

## TEACHER PROFESSIONAL STANDARD RESULTS OF A SURVEY AMONG TEACHERS

### INTRODUCTION

In order to get feedback from teachers about the created professional standard for teachers (hereinafter referred to as the Standard), an online questionnaire was developed (*Annex A*), which was sent to 40 pilot schools (*Annex B*). It was expected that 3 representatives from the school – the Principal (Deputy Principal), a primary school teacher and a teacher of the general secondary education institution would take part in the survey.

The survey received responses from 107 respondents (89%).

At the same time, it was decided to expand the questionnaire questions by adding questions related to the levels of competence formation (*Annex C*).

The extended online questionnaire was sent to the other 40 pilot schools (120 people in total) – *Annex D*, as well as to representatives of 25 regional coordinators of In-service teacher training institutes (*Annex E*) and 14 representatives of pedagogical universities (*Annex F*).

The results of the survey are summarized below according to the two stages of this process.

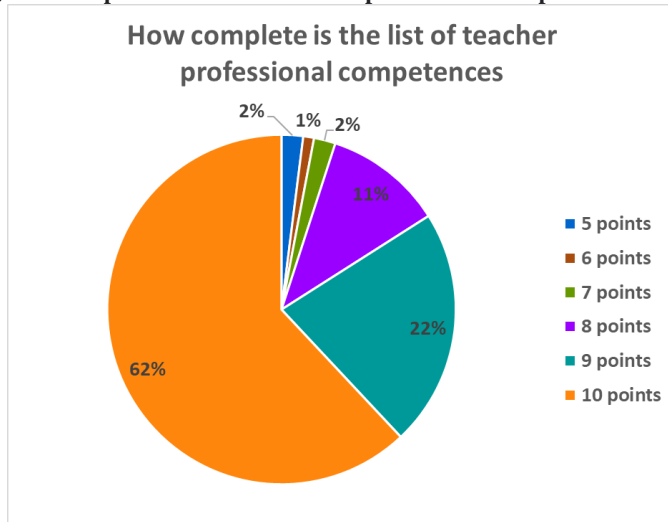
### STAGE ONE

The questionnaire was sent to 40 pilot schools (a total of 120 people, including primary school teachers, one teachers of general secondary education institutions, and principals). 107 responses were received (89%).

#### I. Completeness and clarity of the description of professional competencies

The results of the assessment on a 10-point scale, where 1 = bad, 10 = excellent:

##### 1) How complete is the list of teacher professional competences



When asked how complete is the list of teacher professional competences specified in the professional standard, the vast majority of respondents (62%) rated it excellent (10 points),

22% of respondents gave 9 points, 11% - 8 points and only 15% rated it from 5 to 7 points. There were no respondents who gave a score below 5 points.

**2) If, in your opinion, the list is not full, what professional competencies are missing? What do you think should be added?**

90% of respondents noted that the list of professional competencies is full. *Examples of typical responses:*

- "I believe that the list is complete."
- "I don't think there is a need to add anything."
- "Everything seems to be fine."
- "I think that the list is complete, and to meet all the competencies you need to spend your whole life."
- "The list is complete, there is no limit to perfection."
- "All professional competencies are clear and concise."

**Suggestions for additional competencies:**

- "The ability to work independently, without constant guidance."
- "The ability to keep control of all the students in the class."
- "We need to add an annual work with a psychologist, as many teachers really need this."
- "Self-assessment of a teacher's professional activity".
- "Social competence as the ability to live and work with others".
- "Time management competence".
- "Pedagogical skills are the basis of personal and business qualities and professional competence of a modern teacher, the list is complete."

**3) Perhaps there is something that should be deleted?**

3.1. The vast majority of respondents noted that there is no need to delete any competencies.

*Typical examples of answers:*

- "I think that no (everything suits; everything is appropriate)."
- "All the specified competencies are required."
- "All the competencies are necessary."
- "There is nothing to delete, the work of teachers has it all."
- "Every competence is important."

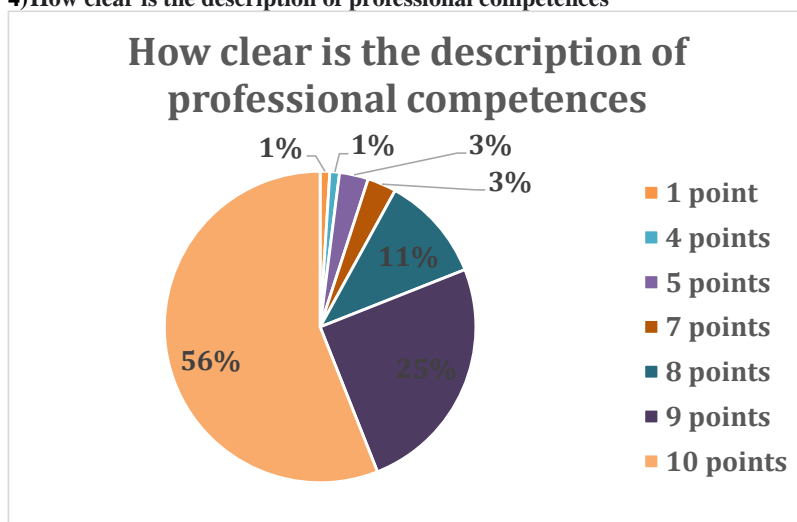
**3.2. Comments on competencies that raised questions or doubts about the appropriateness:**

- "Ability to communicate in a foreign language (to know the stylistic and grammatical rules of a foreign language...). Ability to communicate in a foreign language. Language and communication competence imply the ability to communicate in a foreign language, the teacher must know the stylistic and grammatical rules of a foreign language. I think the requirements are too high." - **4 responses.**
- "First medical aid to students (in my opinion, the necessary minimum needs to be specified). Ability to provide first medical aid to students. There are medical workers for this purpose." - **2 answers.**
- "Teachers of a certain specialization should be engaged in inclusive education. You cannot combine all children in a class (as to the socialization of such children, you can study at the same school, but in different classes). Mandatory imposition on me as a teacher of "inclusive education", when I chose my path as a

teacher, I made a choice in working with children without defects, because at least morally I am not ready for this. How long will my human rights be violated and they will impose on me what I don't want to do?" – **2 responses.**

- "There are a number of questions about these competences: B32. Z1. Main forms and means of determining the needs and expectations of parents (individual meetings, questionnaires, etc.). B32 Main forms of constructive interaction with parents in the interests of students."
- "It needs to be clarified what is moral competence, because today the teacher is no longer a person, she does not have the right to "bake pies", she should only teach."
- "Combine competencies with the working conditions of each teacher individually."
- "With the reduction of funding for the educational sector in today's conditions, it is possible that not all teachers will be able to work with office equipment or software. For example, licenses to use the EdPro panels that are available in our institution are quite expensive. If the founder can't pay, then the teacher can't either. Does the standard require the availability of technical means of labour?"
- «Work with parents».

#### 4) How clear is the description of professional competences



The teacher's professional standard was evaluated on a scale from 1 to 10, where 1 meant "not clear" and 10 meant "completely clear".

81% of respondents said that the professional standard was clear to them (56% rated it 10 points and 25% of respondents rated it 9 points). Only 2% of respondents rated it "1" and "2".

#### 5) If there was something in the text of the standard not clear to you, what exactly caused the difficulties?

5.1. The vast majority of respondents noted that the content of the Standard did not cause difficulties in understanding.

*Sample responses:*

- "Absolutely no difficulties."
- "Everything was clear."
- "Everything is clear and concise."
- "Everything is clear – like you are reading a specification of a product."
- "All directions and criteria of professional competence of primary school teachers are clear."
- "It is beautifully described, but the material and technical base for many "needs" from the list is missing."
- "The description of competencies, knowledge, skills and abilities is accessible and understandable"
- "The text of the Standard is clearly stated, concise, and understandable."

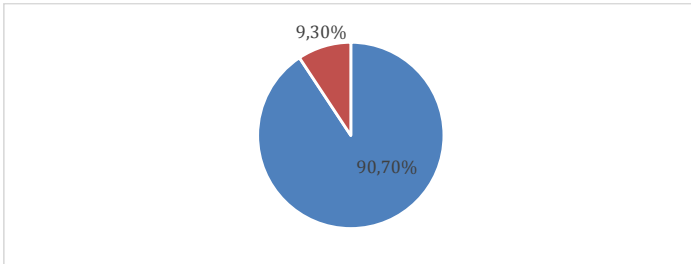
**5.2. Comments on difficulties in understanding the text:**

- "More specifically, you need to check in practice."
- "It's hard to remember all the symbols."
- "The description of work functions, professional competencies, knowledge, skills and abilities that a teacher should possess is clear, specific, and understandable. Personally, it is not clear to me where the job titles listed in clause 1. 6 will be recorded: in the work book? In the education document? How typical posts will coexist with the qualification categories, which are now assigned to teacher during certification, namely, for example, "the primary school teacher of GSEI of the 1st the category and "1st category specialist" or "specialist of higher category"? I realized that the Junior bachelor's degree will confirm the teacher's performance of labor functions A, B, C. But I do not understand if such teachers will be able to perform labor functions D, E, F, G without additional education? Although the labor function of "D" should be performed by a teacher with any education. And without a master's degree, you can't perform the Z function?"
- "Without further explanation, the standard for me, as a simple teacher, is now associated with the job description, where it is written in a certain way what I should know and be able to do in school."
- "The difficulties were caused by symbols: for example, A11. This is a eleven or still a 1, sub-paragraph 1, if yes, then you need a 1.1., perhaps I did not understand something. Put a period between the item and the sub-item."
- "Forms of educational process organization."
- "Often the requests and expectations of parents do not correspond to the abilities and capabilities of the child, so you need to think about the obligation of the following skills of the teacher: B 32.U1. Identify and take into account the needs and expectations of parents regarding their children's education and their own participation in the educational process B32.Y2. Actively involve parents in the educational process (in the classroom and in extracurricular activities)."
- "Legal aspects of the use of information, communication and digital technologies."

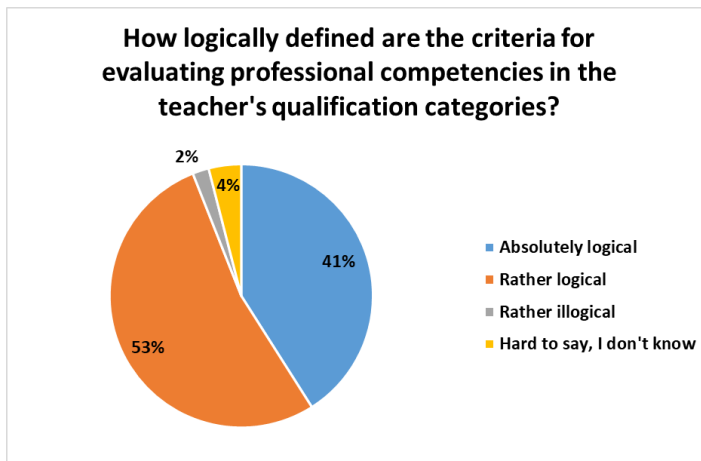
**6) Can you use the description of criteria for evaluating the level of professional competence of a teacher to independently evaluate the level of your own professional competence? Do these criteria need additional explanations or instructions?**

97% of respondents said that they will be able to independently evaluate their own professional competence using the professional standard of the teacher, and 9.3% of respondents noted that

the standard criteria require additional explanations or instructions (a total of 107 responses were received).



**7) In your opinion, how logically defined are the criteria for evaluating professional competencies in the teacher's qualification categories?**



**8) If you see how one can improve the description of the criteria for the level of professional competence by qualification categories, please, specify:**

*Examples of typical responses:*

- "Remove the concept of supervision, intervision, which is a link in the professional training of psychologists and psychotherapists according to European standards in the competence of D2.2. Ability to accompany and support teaching staff (mentoring, supervision, intervision, etc.)"
- "It's hard to answer."
- "I believe that the description of criteria for the level of professional competence should not be improved."
- "Increase the number of levels of qualification categories".
- "Ability to provide first medical aid to students. This, in my opinion, is better done by the school's medical officer. Personally, I can lose consciousness even from nosebleeds."
- "Make the description more concise."

- "It is possible to add some explanations to the "professional standard of the teacher". For example, I noticed that letters and numbers can be repeated in the description of work functions. For example, in the function description, the letters A, B, C, and so on are repeated in the "Knowledge" column. Moreover, not every teacher will understand what this means."
- "We need to change and improve the Standard provision on teachers' certification."
- "Professional presentation of the description of the criteria."
- "Work online".
- "To put certain accents. First of all, change the attitude to the teacher: from a person who is a knowledge reproducer to a facilitator of the educational process."
- "It should be clearly written out what competencies a teacher of the highest qualification category, first, second, and so on, should have."

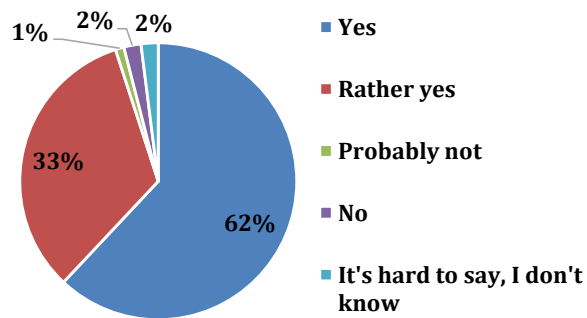
**9) If, in your opinion, there is something else that requires changes in the Standard, please specify:**

*Examples of typical responses:*

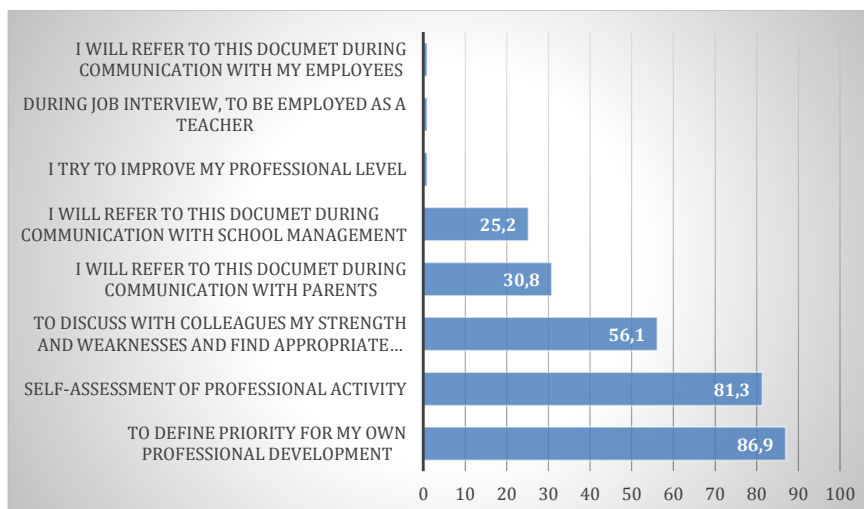
- "Every competence, knowledge, and skill is written clearly."
- "B 32. U1 Identify and take into account the needs and expectations of parents regarding their children's education and their own participation in the educational process B32.U2. Actively involve parents in the educational process (in the classroom and in extracurricular activities) (simplify to a minimum, taking into account the human factor: parents do not have knowledge of pedagogy – there may be conflict situations)."
- "I believe that the professional standard of a teacher is sufficiently well designed and developed in detail in accordance with the legal framework."
- "I believe that the Standard exhaustively describes the criteria for the level of professional competence of teachers."
- "Consider how teachers can maintain their psychoemotional health (professional burnout syndrome)."
- "To keep the possibility of assigning teachers a pedagogical title".
- "The competence of a teaching partnership should be within the framework of teaching activities and separate from the responsibilities that parents should perform."
- "item 1. 1. HUMANISTIC worldview; item. 1. 8. Higher pedagogical education; necessary preliminary training on safety in educational institutions; ZK. 01 exclude "and participate in public life at different levels". ZK. 04. exclude "creating a team of like-minded people".
- "Certification is not covered."
- "I think that the name "reflexive" is not very good for the described competence, given the lexical meaning of this word."
- "Formative assessment in grades 3-4 shall be replaced with grade assessment."

**10) Will you use the teacher professional standard in your professional activities and how?**

**Will you use the teacher professional standard in your professional activities and how?**



**11) If "Yes" or "rather Yes", how exactly Will you use the Standard?**



**12) IF "no" or "rather no" Why are you not going to use the standard?**

- There is no agreement with the Regulations on certification of teachers. Therefore, it is not clear how to use it.
- Because it is an unofficial document.
- I will study it.
- I don't know how to use it.
- It is not written in the user-friendly way.

- I don't see yet any practical benefits in using the standard. I, as a simple teacher, had no need to refer to this document. Even when passing the pilot certification. Well, except that I just read it.
- Requires additional explanations.
- It takes time for testing.

## STAGE 2

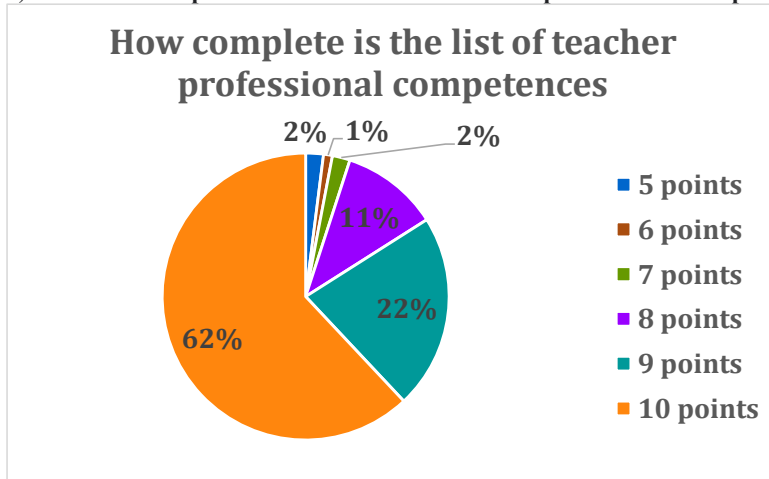
The second part contained 2 additional questions, namely: 1) Do you think that the levels of proficiency in certain labor functions and competencies are correctly distributed according to the teacher's skill levels? 2) If not, please provide your comments and suggestions.

The questionnaire was sent to other 40 pilot schools (120 people), as well as to 25 regional coordinators – ITTI representatives.  
A total of 110 responses were received (76%).

### I. Completeness and clarity of the description of professional competencies

The results of the assessment on a 10-point scale, where 1 = bad, 10 = excellent:

#### 1) How complete is the list of teacher professional competences



#### 2) If, in your opinion, the list is not complete, what professional competencies are missing? What do you think should be added?

#### 3) Perhaps there is something that should be deleted?

3.1. The vast majority of respondents noted that there is no need to delete any competencies.

*Typical examples of answers:*

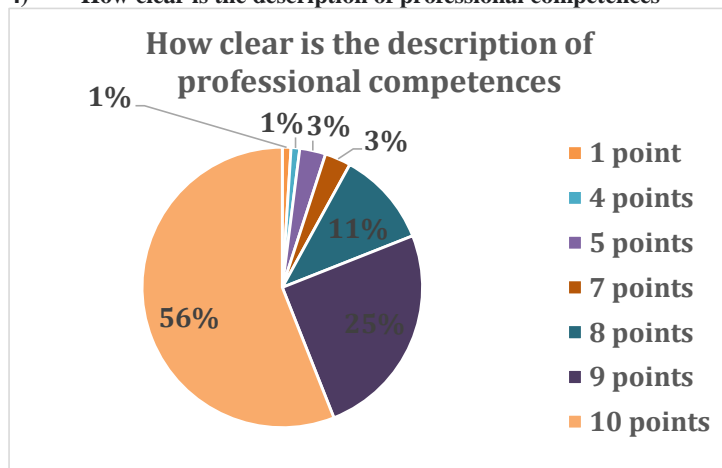
- No (no, you don't need to; you don't need to take anything; it's not worth it).
- Everything is taken into account, everything necessary.

#### 3.2. Comments on competencies that raised questions or doubts about the appropriateness:



- Ability to communicate in a foreign language – **5 responses.**
- Ability to provide pre-medical aid to students - **2 answers.**
- It is possible to simplify the wording in the explanation of professional competencies.
- An incredible number of foreign language words and terms. Most of them have Ukrainian counterparts.
- To optimize.
- So, a little less all those paper documents.
- Hiring teachers on a terminal contract.
- The professional standard is a tool that allows teachers and principals of educational institutions to focus on what a specialist should be able to know, and also helps to expand the capabilities of a teacher.
- The teaching profession is multifunctional. The creation of a professional standard was based on the functions that the teacher performs now, and the NUS requirements. Therefore, the negative side is that full performance of functions will exhaust teachers and scare away young professionals.
- It is worth making a clarification: what knowledge, skills and abilities should teachers of each category in each section have.
- Emotional and ethical competence, in my opinion, is a component of psychological competence, and there is no special need to distinguish it separately.
- There are questions about leadership qualities (ZK. 04). Standard is too high. If every teacher has such qualities, then what is the principal for? And yet, like-minded people - this is not always good, it is better when you have the ability to tolerate the thoughts of other people.
- Subject and means of labor are not needed.
- The ability to manage your own life?
- Reduce the text size.

4) **How clear is the description of professional competences**



5) **If there was something in the text of the standard not clear to you, what exactly caused the difficulties?**

5.1. 82.7% of respondents noted that the content of the Standard did not cause difficulties in understanding. Sample responses:

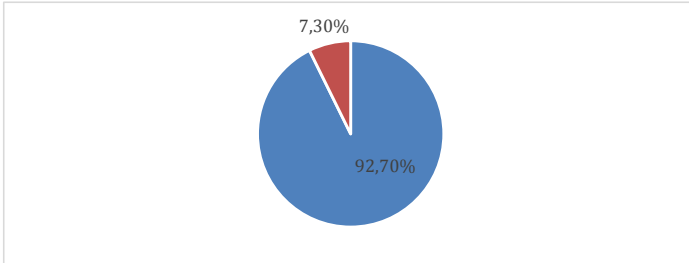
- Everything is clear, but from the explanation of these competencies, it follows that a number of important responsibilities are vested upon the teacher.
- Everything was clear.
- Everything is clear.
- Everything is clearly formulated, there were no difficulties in understanding.
- The description is clear.
- The standard text is clear.

#### **5.2. Comments on difficulties in understanding the text:**

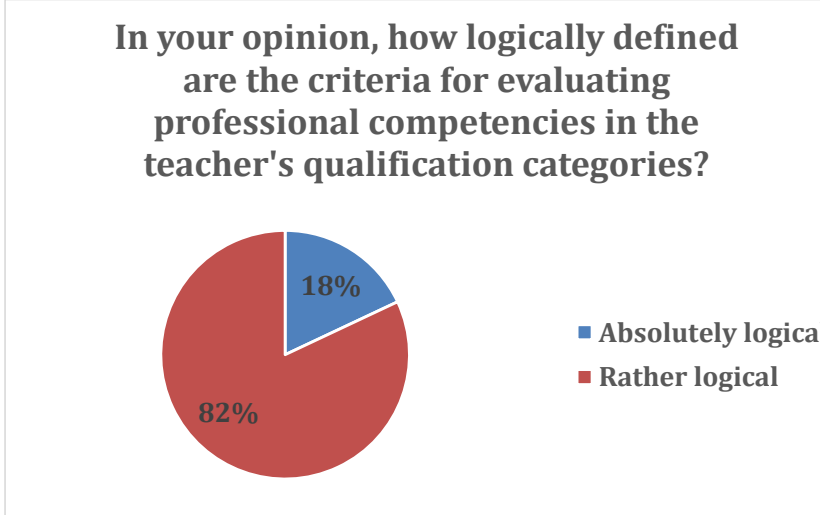
- Knowledge. "Scientific methods, levels and forms of knowledge."
- C22. Ability to provide first medical aid to students. If these are children who are studying in inclusive classes with different pathologies, then the teacher can cause harm, we need qualification courses.
- Statements require editing and correction of language errors. For example, the «предмету», instead of «предмета». The presentation of the content is clear and understandable.
- Very large in volume. The teachers won't read it. Another document without practical implementation.
- There are too many requirements and, consequently, too many responsibilities.
- The ability to manage your own life? Uses reasonable accommodation to work with children with special needs?
- Ability to accompany and support teaching staff (mentoring, supervision, intervention, etc.)"
- Why should a teacher who does not teach a foreign language know it? This should not affect the professional level of the teacher!
- Not all points are clearly defined.
- It is unclear where and what category and each category of the function.
- Organizing or organizational? – I believe that the correct name is organizational competence, not organizing competence. In reflexive competence: "analysis of the results of their own professional activities, taking into account students learning outcomes". And where are the results of education and development, which are discussed in the beginning?
- Predictive methods of planning the educational process. Model training programmes as a basis for developing your own training programmes.
- Professional standard framework.
- Clearly to provide an explanation.
- As for me, the quantity has harmed the quality...
- Modern approaches to the socialization of the students.

**6) Can you use the description of criteria for evaluating the level of professional competence of a teacher to independently evaluate the level of your own professional competence? Do these criteria need additional explanations or instructions?**

97,2% of respondents said that they will be able to independently evaluate their own professional competence using the professional standard of the teacher, and 7.3% of respondents noted that the standard criteria require additional explanations or instructions (a total of 110 responses were received).



7) In your opinion, how logically defined are the criteria for evaluating professional competencies in the teacher's qualification categories?



8) If you see how one can improve the description of the criteria for the level of professional competence by qualification categories, please, specify:

81.8% of respondents consider the description of criteria complete and such that does not need improvement. Among other responses:

- Develops criteria for formative assessment", "Reveals the potential for creative and collective solutions to problems that affect the local community or all of humanity" - these competencies I would place in a different category.
- Describe it in more detail.
- I think that "providing pre-medical aid" should be accompanied with a clear protocol of action.
- Select columns for a specific category of teachers in each section to see the difference in requirements between categories. This will give teachers an opportunity to improve their level.

- The specified criteria are too high for evaluating teachers in each category.
- Make changes to the Standard provision on certification of teachers (special attention is paid to the ability to teach children, tolerance, and effectiveness).
- Pre-medical aid to students – Is there a need to have the relevant document for each teacher????
- Pay attention to the criteria for the level of professional competence of teachers in cooperation with parents in order to support students in the educational process.
- In my opinion, it is possible to add distance learning skills to information and digital competence.
- Combine the sections to simplify the text. The document is not suitable for reading and understanding.
- The duties of a category I and II teacher are somewhat similar.
- Separately for young teachers (up to 5 years).
- Description in a clear accessible form, if you already have the highest category. But the specialist does not see in this form what heights she should reach in 5 years. She will only read her column. So here we need to show what progress needs to be done from category to category. Perhaps less description, and more specifics.
- Since the description of the criteria for the level of professional competence is divided into subgroups (A11, A12, etc.), the description of the teacher's qualification categories should also be divided into subgroups.
- Professional competencies of teaching staff correspond to the qualification categories.
- Simplify the document. Less words, more substance.
- Simplify it so that everyone can understand.
- It is a little surprising that the standard for primary and secondary school teachers is quite identical. Add comments (accents, clarifications, suggestions...) for the primary school teacher and secondary school teacher.
- It still needs to be improved. The discussion should be meaningful at the teacher level, rather than choosing three from the entire team.
- I cannot improve the description of the criteria for the level of professional competence for the teacher's qualification categories.

**9) If, in your opinion, there is something else that requires changes in the Standard, please specify:**

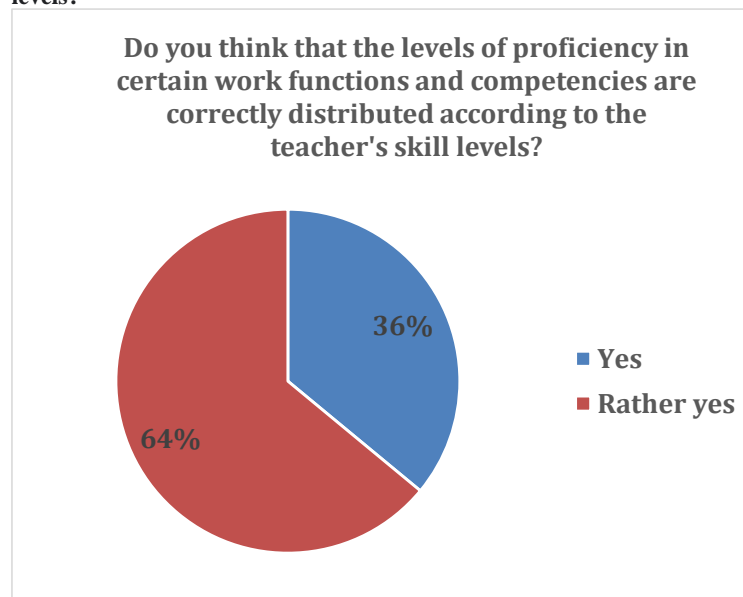
- B2. 2. 32 - Are there rules for providing pre-medical aid to students? Are they approved? E1. 2. 32 - specify the teacher's experience, which will allow to develop your own training programs; C1. Inclusive competence. Applies reasonable accommodation to work with children with special educational needs (containing the concept of "reasonable accommodation"?).
- Make it clearer, with explanations.
- Foreign language proficiency, pre-medical aid - make clarifications about the use of pre-medical aid to persons with special educational needs, for whom the teacher will not be able to provide such aid. This is important, because when it comes to certain pathology, the teacher will not be able to help. And shifting responsibility for the child's health to the teacher is a big problem. Because the task of a teacher is to teach, create an individual approach, and obviously in those institutions where there is a system of inclusive education, there should be divisions that will deal with these issues.”
- The teacher has the right to an appropriate educational environment.

- Children are not mentioned in this Standard Teacher for the sake of teacher? Or for the sake of children?
- Ability to communicate in a foreign language (if it is Russian, then Yes). But all other languages were studied by our teachers at an inadequate level, and it is illogical to require communication in a foreign language. Passing the courses annually.
- Reduce the volume and show where exactly it will be implemented. We have a fairly strong and large school, but I hardly see teachers who meet this Standard.
- Too much responsibility.
- Adjustments in accordance with the circumstances.
- There should be fewer requirements for the teacher to write.
- Mechanism for monitoring compliance with the Standard.
- In my opinion, objects and means of labor are superfluous.
- In my opinion, we should rephrase the statements "good relations" and "good level of teaching".
- I didn't see the idea regarding positions. The primary school teacher Standard defines the positions of "TEACHER (I category, highest category) of PRIMARY SCHOOL TEACHER of GSEI". This is not included in the standard under discussion. Such positions will only be provided for primary school teachers?
- Items and means of labor, in my opinion, to make a separate Annex, as recommendations.
- Item 1.9 – full, not partial medical examination.
- Self-educational competence. Formation of a flexible system of self-educational activities.
- Social protection of the teacher and material support from the state will change the attitude of the teacher to work in general.
- In the first sentence there is a gap: "necessary for successful self-realization and continuing education, worldview...". It sounds like - "continuing the worldview"? It is necessary to insert the word "formation" before the worldview, then it will be logical – "formation of the worldview". The work of a teacher is associated with an increased nervous, emotional and intellectual load." I think that we should take away the word "nervous" and leave it just "emotional and intellectual load". I also consider it appropriate to clarify the terminology - in the text: A11Z2. Intonation and extra-language (facial expressions, gestures, movement) means of expression of speech – better: intonation and non-verbal expressive means of communication (for gestures, movements, facial expressions – is also a language (the body) and not extra-language that is not expressed through words and non-verbal).
- Clarification of requirements by category in each section "List of work functions"
- More requirements to the teacher.
- If the teacher is required to "Use, create, design and distribute digital educational resources for the implementation of digital education, management, and professional development" and "Organize digital educational resources and ensure their availability to participants in the educational process", appropriate conditions must be created for high-quality work with information resources in all educational institutions without exception.
- Make a separate Standard for primary school teachers.
- Indicate the need for not just higher education, but higher pedagogical education.
- I believe that it is necessary to extend paragraph 1.9. Conditions for admission to work in the profession the requirement to have a teacher's education (defined by current legislation). Logic is lost: a teacher can be an agronomist with a higher education, but

a teacher cannot be an agronomist! This approach negates the significance and social value of pedagogical work.

- In section 7. Professional competence of teachers according to the qualification categories, we believe that the statement of "understandable language for students" requires clarification or deletion.

**10) Do you think that the levels of proficiency in certain work functions and competencies are correctly distributed according to the teacher's skill levels?**



**11) If "no" or "probably no", please provide your comments and suggestions.**

The vast majority of respondents have no comments.

Among other responses:

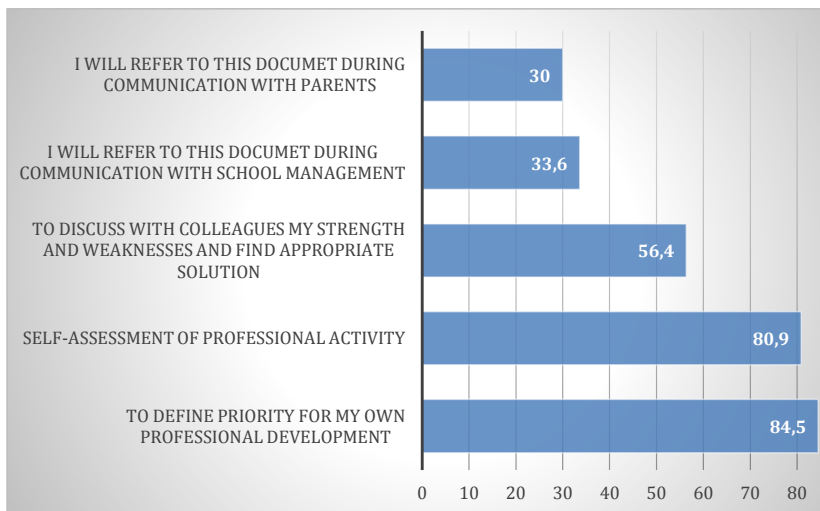
- University graduates do not know the methods of teaching, pedagogy.
- Teaches in a language understandable to students. How should a specialist teach according to this Standard?
- The vast majority of specialists and teachers of category II 100% correspond to the highest category. But they don't have it. Then why do we need the Standard? Why describe everything in such detail, if you need 15 years to get the highest category?
- The levels of proficiency in labor functions and competencies are distributed correctly according to the teacher's skill levels.
- It is necessary to start laying the foundations of the work functions and competencies of the teacher already in HEI.
- Clarification of requirements by category in each section "List of work functions".

12) Will you use the teacher professional standard in your professional activities and how?

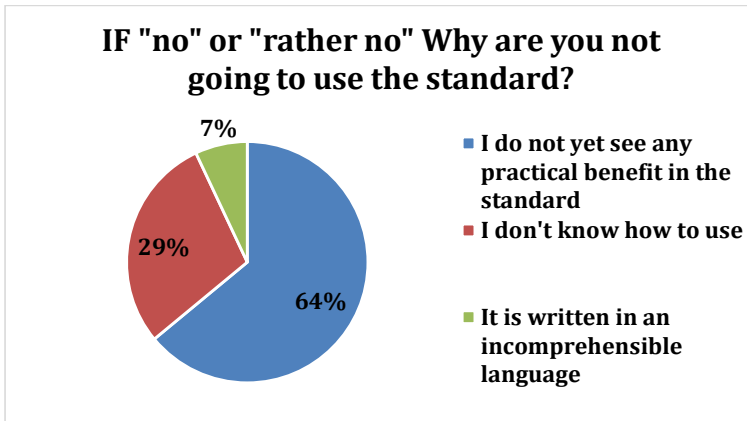
Добавлено примечание ([11]): 12., 13, 14 diagrams are not described verbally. It should be so or not?



13) If "Yes" or "rather Yes", how exactly will you use the Standard?



14) IF "no" or "rather no" Why are you not going to use the standard?



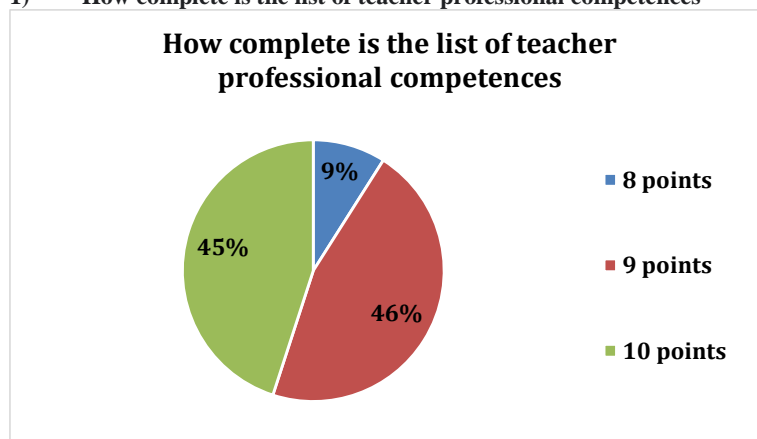
**STAGE III**

The questionnaire was sent to representatives of 14 institutions of higher pedagogical education. Responses were received from 11 HEIs (78%).

**I. Completeness and clarity of the description of professional competencies**

The results of the assessment on a 10-point scale, where 1 = bad, 10 = excellent:

**1) How complete is the list of teacher professional competences**



**2) If, in your opinion, the list is not complete, what professional competencies are missing? What do you think should be added?**

55% of respondents noted that the list of professional competencies is full. Examples of typical responses:

- I believe that the list is complete.



- The list is sufficient.
- Enough has been developed.
- The list is sufficient.

**Suggestions for additional competencies:**

- Competence of the teacher-educator.
- The specifics of primary school teachers' activities are not reflected.
- Competence in the implementation of educational work of a teacher at school.
- To add another component to the communicative competence, for example, A14-the ability to manage time or time management.
- Digital literacy and the culture of social networking.

**3) Perhaps there is something that should be deleted?**

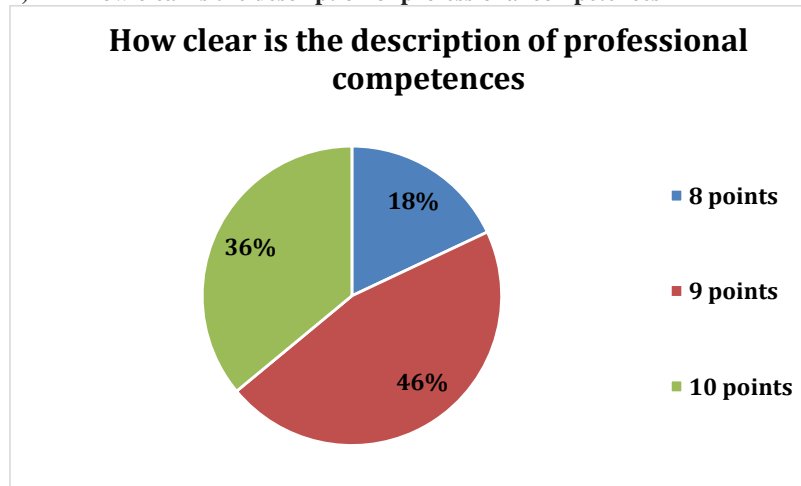
3.1. The vast majority of respondents noted that there is no need to delete any competencies. Typical examples of answers:

- No.
- No need.
- You don't need to take anything.

**3.2. Comments on competencies that raised questions or doubts about the appropriateness:**

- The description of psychological and information-digital competence is somewhat overloaded. Professional requirements related to the psychologist and computer science teacher regarding the possession of the necessary skills are included.
- Reduce the value of related professional functions of a psychologist, education manager, social educator, and inclusion specialist).
- Reduce the text size.

**4) How clear is the description of professional competences**



**5) If there was something in the text of the standard not clear to you, what exactly caused the difficulties?**

5.1. The vast majority of respondents noted that the content of the Standard did not cause difficulties in understanding. Sample responses:

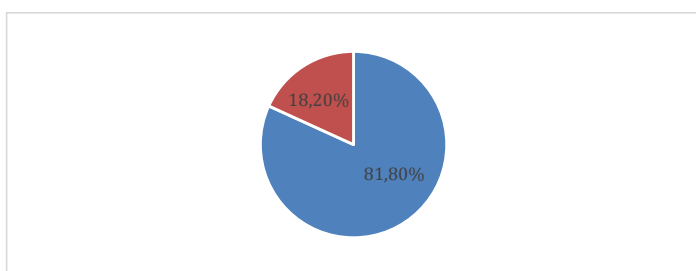
- There were no difficulties.
- Nothing.
- Everything is clear.
- Did not have.

**5.2. Comments on difficulties in understanding the text:**

- In subsection 1.9. We believe that the concept of "sufficient for communication" (for foreigners and stateless persons) requires clarification (sufficient for professional communication, for example).
- There is a concept that is difficult to measure, for example, "creatively selects educational material..." or Competence B2 "how to measure the difference between a specialist and category II?", "specialist" distinguishes... ", and a category II specialist " is aware of...". For the competence B2, the specialist's characteristic only refers to compliance with sanitary and hygienic requirements, and the use of any health-saving measures is not covered – this is not correct.
- A large amount of text.

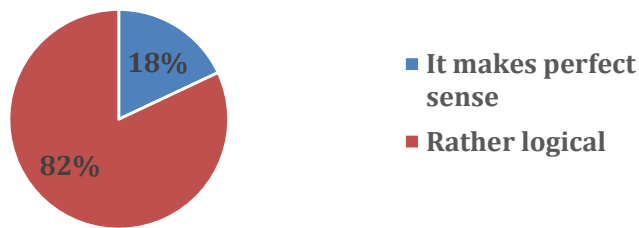
**6) Can you use the description of criteria for evaluating the level of professional competence of a teacher to independently evaluate the level of your own professional competence? Do these criteria need additional explanations or instructions?**

81,8% of respondents said that they will be able to independently evaluate their own professional competence using the professional standard of the teacher, and 18,2% of respondents noted that the standard criteria require additional explanations or instructions (a total of 11 responses were received).



**7) In your opinion, how logically defined are the criteria for evaluating professional competencies in the teacher's qualification categories?**

**In your opinion, how logically defined are the criteria for evaluating professional competencies in the teacher's qualification categories?**



**8) If you see how one can improve the description of the criteria for the level of professional competence by qualification categories, please, specify:**

73% of respondents consider the description of criteria complete and such that does not need improvement. Among other responses:

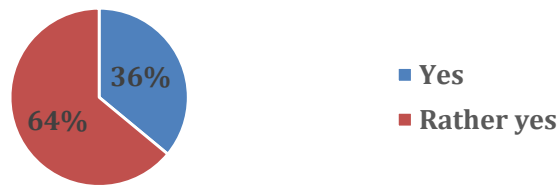
- Take into account the level of formation of pedagogical skills - basic, constructive and creative.
- In the subsection 2.1. Professional development, we consider it necessary to specify the level of higher education for each qualification category.
- Formulate in categories what can be measured.

**9) If, in your opinion, there is something else that requires changes in the Standard, please specify:**

- Not required.
- Don't change anything yet.
- Make a separate Standard for primary school teachers.
- Indicate the need for not just higher education, but higher pedagogical education.
- I believe that it is necessary to extend paragraph 1.9. Conditions for admission to work in the profession to add the requirement to have a teacher's education (defined by current legislation). Logic is lost: a teacher can be an agronomist with a higher education, but a teacher cannot be an agronomist!?! This approach negates the significance and social value of pedagogical work.
- In section 7. Professional competence of teachers according to the qualification categories, we believe that the statement of "understandable language for students" requires clarification or deletion.
- Enough.
- Not yet.

**10) Do you think that the levels of proficiency in certain work functions and competencies are correctly distributed according to the teacher's skill levels?**

**Do you think that the levels of proficiency in certain work functions and competencies are correctly distributed according to the teacher's skill levels?**

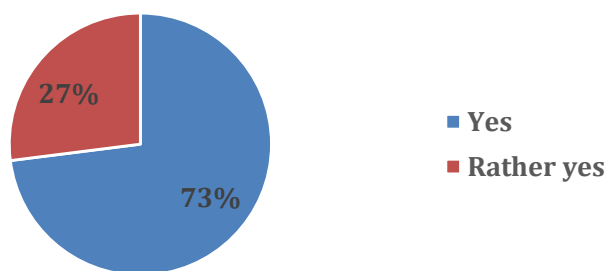


**11) If "no" or "probably no", please provide your comments and suggestions.**

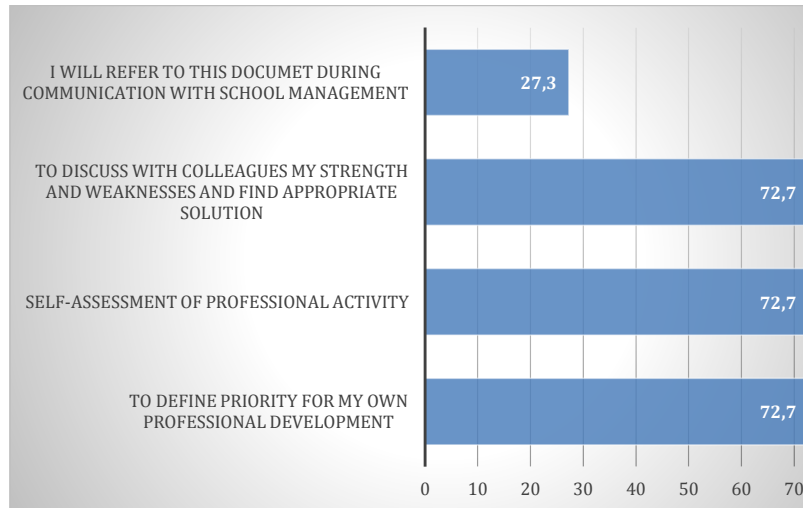
In some paragraphs of the description of the competencies by skill levels, the list of skills and abilities is not clearly formulated, or very generally, in particular in the C.3 Competence of the pedagogical partnership for the teacher of the highest category.

**12) Will you use the teacher professional standard in your professional activities and how?**

**Will you use the teacher professional standard in your professional activities and how?**



**13) If "Yes" or "rather Yes", how exactly Will you use the Standard?**



**14) IF "no" or "rather no" Why are you not going to use the standard?**  
 There are no answers.