (PUEDS), educational reforms including curriculum modernization, promotion of European principles, social inclusion, expanding ICT in education, standards for teachers, and improving student achievement are among Albania's top priorities. The Education Policy Review (EPR) report is intended as strategic tool that can assist the Government of Albania in realizing these policy priorities. *Source: Education Development Strategy 2030*

1. The research indicates that this approach can indeed produce achievement benefits. Particularly effective techniques include: Keeping questions at an appropriate level of difficulty; that is, at a level where most students can experience a high degree of success in answering (De Soto et al., 2005, p. 58).
2. Paying close attention to who is answering questions during classroom discussion and calling upon non volunteers
3. Asking students to comment or elaborate on one another's answers
4. Using information on student's levels of understanding to increase the pace of instruction whenever appropriate. (There is a strong positive relationship between content covered and student achievement.

Monitoring can alert teachers to situations where they can profitably pick up the instructional pace and thus cover more material.) *Source: Education Development Strategy 2030*



You will use this document to see how much progress the student made from your last meeting. It's also a great resource to use at parent-teacher conferences, as well as it provides detailed information about the solutions and strategies that the student is, or will be using.

- a) Here are a few tips on how to hold a student-teacher conference in your classroom. Long gone are the days when only teachers had a say in their students' education. (De Soto et al., 2005, p. 58).
- b) Today's teachers are finding that when you give students the opportunity to have a say in their education, they are more likely to be motivated and engaged to learn.

Encourage your students to come to the meetings with questions and concerns that they may have. Ask them to write down a few notes to bring with them and give them the opportunity to share what they have to say. *Source: Education Development Strategy 2030*

Let students know ahead of time that you will be having student-teacher conferences with them. This gives them enough time to get prepared for it. The students will feel like they really know you, which will help increase their trust with you. Every chance that you get to meet with your students is an opportunity for assessment. This way you will have less time assessing at the end of the marking period, as well as a lot of notes to help you out when grading.

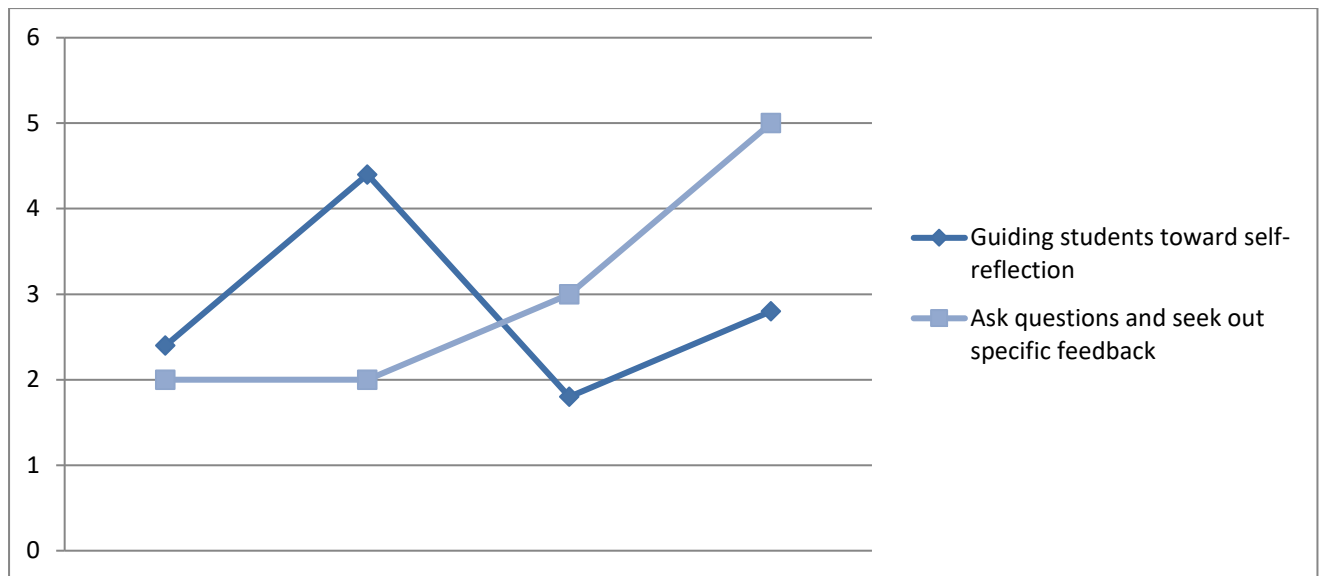
Education in Albania and Long-Term Strategy

Since the end of communist rule in Albania, the education system has undergone numerous changes designed to modernize the curriculum, develop wider system capacities, expand access to compulsory education, and align national policy objectives with European and international frameworks. Education System Structure Preschool (or pre-primary) education in Albania includes kinder gardens and preparatory classes, and is intended for children aged 3-6, but is not compulsory. According to national statistics, the enrolment rate in preschool education for the academic year 2014-2015 was 81%.

Children above the age of 6 are entitled to basic education, comprising the schooling at both the primary/elementary and lower secondary levels. The structure is currently “5+4” with basic education encompassing 9 years of mandatory schooling intended for students up to 16 years old. All those who have not completed basic education and are above the age of 16 may complete it in part-time schools (De Soto et al., 2005, p. 58).

Upon completing compulsory basic education, students face two main options with regard to continuing their studies in upper secondary education; the options are either academically oriented gymnasiums or vocational education and training (VET) programmers.

Since the academic year of 2009-2010, VET has been offered through three different levels of schooling. The two-year programmers, comprising the first level, aim at equipping students with basic skills of semi-skilled workers and culminate in awarding a basic vocational training certificate. The one-year programmers at the next level are meant to train technicians with an award of a certificate of professional training.



Source: *Education Development Strategy 2030*

Hypothesis and Aim of this research paper

The analysis on curriculum development and reform highlights the following: curriculum reform must be incremental; widespread communication of reforms must reach a range of stakeholders; there must be support for local implementers as well as ongoing monitoring, formative evaluation and feedback mechanisms to make adjustments where needed.

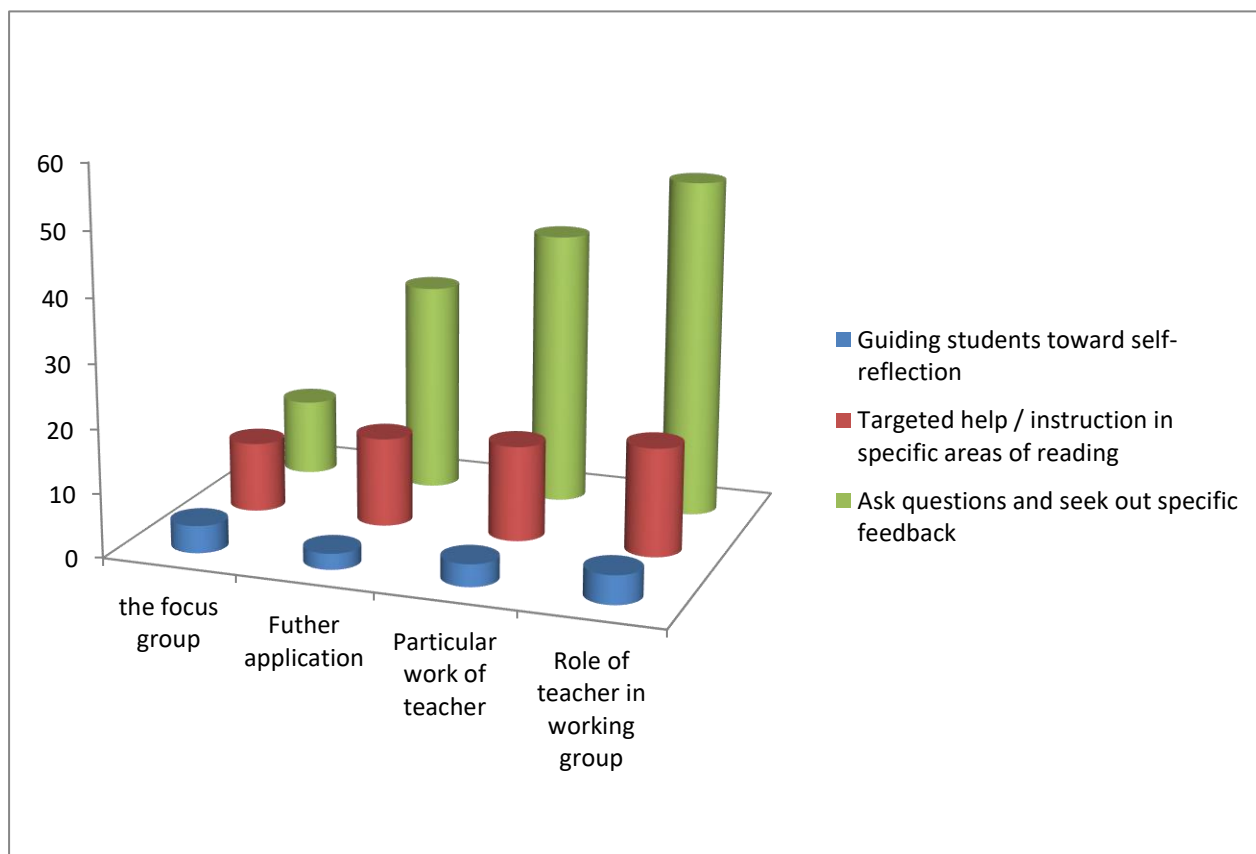
Furthermore, the EPR supports the further development of policies and practices that promote full inclusion for vulnerable students; teachers' professional development that enables them to create inclusive learning environments and flexible instruction to reach all learners; local contextualization of the curriculum materials and texts; and improvement to the overall alignment of the education system over the medium and long term of implementation. Have systematic procedures for supervising and encouraging students while they work. Initiate more interactions with students during seatwork periods, rather than waiting for students to ask for help (De Soto et al., 2005, p. 58).

Benefits for Students

- a) The student has a hand in identifying what he/she needs to work on
- b) Students practice self-evaluation and self-reflection techniques
- c) Because a student has a hand in it, he/she is more apt to care about the work towards the goal
- d) It is not just something the teacher assigned.
- e) Able to assess students in terms of motivation, attitude toward reading, ability to select and engage with texts, use of reading strategies, oral fluency, and narrative and expository text comprehension.
- f) Do not invite the student in an ominous or formidable manner.

The teachers of Albania presently are varied in their qualifications and in their experience of more interactive, student-centered pedagogies. There are teachers who were trained prior to Albania becoming democratic, and teachers trained more recently who may be quite comfortable with a constructivist approach, but who have been using the previous, more teacher-centered curriculum that preceded this reform. *Source: (ADRA Albania, 2015).*

1. The review team found that the present set of documents for lower secondary teachers in Albania is overwhelming in its scope and detail and thus needs to be streamlined in a way that classroom teachers can use it in their daily preparation and delivery of learning.
2. While there are some materials provided to guide teachers in curriculum implementation, a too finely grained prescription of time and sequence is a potential barrier to the stated objectives of enabling all pupils to learn mathematics, for example.
3. The effective differentiation of instruction at the classroom and individual pupil level requires that teachers have the opportunity, time, and support to develop and use their professional judgment for instructional purposes.
4. Education policy in Albania draws upon some of the major principles of the pan-European social and economic recommendations, including those from the European Union and the Council of Europe, as well as several bilateral and multilateral organizations.



Conclusions

There are three levels of educational governance in Albania. The central level comprises the Parliament with its Committee of Education and Culture, Council of Ministers, and MES (which also has its affiliate institutions). Finally, at the school level governance comprises the school principals along with their deputies, school boards, as well as the teachers' councils and parents' councils. The assignment of homework, like many educational practices, can be beneficial, neutral, or detrimental depending upon the nature and context of the homework tasks. *Source: (ADRA Albania, 2015).*

The use of homework assignments bears a significant and positive relationship to achievement when the homework is carefully monitored, as well as serving the function of increasing students' learning time. Homework confers the most beneficial results when assignments are:

- Graded and commented on the research also indicates that homework which meets these criteria is positively related to student attitudes. (De Soto et al., 2005, p. 58).
- Students may say they don't like homework, but research shows that those who are assigned regular homework have more positive attitudes toward school, toward the particular subject areas in which homework is assigned, and toward homework itself, than students who have little or no homework.

Country practices and evidence from different sources show that school leaders need specific training to respond to broadened roles and responsibilities. Strategies need to focus on developing and strengthening skills related to improving school outcomes (as listed above) and provide room for contextualization.

Education Laws and Education policy in Albania

Education policy in Albania draws upon some of the major principles of the pan-European social and economic recommendations, including those from the European Union and the Council of Europe, as well as several bilateral and multilateral organizations. In addition – although Albania is not a member of the OECD – the OECD's programmed for International Student Assessment (PISA), in which Albania has participated since 2000, has become a key point of reference for education policy-makers. Source: (ADRA Albania, 2015).

Albania has become a signatory to a number of international and European covenants, conventions and recommendations directly or indirectly impacting the country's education sector. Major conventions and agreements including the Bologna Declaration (signed in 2003); EU candidate status (granted in 2014); and Convention on the Rights of Persons with Disabilities (ratified in 2013) for example, provide a supra-national normative framework for Albania's educational reforms. Source: (ADRA Albania, 2015).

1. Treat leadership development as a continuum Leadership development is broader than specific programmers of activity or intervention. It requires a combination of formal and informal processes throughout all stages and contexts of leadership practice. This implies coherently supporting the school leadership career through these stages:
2. Encourage initial leadership training: Whether initial training is voluntary or mandatory can depend on national governance structures. Governments can define national programmers, collaborate with local level governments and develop incentives to ensure that school leaders participate.
3. The Law on Inclusive Education, adopted in 2012, guarantees the right of children with disabilities to education, and furthermore, access to special teaching personnel trained in catering to the special needs' students may have.
4. At the same time, there is significant evidence suggesting the highly constrained capacity of individual schools for the intake of children with disabilities (ADRA Albania, 2015). The supply of schools for children with disabilities is rather limited in Albania with virtually nonexistent access to education in rural areas (De Soto et al., 2005, p. 58).
5. The Government of Albania has committed to increase the enrolments of children with disabilities and children from impoverished families by 2% in PUE (Republic of Albania, 2013, p. 89). It is anticipated that considerable infrastructure improvements and improved access to services for children with disabilities will result from adoption of the most recent framework law on inclusion of and accessibility for people with disabilities (European Commission, 2014, p. 37).
6. In countries where the position is not tenured, a trade-off must be found to make it worthwhile for principals to invest time in professional development. Efforts also need to be made to find the right candidates.

References

- Equity and Quality in Education: Supporting Disadvantaged Students and Schools. Paris, OECD Publishing. <http://dx.doi.org/10.1787/9789264130852-en>. (Accessed 22 October 2015.)
- PISA 2012 Results: What Makes Schools Successful
Resources, Policies and Practices (Volume IV). Paris, OECD Publishing. <http://dx.doi.org/10.1787/9789264201156-en>. (Accessed 22 October 2015.)
- Synergies for Better Learning: An International Perspective on Evaluation and Assessment. <http://dx.doi.org/10.1787/9789264190658-en> (Accessed 25 October 2015.)
- Teachers for the 21st Century: Using Evaluation to Improve Teaching. Paris, OECD Publishing.
- Education at a Glance 2014: OECD Indicators. Paris, OECD Publishing. <http://dx.doi.org/10.1787/eag-2014-en>. (Accessed 22 October 2015.)
- Results: An International Perspective on Teaching and Learning. Paris, OECD Publishing. <http://dx.doi.org/10.1781/9789264196261-en> (Accessed 22 October 2015.) OECD. Education GPS:
Albania. <http://gpseducation.oecd.org/>
- Emmett, Boris, and Jeuck, John C. (1950). *Catalogues and Counters; A History of Sears, Roebuck & Co.* Chicago: University of Chicago, 1950.
- Teacher pay for performance: Experimental evidence from the Project on Incentives in Teaching.
Nashville, TN: National Center on Performance Incentives, Vanderbilt University
- National Association of State Boards of Education (NASBE). Study Group on Teacher Preparation, Retention, Evaluation, and Compensation (2011). *Gearing Up: Creating a Systemic Approach to Teacher Effectiveness*. Arlington, VA; Author. 5 Newton, S. P. (2010).

GOOD TEACHING AND GOOD PERFORMANCE” REQUIRES THE ESTABLISHMENT OF REFERENCE - TEACHING REFORMS IN HIGHER EDUCATION

Prof. Dr VJOLLCA HASANI¹
PHD © KUMRIJE GAGICA²
Prof. Dr ALBA DUMI³

Pristina Univrsity, Tirana University,

Abstract

Evaluation of teacher performance can also be used to determine career advancement, award performance rewards or establish sanctions for underperforming teachers. It constitutes an opportunity to recognize and reward teaching competence and performance, which is essential to retain effective teachers in schools as well as to make teaching an attractive career choice. (OECD, 2005)

In general, teacher evaluation frameworks might have consequences at the following levels: Career advancement. Most countries do not link directly teacher evaluation results with teacher pay but, instead, to career progression (therefore establishing an indirect link with salaries). An example is England where teachers who meet the standards for “Post Threshold, Excellent and Advanced Skills Teachers” also access the higher pay scale.

Most teacher evaluation models relate results to the speed at which the teacher progresses in the career. Typically, ratings in the top categories of the rating scale make the teacher progress faster in the career scale while ratings in the bottom categories of the rating scale led to no career progression during the period associated with the evaluation.

Establishing effective teacher evaluation procedures is challenging at several levels: accuracy of the measurement, inclusion of all the dimensions of what is meant to be measured, consistency with the goals of the feedback exercise, adaptation to the needs of those who will use the results (teachers, school leaders, educational authorities), cost-effectiveness, and practical feasibility. Teacher evaluation requires the establishment of reference standards and evaluation criteria to allow proper assessments of performance to be made.

JEL Classification Security System: N0, N1, N2, N3, O1, O2, O3.

INTRODUCTION

The reform is aiming to identify and support HEIs which will strive for the status of “research universities”, in order to enter the group of best European and World HEIs. The HEIs will be identified on a basis of an open competition and will be obliged to present a plan of developing and increasing quality of their research activities and quality of teaching which will contribute to the future improvement of HEI’s position on the international research market. In order to implement this plan selected HEIs will receive higher funding in the years 2020–2026. HEIs applying for additional funding will have to present an application including e.g., analysis of their own potential and research development plans, in particular related to:

1. better contribution towards development of global research,
2. strengthening of research cooperation with research institution with high position on the international scale,
3. improvement in the quality of teaching of students and doctoral students,
4. improvements of HEIs’ staff policy,
5. Improvement in the quality of management of HEIs.

In particular, a definition of what „good“ teaching is needs to be developed. Performance measurement also calls for a judicious choice of instruments and sources of information. For instance, using student results to evaluate individual teachers is particularly challenging since learning outcomes are the result of a multitude of factors including the students' socio-economic background. Teachers have specific needs for feedback, and therefore evaluation procedures need to be designed to meet those needs. Improving teacher evaluation effectiveness implies choosing adequate procedures for given objectives (e.g., internal vs. external process; formative vs. summative process). The following three key aspects are analyzed in turn: Character and nature of teacher evaluation

GENERAL INFORMATION AND PURPOSE OF THIS PAPER RESEARCH:

A key objective of teacher evaluation is to identify areas of improvement for individual teachers, leading to the preparation of individual improvement plans (including professional development) which take into account the overall school development plan. Without a link to professional development opportunities, the evaluation process is not sufficient to improve teacher performance, and as a result, often become a meaningless exercise that encounters mistrust – or at best apathy – on the part of teachers being evaluated

Typically, schools are provided with autonomy to determine how teacher evaluation results feed into teacher professional and school development plans. School pedagogical leadership plays the key role in ensuring the effectiveness of such link (Pont et al., 2008). Another key element are the resources made available for professional and school development. Teacher evaluation might be mostly externally-driven or primarily internally-based (or school-based). In the former case, aspects assessed, instruments used as well as evaluation criteria are common across schools and evaluators are predominantly external to the school of the assessed teacher. In the latter case, the school takes responsibility for designing specific evaluation criteria and instruments, following-up evaluation results and evaluators are mostly internal to the school. (Godberg S, 2006)

1. Teacher evaluation can be carried out at regular intervals (e.g., every two years), at key stages of the career (e.g. for promotion within the career), or on specific occasions such as at the end of the probationary period or for contract renewal for contract teachers. School-based teacher evaluation vs. externally-driven teacher evaluation (OECD, 2005).

Teacher evaluation which is mostly internal to the school has the advantage of giving the school ownership of the evaluation processes and ensuring that all aspects are carefully considered by the school. (Donnin A, 2009)

It also ensures that the school context is taken into account – the individual teacher is evaluated against reference standards with criteria that account for her school's objectives and socio-educational background. (Adel E)

1. Also, the use of internally devised instruments is in principle more appropriate for teacher evaluation for improvement. In terms of evaluation for accountability, however, there might be a case for using a national framework and standard procedures in the case the consequences of such teacher evaluation are at the national level and there is a risk that standards might differ across schools. (OECD, 2005).

Reference standards, aspects evaluated and evaluation criteria

1. Reference standards: A fair and reliable teacher evaluation model needs reference standards to evaluate teachers relatively to what is considered as „good“ teaching. (OECD, 2005).

Teaching competences and responsibilities should be listed in order to build a comprehensive definition of what teachers should know and be able to do in the exercise of their profession.

The main reference standards for teacher evaluation typically are: Review on Evaluation and Assessment Frameworks for Improving School Outcomes Teacher professional profiles (general profile of competencies for teachers), including specialized profiles for particular types of teachers (e.g., level of education, subject).

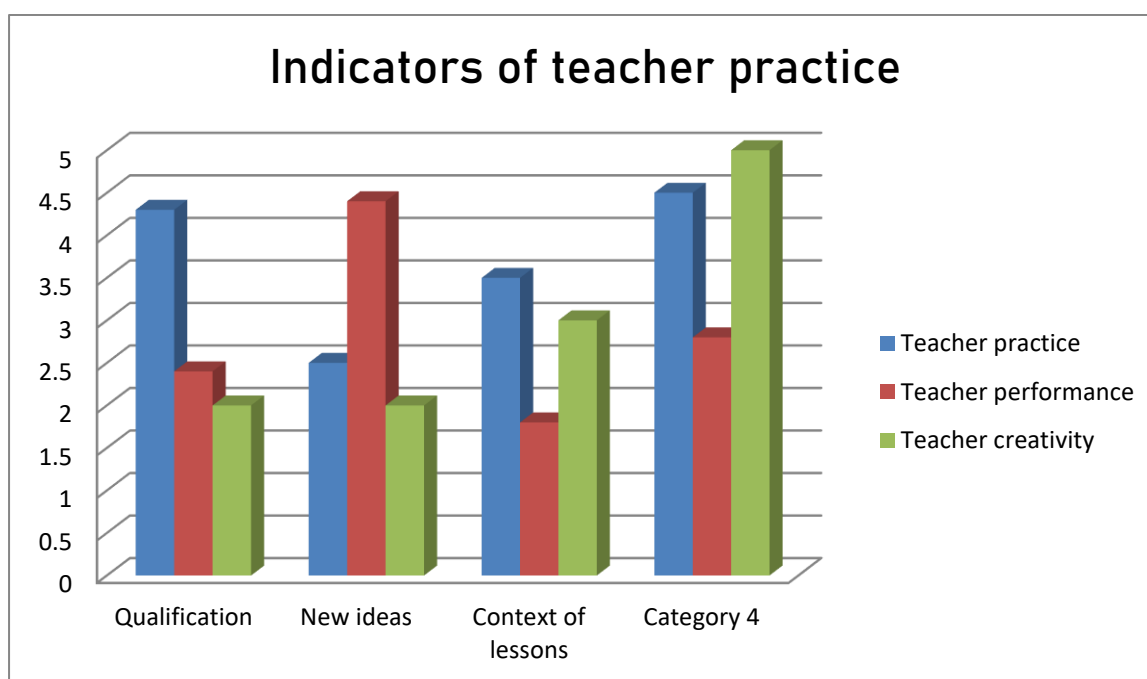
2. Set of general and professional duties of teachers, including job descriptions.
3. At the level of the school, school development plan, the internal regulation and the annual activity plan.

4. The key element is the teacher professional profile, a clear and concise statement of what teachers are expected to know and be able to do.
5. A fundamental precondition for the preparation of a profile of teacher competencies is a clear statement of objectives for student learning. Teachers' work and the knowledge and skills that they need to be effective must reflect the student learning objectives that schools are aiming to achieve.
6. There needs to be profession-wide standards and a shared understanding of what counts as accomplished teaching (OECD, 2005).
7. Teacher profiles often express different levels of performance appropriate to beginning teachers, experienced teachers, and those with higher responsibilities.
8. It is important to note that professional profiles provide the common basis to organize the key elements of the teaching profession such as initial teacher education, teacher certification (e.g. the entry exams), teachers' ongoing professional development, career advancement and, of course, teacher evaluation

Criteria for an Effective Teacher Evaluation System

Teacher evaluation should be based on professional teaching standards and should be sophisticated enough to assess teaching quality across the continuum of development from novice to expert teacher.

H1. Evaluations should include multi-faceted evidence of teacher practice, student learning, and professional contributions that are considered in an integrated fashion, in relation to one another and to the teaching context. Any assessments used to make judgments about students' progress should be appropriate for the specific curriculum and students the teacher teaches.



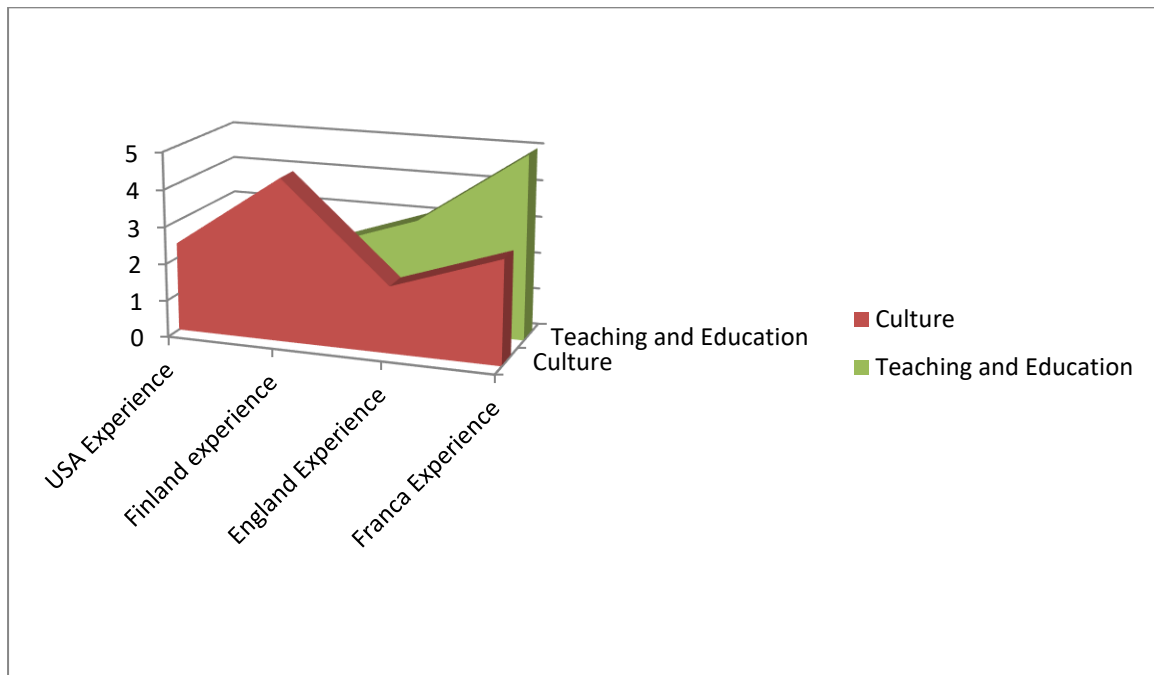
3. Evaluators should be knowledgeable about instruction and well trained in the evaluation system, including the process of how to give productive feedback and how to support ongoing learning for teachers.

As often as possible, and always at critical decision-making junctures (e.g., tenure or renewal), the evaluation team should include experts in the specific teaching field. Evaluation should be accompanied by useful feedback, and connected to professional development opportunities that are relevant to teachers' goals and needs, including both formal learning opportunities and peer collaboration, observation, and coaching.

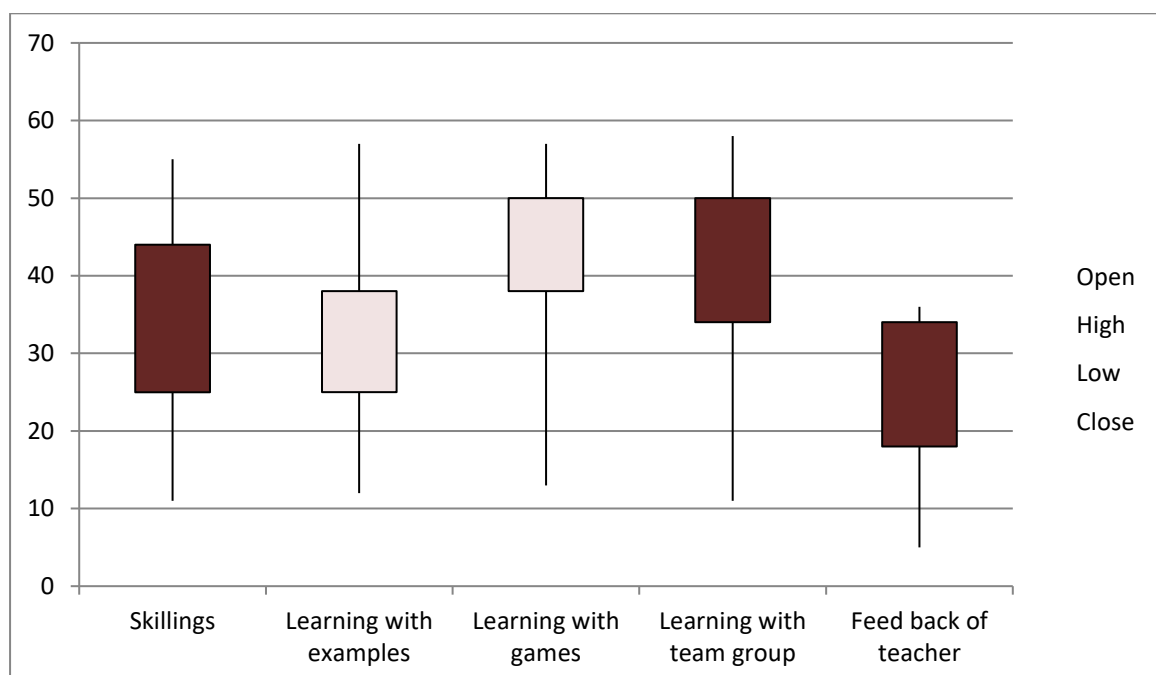
INTRODUCTION OF RESEARCH PAPER

Such opportunities may include intensive institutes focused on particular strategies or on the teaching of specific curriculum, interspersed with opportunities for teachers to try things in the classroom, receive coaching, reflect

together on their experiences, revise and revamp their approaches, and develop increasingly polished skills in an iterative cycle of practice, reflection, and fine-tuning.



One problem identified is poor goal clarity because of a large number of criteria, which restricts teachers' understanding of the programmed and makes implementation difficult (Richardson, 1999). Explanations of how, and on what criteria, teachers are assessed may be difficult to articulate. When this occurs, it is almost impossible to give constructive feedback and maintain teacher support for the programmed (Chamberlin et al., 2002).



In addition, competencies for using feedback to improve practice are also vital to ensure that teacher evaluation procedures are effective. Teacher assessment for improvement is a key driver required in the process of school development. As a result, for instance, it is pertinent to include training for evaluation in initial teacher education alongside the development of research skills. Particular groups such as inspectorates are also in a good position to engage in modeling and disseminating good practice in teacher evaluation. It is also critical to ensure the availability of vast information and guidelines about teacher evaluation procedures to all involved in them.

Examples of school-level factors are: Socio-economic context of schools Management, leadership and distribution of responsibilities within school

METHODOLOGY AND RESEARCH GOAL

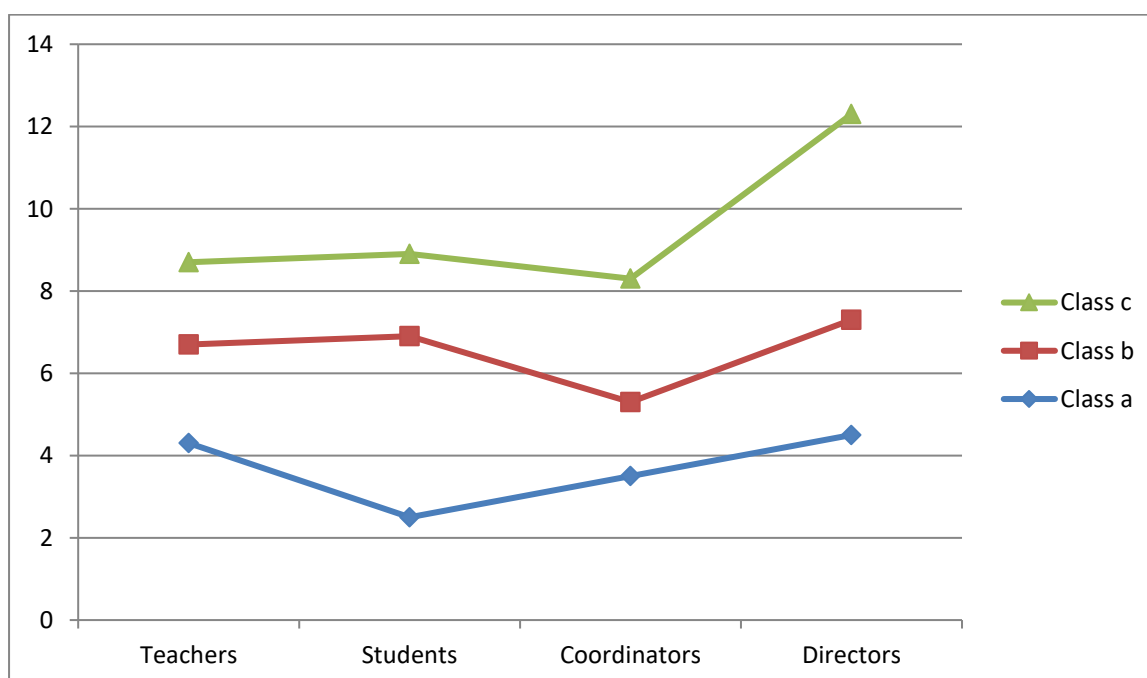
Teachers can benefit from training modules so they know what is expected from them to be recognized as „good“ teachers, and to be prepared to make the best use of the feedback received. This contributes for teachers to appropriate the process through support and coaching. Evaluation and feedback ought also to be important aspects offered in initial teacher education and regular professional development activities.

These areas should receive priority for specialized training addressed to evaluators. Given their crucial pedagogical role, school directors should benefit from dedicated training. Offers targeted at school leaders typically focus on human resources development and school quality assurance, including school self-evaluation.

LITERATURE AND REVIEW

Teachers and Professional Learning Opportunities

Making the best use of teacher evaluation results raises a number of challenges such as feeding information on performance back to those who deliver educational services, most notably teachers and school principals; developing mechanisms for the improvement of teaching practices, notably teacher professional development; establishing rewards, support systems and consequences that flow from evaluation results; and developing the channels which ensure that information generated by teacher evaluation is used for educational policy development. These challenges highlight the importance of knowledge management in any teacher evaluation framework.



CONCLUSIONS AND RECOMMENDATIONS

Tasting from the next academic year, a new system of education and training for pre-school and early school education teachers will enter in force. Students who have already started their training are taught according to the previous rules.

Changes in the system of education and training of pre-school and early school education teachers will enter into force on 1 October 2019. Teacher education will be offered as part of a long-cycle master's degree programmed in preschool and early-school pedagogy.

New education standards

The changes will be introduced by the regulation of the Minister of Science and Higher Education on the standard of initial teacher education, which will enter in force on 1 October 2019. The amendment will apply only to those students who commence their studies in October - the remaining ones will continue their studies in accordance with existing rules.

Current (or previous) qualification system applies to students who graduated or commenced their studies before 1 October 2019. At present, graduates of first cycle programmers in pedagogy trained to work with children at the stage of preschool or early school education hold qualifications to teach pre-scholars and primary school grade 1-3 students. Teachers need feedback on their performance to help them identify how to better shape and improve their teaching practice and, with the support of effective school leadership, to develop schools as professional learning communities. At the same time, teachers should be accountable for their performance and progress in their careers on the basis of demonstrated effective teaching practice.

Developing a comprehensive approach may be costly but is critical to conciliate the demands for educational quality, the enhancement of teaching practices through professional development, and the recognition of teacher knowledge, skills and competencies. The expectation is that teachers engaging in reflective practice, studying their own methods of instruction and assessment, and sharing their experience with their peers in schools, becomes regular a routine part of professional life.

Other students who are mobile may have spent only a short time in a given teacher's classroom. Both of these are sources of considerable error. Year-to-year instability in teacher rankings is also very high.

REFERENCES

- Teaching Profession: a Review of the Literature”, *Research Papers in Education*, 17(1), pp. 31-49. Danielson, C. (1996, 2007),
- Enhancing Professional Practice: a Framework for Teaching, 1st and 2nd editions,
- Association for Supervision and Curriculum Development (ASCD), Alexandria, Virginia. Danielson, C. (2001), “New Trends in Teacher Evaluation”,
- Educational Leadership*, Vol. 58, No. 5, pp. 12-15.
- Danielson, C. and T. McGreal (2000), *Teacher Evaluation to Enhance Professional Practice*, Association for Supervision and Curriculum Development (ASCD), Alexandria,
- Virginia. Eurydice (2008), “Levels of autonomy and responsibility of teachers in Europe”, European Commission, Brussels, Education DG. Harvey-Beavis, O. (2003), “Performance-Based Rewards for Teachers: A Literature Review”, paper distributed at the third workshop of participating countries on OECD Activity “Attracting, Developing and Retaining Effective Teachers”, 4-5 June, Athens, Greece.
- Available from www.oecd.org/edu/teacherpolicy Heneman, H., A. Milanowski, S. Kimball and A. Odden (2006), “
- Standards-Based Teacher Evaluation as a Foundation for Knowledge- and Skill-Based Pay”, Consortium for Policy Research in Education (CPRE) Policy Briefs RB-45. Cavaluzzo, L. (2004).
- Is National Board Certification an effective signal of teacher quality? (National Science Foundation No. REC-0107014). Alexandria, VA: The CNA Corporation; Goldhaber, D., & Anthony, E. (2005).
- Can teacher quality be effectively assessed? Seattle, WA: University of Washington and the Urban Institute; Smith, T., Gordon, B., Colby, S., & Wang, J. (2005).
- An examination of the relationship of the depth of student learning and National Board certification status. Boone, NC: Office for Research on Teaching, Appalachian State University; Vandevort, L. G., Amrein-Beardsley, A., & Berliner, D. C. (2004). National Board certified teachers and their students’ achievement.
- Education Policy Analysis Archives*, 12(46), 117. 8 Athanases, S. (1994). Teachers’ reports of the effects of preparing portfolios of literacy instruction.
- Elementary School Journal*, 94(4), 421-439. 9 Sato, M., Wei, R. C., & Darling-Hammond, L. (2008). Improving teachers’ assessment practices through professional development: The case of National Board Certification.
- American Educational Research Journal*, 45, 669-700; Tracz, S.M., Sienty, S. & Mata, S. (1994, February).
- The self-reflection of teachers compiling portfolios for National Certification: Work in progress. Paper presented at the Annual Meeting of the American
- Association of Colleges for Teacher Education, Chicago, IL; Tracz, S. M., Sienty, S., Todorov, K., Snyder, J., Takashima, B., Pensabene, R., Olsen, B., Pauls, L.,
- Accomplished California Teachers. (2010). A quality teacher in every classroom: Creating a teacher evaluation system that works for California.

Stanford, CA: National Board Resource Center, Stanford University. 2 For a summary of studies, see Darling-Hammond, L., & Bransford, J. (2005).

Preparing teachers for a changing world: What teachers should learn and be able to do. San Francisco: Jossey-Bass; Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence.

Educational Policy Analysis Archives, 8(1). Retrieved from <http://epaa.asu.edu/epaa/v8n1>; Wilson, S. M., Floden, R., & Ferrini-Mundy, J. (2001).

Teacher preparation research: Current knowledge, gaps, and recommendations. Seattle: Center for the Study of Teaching and Policy, University of Washington.

Clotfelter, C., Ladd, H., and Vigdor, J. (2007). How and why do teacher credentials matter for student achievement? (NBER Working Paper 12828).

Cambridge, MA: National Bureau of Economic Research; Goldhaber, D., & Brewer, D. (2000). Does teacher certification matter? High school teacher certification status and student achievement. *Educational evaluation and policy analysis*, 22(2), 129-145. 4

Skinner, K. J. (2010). *Reinventing evaluation: Connecting professional practice with student learning*. Boston, MA: Massachusetts Teachers Association.

Milanowski, A., Kimball, S. M., & White, B. (2004). The relationship between standards-based teacher evaluation scores and student achievement. University of Wisconsin-Madison, Consortium for Policy Research in Education. 15 Milanowski, Kimball, & White, 2004.

Milanowski, Kimball, & White, 2004. 17 Hassell, B. C. (2002). Better pay for better teaching: Making teacher compensation pay off in the age of accountability. Progressive Policy Institute 21st Century Schools Project. Retrieved November 18, 2004, from <http://www.broadfoundation.org/investments/education-net.shtml> 18 Fryer, R. G. (2011). Teacher incentives and student achievement: Evidence from New York City Public Schools (NBER Working Paper no. 16850).

Cambridge, MA: National Bureau of Economic Research; Martins, P. (2009). Individual teacher incentives, student achievement and grade inflation (Discussion Paper No. 4051).

London, UK: Queen Mary, University of London, CEG-IST and IZA; Springer, M. G., Ballou, D., Hamilton, L., Le, V., Lockwood, J. R., McCaffrey, D. F., Pepper, M., and Stecher, B. M. (2010).

Teacher pay for performance: Experimental evidence from the Project on Incentives in Teaching. Nashville, TN: National Center on Performance Incentives, Vanderbilt University

National Association of State Boards of Education (NASBE) Study Group on Teacher Preparation, Retention, Evaluation, and Compensation (2011).

Gearing Up: Creating a Systemic Approach to Teacher Effectiveness. Arlington,