

National Professional Learning and Development Framework



National Department of Education
Federated States of Micronesia

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Acknowledgments

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This policy Framework benefits from the foundation of multiple state, national and international professional learning plans, policies and documents. These include: the Professional Development Policy and the Professional Learning Plan drafts from Chuuk and Yap States, the FSM National Teacher Quality Standards, the FSM Quality Pedagogical Framework, the FSM School Accreditation Manual, Title 40 Congressional legislation, and a range of international country examples from across the Pacific. This Framework reflects the progress and commitment of education actors who contributed these existing documents, who, in their efforts, help to advance high-quality teaching and learning for all.

Abbreviations

BPaC	Building Pacific Capacity Program
CDOE	Chuuk Department of Education
COM-FSM	College of Micronesia - Federated States of Micronesia
ECE	Early Childhood Education
FACSSO	FSM Association of Chief State School Officers
FedEMIS	FSM Education Management Info System
FSM	Federated States of Micronesia
ICT	Information, Communication and Technology
IQBE	Improving the Quality of Basic Education
KDOE	Kosrae Department of Education
NDOE	National Department of Education
NPLDF	National Professional Learning and Development Framework
NSTT	National Standardized Test for Teachers
NTQS	National Teacher Quality Standards
NWG	National Working Group
PDOE	Pohnpei Department of Education
PLD	Professional Learning and Development
QPF	Quality Pedagogical Framework
SDOE	State Department of Education
SAS	School Accreditation System
SIS	Student Information System
SIP	School Improvement Plan
STQS	State Teacher Quality Standards
TVET	Technical and Vocational Education and Training
YDOE	Yap Department of Education

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Introduction

Development and Background

The FSM National Professional Learning and Development Framework (NPLDF) was drafted by the IQBE National Working Group for Teacher Development between May and August 2022. The working group consisted of representatives from the FSM National Department of Education, the Chuuk, Kosrae, Pohnpei and Yap State Departments of Education, the College of Micronesia–FSM (COM-FSM), international consultants, BPaC advisors, and locally based IQBE project personnel. For a full list of the NWG participants, please see Appendix F.

The Framework underwent a collaborative consultation process, from September to December 2022, in which the document was circulated for feedback from education staff and specialists at the State and National Departments of Education, in addition to educators and school leaders. Stakeholder feedback was incorporated before final submission to the IQBE Project Steering Committee and the FSM Association of Chief State School Officers (FACSSO) for endorsement.

Purpose

This policy Framework establishes the role of teachers, school leaders, and non-teaching education staff in planning, providing and accessing professional learning and development opportunities, in support of effective teaching and learning in FSM government schools.

This policy Framework provides guidelines to ensure that teachers in the FSM are supported to meet their professional learning and development needs, and sets national minimum standards for professional development and training requirements for the State Departments of Education. States are encouraged to build beyond the national minimum requirements to design opportunities for professional learning and development that meet the unique needs of their state contexts.

The FSM National Professional Learning and Development Framework builds upon the work of existing state and national policies and documents. A selection of foundational policy documents is included for reference in the Appendices.

Policy Need

Research consistently demonstrates that teachers and the quality of teaching students receive are among the most important drivers of student learning (Popova et al, 2016; Darling-Hammond et al., 2017; Beteille & Evans, 2021). Teachers orient learners to the world, guiding the development of students' academic, socioemotional and interpersonal skills. The impact of a teacher can be powerful, as recent analysis from multiple countries finds that switching from a low-performing to a high-performing teacher can improve a student's learning outcomes by the equivalent of more than two years of schooling (Bau & Das 2020). With the critical role that teachers play, it is essential that all teachers receive ongoing professional learning and development opportunities that are effective, up-to-date, and relevant to their context.

Effective teacher professional development and learning is dependent on having policies, systems, and programs in place to support educators in teaching effectively (World Bank, 2020). In the FSM, it is essential that all teachers receive a minimum standard of preparation and support in order to ensure equitable outcomes for all students across states. Ensuring a high-quality minimum standard of teaching will rely on aligned expectations, preparation and support for teacher professional learning and development at the school, state, and national level.

Ongoing professional learning and development provides educators with the opportunity to network with professional peers, reflect on issues of importance, gain new ideas and foster best practices. The intent of this policy Framework is to support the ongoing effectiveness of teachers, school leaders, and non-teaching education staff in their professional roles, with the goal of building and retaining a workforce of highly skilled education professionals delivering high-quality outcomes for students in the FSM.

Policy Scope

This policy applies to the following Departmental staff:

- Teachers in FSM government schools
- Principals/school leaders in FSM government schools
- Education staff employed by the State or National Departments of Education whose work directly impacts teachers and school leaders:
 - This includes: curriculum and training specialists,¹ administrative education support staff² and education policy leaders employed by the State or National Departments of Education.

Please note, this policy Framework mandates minimum requirements for teachers and school leaders employed in FSM government schools. Guidance for non-teaching education staff at the State and National level is given in the form of recommendations and will be up to the discretion of State and National Departments of Education to apply.

Values

Inclusivity

The National Professional Learning and Development Framework (NPLDF) is for all teachers, school leaders, and education staff employed by Departments of Education in the FSM, regardless of their professional title or career stage. Opportunities for professional growth and advancement are just as relevant for education support staff as for school leaders and teachers in the classroom.

Relevance

This Framework recognizes that guidelines for professional learning and development must be useful, directly applicable, and relevant to individuals in their practice within the unique context of FSM.

Collaboration

This Framework acknowledges that learning is a collaborative act. Effective professional learning and development requires learning from and with one another. In the spirit of learning exchange, the NPLDF recognizes and incorporates existing policy plans drafted at the state level.

Cultural Respect

The NPLDF is underpinned by a rich respect for the cultures, history, and languages of the FSM. In its drafting, the Framework aims to incorporate core values and practices from each state to form one united standard. By presenting a shared minimum benchmark for professional learning and development, the Framework offers a common plan that can be adapted by each state to suit their own diverse needs.

¹ Curriculum and training specialists are defined as staff employed by the State or National Departments of Education supporting accreditation, assessment, bridging gaps, career and technical education, curriculum, data and information technology, early childhood education, teacher certification, training, and/or other Departmental topic areas.

² Administrative education support staff are defined as non-teaching employees of the State or National Departments of Education serving as officers, secretaries, and/or specialists in administrative or financial roles supportive to operations.

Defining Professional Learning and Development

What is **professional learning** in the field of education?

Professional learning is any activity that enhances the skills and knowledge of teachers, school leaders and education staff in support of their individual career development and student achievement.

Professional learning often happens in the context of a larger plan for professional development, whether that be through a School Improvement Plan (SIP), or an individual Professional Development Plan (PDP).

What is **professional development** in the field of education?

Professional development is any type of continuing education effort or plan for teachers, school leaders and education staff to improve their skills and knowledge. As noted above, professional learning often takes place as part of a larger professional development plan, whether that be at the individual, school, state or national level.

Depending on the context, these terms are often used interchangeably. In some instances, professional development is viewed as something that happens “to” teachers while professional learning happens “with” teachers, collaboratively targeting their unique needs and personal goals. To ensure shared understanding, in this Framework, all activities that support knowledge and skill development for teachers will be referred to as Professional Learning and Development (PLD) activities.

Types of Professional Learning and Development Activities

A summary of potential professional learning and development (PLD) activities is provided on the following page. The summary is intended to offer inspiration and a launching point for states to consider the best-fit of opportunities to meet the unique needs of their teachers. This list has been drafted in consultation with representatives of the National Working Group for Teacher Development, with particular emphasis on recognizing a range of self-initiated individual and group activities led by teachers.

Please note, the term “recognized activities” is used here to specify professional learning and development opportunities that are overseen or validated by a school, DOE, COM-FSM, or other external education institution. To acknowledge the value of varied approaches to professional learning and development, the terms: recognized- and informal- have been applied.

SPOTLIGHT

Teacher professional learning and development can often be limited to concentrated annual summer trainings, conferences, or workshops. By recognizing the value of collaborative or self-guided activities that may take place throughout the year, the Framework aims to validate learning that happens outside the summer training window. In doing so, it supports the empowerment of teachers to earn credit for learning and development activities that may happen every day in their schools, communities and beyond.

Types of Teacher Professional Learning and Development Activities

Individual		Group	
Informal	Recognized	Informal	Recognized
<ul style="list-style-type: none"> ▪ Personal reading/research on best practices ▪ Following education materials/content creators on social media ▪ Self-study of instructional tutorials/lesson plan examples ▪ Journaling at-home for teaching self-reflection ▪ Informal peer observation 	<ul style="list-style-type: none"> ▪ Participation in e-learning modules/courses ▪ Enrollment in an education degree or certificate program ▪ Leadership of an education project or school-based training event ▪ Formal peer observation, mentoring/coaching (giving or receiving) ▪ Observation feedback sessions with a school leader or lead teacher (giving or receiving) ▪ Participation in a mentorship or internship program 	<ul style="list-style-type: none"> ▪ Informal discussion with fellow teachers ▪ Undocumented participation in education groups (online or in-person) ▪ Undocumented attendance of PTA/PLC or education- related community group meetings 	<ul style="list-style-type: none"> ▪ Co-planning sessions between grade or subject teachers, if documented and validated ▪ Documented participation in PTA/PLCs or education-related community groups ▪ Participation in: <ul style="list-style-type: none"> -seminars -conferences -trainings -academies -workshops ▪ Delivery or co-facilitation of any of the above
<p>What makes this informal?</p> <p>Individual activities that are not validated or supervised by a school leader or an education institution.</p>	<p>What makes this recognized?</p> <p>Individual activities that are validated or supervised by a school leader, Dept. of Education, COM-FSM, or other education institution.</p>	<p>What makes this informal?</p> <p>Group activities that are not validated or supervised by a school leader or an education institution.</p>	<p>What makes this recognized?</p> <p>Group activities validated or supervised by a school leader, Dept. of Education, COM-FSM, or other education institution.</p>

Distinction between Recognized and Informal Activities

Recognized activities are professional learning and development (PLD) activities that are validated or supervised by a school leader, supervisor, DOE, COM-FSM, NGO, or other education institution. Activities can be validated by showing proof of participation and receiving a signature from a supervisor on the PLD Log Sheet. It is recommended that all DOE employees be eligible to participate in professional learning activities, and receive credit for participation in a range of recognized activities.

Informal activities are not validated or supervised by a school leader, supervisor, DOE, COM-FSM NGO, or other education institution. While valuable, these activities are therefore not eligible for credit toward meeting annual minimum PLD requirements. It should be noted, however, that informal activities can become formally recognized if a plan is put into place to document and validate the activity with a school leader or supervisor. Validation can be as simple as showing proof of participation and receiving a signature from a supervisor on the individual’s PLD Log Sheet.

States are invited to use and build upon this list to offer teachers, school leaders, and education staff opportunities to earn credit for a variety of professional learning and development activities taking place throughout the year. To help track staff participation in activities, a Professional Learning and Development Log Sheet has been provided in Appendix B.

Guidance on tracking and monitoring professional learning and development in State Department of Education data systems is provided in the Monitoring & Evaluation section, on p. 12.

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GUIDELINES AND PROCEDURES

Roles and Responsibilities³

Shared Responsibilities

- 1.1. Schools, the State Departments of Education, the National Department of Education, and COM-FSM share a mutual responsibility for the engagement of teachers and school leaders in professional learning and development.
- 1.2. The National Department of Education is responsible for setting and administering national policy, and monitoring its effective implementation. It is also responsible for providing support and oversight for the implementation of policy to State Departments of Education and institutions of higher learning.
- 1.3. State Departments of Education are responsible for providing opportunities for teachers and school leaders to develop professionally and contribute to the achievement of system goals and plans.
- 1.4. Higher learning institutions, including but not limited to COM-FSM, are responsible for offering opportunities for professional learning and development to pre- and in-service teachers via coursework and Academies that are relevant and applicable to the realities of the classroom.
- 1.5. Schools, through their principals, are responsible for providing opportunities for teachers to engage in professional learning and development in a variety of forms to enhance teacher performance, support national and state department initiatives, and drive student learning.
- 1.6. Individual teachers, school leaders, and non-teaching education staff are responsible for engaging in professional learning to enhance their knowledge, understanding, skills, and attitudes, and to contribute to individual, school, department, and national education goals.

Departmental Roles

To ensure the effective implementation of this policy:

The National Department of Education, through the Assistant Secretary of Quality and Effectiveness will:

- Administer this policy and monitor its effective implementation.
- Ensure that the professional learning and development activities provided to teachers comply with this policy and these procedures.
- Provide monitoring, support and oversight for the implementation of this policy with regard to NDOE sponsored professional development.
- Develop targeted content for national high-priority topic areas and provide support, monitoring, oversight, and the delivery of this content.
- Be responsible for the compliance and evaluation of the annual national professional learning plan and professional learning activities provided under that plan.

³ National Roles and Responsibilities have been adapted from the draft Chuuk Professional Learning Plan and draft Yap Professional Development Policy.

State Departments of Education, through their State Director, will:

- Provide monitoring, support and oversight for the implementation of this policy with regard to state department sponsored professional development.
- Develop targeted content for in state high-priority topic areas and provide support, monitoring, oversight, and the delivery of this content.
- Ensure that the professional learning activities that are provided to teachers comply with this policy and these procedures.
- Develop and offer a teacher induction program to all provisional teachers employed by the SDOE.⁴
- Be responsible for the compliance and evaluation of the state annual professional learning plan and professional learning activities provided under that plan.
- The Director of Education shall ensure that required programs of staff development and teacher training meet professional standards and are available and ongoing.

School principals will:

- Ensure time is structured into the annual school schedule for teachers to undertake professional learning.
- Participate in the support and/or delivery of national and state sponsored professional learning to teachers, as appropriate.
- Work with each staff member to create an individual professional learning plan.
- Ensure that professional learning activities provided to teachers are aligned with the goals contained in their individual professional learning plans, and helpful to meeting their professional goals.
- Monitor and support teachers' participation in such opportunities as required.
- Consider the development, implementation and impact of teachers' professional learning plans as part of teachers' annual evaluations.

Additionally, the *FSM School Accreditation System Procedures Manual* identifies the following requirements for Principals under Criteria 1.3:

- The principal is involved in a program of continuous professional development and appraisal by supervisors, board members or peers.
- The principal creates many opportunities for teachers to engage in continuous professional development activities.
- The principal mentors teachers and conducts formal and informal training at the school.

Teachers will:

- Develop, implement and evaluate their individual professional learning plan based on their professional needs, student needs, and the support of the school improvement plan.
- Attend, actively participate, and, if appropriate, lead professional learning as required by the school, national and state departments.
- Lead, facilitate, and support peer mentoring and coaching, as appropriate and relevant to their educational attainment and experience level.

⁴ Provisional teachers are defined as individuals employed as teachers within FSM government schools who possess less than two years of teaching experience, and/or have not yet passed the compulsory teacher competency exams (NSTTs) required for national teacher certification.

Guidance for Education Staff

State and National DOE Employees:

It is recommended that all State and National DOE employees, including non-teaching education staff:

- Participate in professional development activities and training as directed by their department.
- Be responsible for their own individual performance.
- Engage in discussions with their supervisor to plan the most effective way to achieve agreed objectives, review performance, identify work and career goals and develop plans to meet these needs.
- Identify and manage their professional capacity development, in conjunction with their supervisor/manager.
- Clarify tasks, set priorities, and organize professional development plan in conjunction with their supervisor/manager.
- Regularly participate in meaningful, timely and honest two-way feedback and adjust their approach to improve performance.

State and National DOE Managers and Supervisors:

It is recommended that all State and National DOE managers and supervisors:

- Ensure all employees are made aware of their responsibilities relevant to their role under any position description, legislation, policies and procedures and clearly communicate if responsibilities and expectations vary.
- Ensure employees hold the requisite qualification and/or competencies to perform their role safely and effectively and for working with employees to develop capacity and improve performance.
- Regularly review the performance and development needs of employees and assist in the development of plans to meet these needs.
- Regularly participate in meaningful, timely and honest two-way feedback with staff and modify their approach to enhance performance leadership effectiveness.
- Provide appropriate support and resources to enable professional development opportunities for employees.
- Support employees in the application of new skills and support career progression and advancement opportunities where possible.

Continuing Professional Development Requirements

Mandated Minimum Hours of Professional Learning & Development

- 2.1 All teachers and teaching principals are required to engage in **20** hours of professional learning & development activities each year. This will comprise of compulsory professional development training and in-service training provided by the school, SDOE, NDOE, NGO or a higher learning education institution. This may also include self-initiated or self-guided individual or group activities, as approved and validated by school authorities and/or the State or National Departments of Education.
- 2.2 All other non-teaching education staff employed by the State or National Department of Education are recommended to engage in **20** hours of planned professional learning & development as part of their professional development planning, from the employer and/or other external sources.

Supporting Requirements

Planning

- 2.3 Effective professional learning is planned. Teachers and school leaders will ensure that their annual Learning and Development Plans include planning for professional learning.
- 2.4 Such planning will be based on student learning needs, professional interests, personal growth, qualification and certification needs of teachers and school leaders, the needs of the school as expressed through the School Improvement Plan, as well as legislative, policy and system needs.

Delivery & Support

- 2.5 Some forms of professional learning may be delivered by: school leaders including school principals, lead/head teachers and nominated teachers, state and national department leaders and specialists and external providers, as approved by state and national departments. Some forms of professional learning may also be self-initiated and self-guided.
- 2.6 It is recommended that schools, through their principals, incorporate structured time for teachers to engage in professional learning activities into the school schedule. This is a recommendation, not a mandate, and up to the discretion of State Departments of Education to apply.
- 2.7 Individual learning and professional development plans (PDPs) will be based on:
- improving teacher/school leader's performance as guided by the Professional Standards
 - the requirements of the content and pedagogy of the curriculum
 - the teacher/school leader's professional interests
 - the teacher/school leader's preparation for career path progression
 - the teacher/school leader's contribution to the school improvement plan and system needs

The Quality Pedagogical Framework (QPF)

During 2016-18, a number of precursor education development projects (including the Quality Primary Education in the North Pacific [QPENP] project and the Project Preparatory Technical Assistance [PPTA] for IQBE) identified classroom pedagogical practices as an important element in improving the quality of teachers and teaching in FSM. In response, the FSM developed a Quality Pedagogical Framework (QPF) for use in FSM government schools.

2.8 All teachers and school leaders employed in FSM government schools must receive training on the QPF and in using its components for effective instructional planning and delivery.

2.9 The State Departments of Education are responsible for the coordination and administration of QPF trainings for teachers and school leaders.

A copy of the QPF is included for reference in Appendix C.

Teacher Induction

Teacher induction programs are structured periods of training and orientation offered to provisional teachers. The intention of a teacher induction program is to provide provisional teachers an introduction to classroom teaching and learning skills and structured opportunities for mentorship.

2.10 State Departments of Education are responsible for developing and offering a teacher induction program to all provisional teachers employed by the SDOE.

2.10.1 Provisional teachers are defined as individuals employed as teachers within FSM government schools who possess less than two years of teaching experience, and/or have not yet passed the compulsory teacher competency exams (NSTT) required for teacher certification.

2.10.2 It is recommended that state teacher induction training opportunities also be offered to transferring teachers. Transferring teachers are defined as individuals employed as teachers within FSM government schools who are transferred from one school site to another.

2.10.3 The format and structure of the state teacher induction program is up to the discretion of the State Departments of Education.

Lead Teachers / Teacher Learning Collectives

Lead teachers are teachers selected by FSM government school principals to provide support and assistance to the needs of the school.⁵ Lead teachers serve as educational role models for effective teaching and learning practices at the school level. In so doing, they help shape the culture of their schools, improve student learning, and influence practice among their peers. To ensure consistent, high-quality teaching practices, it is essential that lead teachers receive a minimum standard of training.

Some State Departments of Education may also refer to Lead Teachers as “Head Teachers” or “Teacher Learning Collectives” (TLCs). To respect variety in terminology between the states, the terms are used interchangeably here.

3.0 Lead Teachers (or Head Teachers or Teacher Learning Collectives) are defined as teachers within FSM government schools selected by their school leaders to provide support and assistance to school needs.

⁵ As defined in the COM-FSM IQBE Lead Teacher/TLC Training Modules Handbook.

- 3.1 State Departments of Education are responsible for offering a Lead Teacher/Teacher Learning Collective (TLC) training program to all FSM government schools under their jurisdiction.
 - 3.1.1 The format and structure of the Lead Teacher/TLC training program is up to the discretion of the State Departments of Education.
- 3.2 State Departments of Education are encouraged to compensate teachers selected to serve as Lead Teachers for their time contributed to supporting teaching, learning, and school needs outside of mandated working hours.

For more information on the potential roles and contributions of Lead Teachers/TLCs, please see the excerpt from the COM-FSM IQBE Lead Teacher Package, included in Appendix A.

Monitoring and Evaluation

Monitoring & Reporting

The National Professional Learning and Development Framework sets out the processes and requirements for monitoring and reporting that support the professional learning and development of all teachers and school leaders within government schools in the FSM. The National Department of Education establishes minimum standards of professional learning and development record keeping and data tracking that are to be met by the State Departments of Education and schools.

Evaluation & Record Keeping

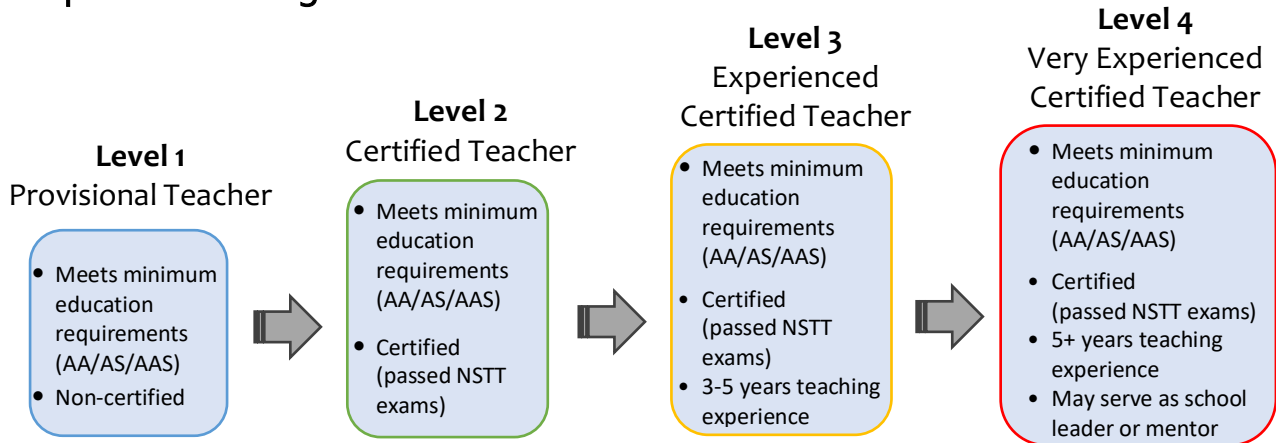
- 3.1 Schools will record attendance and participation of teachers in professional learning and development activities.
 - 3.1.1 Records of teacher professional learning and development are to be entered in teacher Log Sheets, with a copy kept on school premises by school leaders.
 - 3.1.2 Log Sheets shall include the following information:
Title of professional learning and development activity; type of activity; length of time; and validation of participation (in the form of a signature by a school leader/supervisor).

A sample Log Sheet for school use can be found in Appendix B.
- 3.2 Schools will submit records of teacher attendance in professional learning and development activities (captured in Log Sheets) to their State Department of Education on a bi-annual basis (twice a year).
- 3.3 The individual teacher's development and completion of a professional learning plan, and the impact on the teacher's professional activities and classroom performance, will be a consideration in the teacher's annual evaluation.
- 3.4 State DOEs are responsible for collecting records of teacher professional learning and development and inputting them into a digital record-keeping system (Student Information System) annually.
 - 3.4.1 State DOEs are responsible for collecting teacher professional learning and development records and sharing this data with the national data system (FedEMIS).
 - 3.4.2 To ensure standardization of data nationwide, states will collect teacher professional learning and development data (captured via teacher Log Sheets) from each school. Inputted data must include: Teacher name; School; Title of professional learning and development activity; Type of activity; Length of time; Facilitator/organization leading the activity; and Total PDL hours earned for the year.
- 3.5 The National DOE is responsible for receiving and monitoring the collection of teacher professional learning and development records from State DOEs, and for using this information to inform guidance on annual PD calendars and future professional learning and development opportunities offered at the national level.

Teacher Career Progression

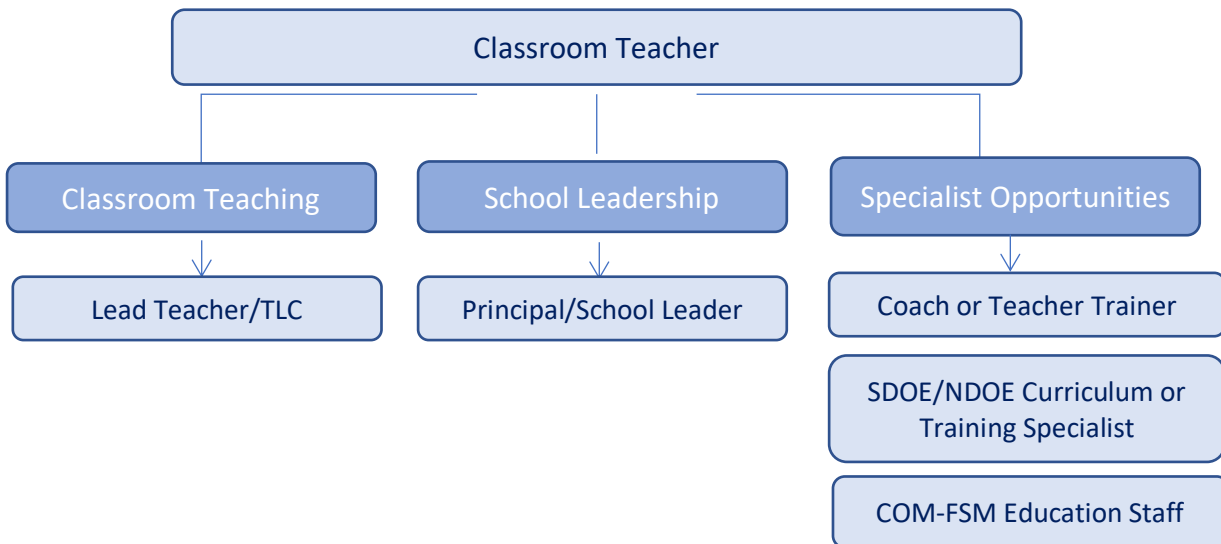
It is essential that all teachers and school leaders have access to continued opportunities for professional growth and progression. Sample career progression levels and continued career opportunities for teachers in the FSM are detailed below. For more information on teacher career progression and available professional development opportunities, please see the National Teacher Professional Learning & Development Roadmap excerpt included in the Appendices.

Sample Career Progression for Teachers



Source: Adapted from the FSM National Teacher Quality Standards, 2022.

Continued Career Opportunities for Classroom Teachers



Compensation Note: It is recommended that State Departments of Education direct attention to ensuring that teacher compensation is kept commensurate with educational attainment and teaching experience. In order to build and retain a highly effective teacher workforce, increased responsibility for educators and education support staff should be paired with increased salary compensation. Salary scales can help to make pay and progression more transparent in the education field in each state. The Yap State Salary Scale is an excellent resource for other SDOEs looking to adequately reward and retain quality teaching and education support staff in their context.

Conclusion

Attaining high quality student learning outcomes for all children of the FSM depends on continued system-level investment in the teachers, school leaders, and education staff who support their learning. This national policy Framework sets guidelines to ensure that teachers are supported to meet their professional learning and development needs by offering minimum benchmarks for training, development, and data-tracking, to be met by each state. State Departments of Education are encouraged to build beyond the national minimum requirements to offers opportunities for professional learning and development that can meet the unique needs of their own teachers, students and communities.

Resources for state and school use are provided on the following pages. By creating a shared minimum standard for professional learning and development, the State and National Departments of Education can work together to ensure high quality teaching and learning opportunities for all children of the FSM.

Appendices

Appendix A: COM-FSM IQBE Lead Teacher Package Excerpt

What can Lead Teachers/TLC do? What are possible roles, both formal and informal?

1. **Instructional Specialist.** *Demonstrate and share knowledge of:*
 - a. Effective teaching strategies
 - b. Lesson planning
 - c. Assessment
 - d. Student engagement
 - e. Classroom management
2. **Resource Provider:** *Locate and share*
 - a. Instructional materials
 - b. Web sites
 - c. Articles, books
 - d. Assessment tools
 - e. Data
3. **Classroom Supporter**
 - a. Co-teach
 - b. Model lessons
 - c. Observe and give feedback (not evaluation)
4. **Facilitator of Professional Development**
 - a. Identify needs
 - b. Help develop and implement a professional development plan
 - c. Establish a professional development committee
5. **Mentor**
 - a. Serve as a role model
 - b. Assist beginning teachers with instruction, curriculum, procedures, practices
6. **School Leader**
 - a. Serve on building committees
 - b. Act as a departmental chair
 - c. Develop and/or support school initiatives
7. **Believer in Change**
 - a. Always looking for a better way
 - b. Commit to continuous improvement
8. **Learner**
 - a. Model continuous improvement
 - b. Commit to lifelong learning
 - c. Use what they learn to help all students achieve

In their work, lead teachers and TLCs:

1. Help shape the culture of their schools
2. Improve student learning
3. Influence practice among their peers.

Appendix B: Sample Professional Learning and Development Log Sheet

State Department of Education

Name: _____

School: _____

Professional Learning & Development Log

This Log documents participation in recognized professional learning and development activities. Please complete (in full) each column and keep for your records. It is your responsibility to keep this form accurate and up to date. The "verification" column should be signed by your school principal, supervisor or the facilitator of the activity. This form will also assist in verifying professional development for accreditation and teacher appraisal purposes.

Date	Start Time	Total hours	Name of Activity	Topic	Led by: (NDOE, SDOE, Other)	Name of Facilitator/Presenter (If self-guided, note below)	Verification (signature)
<i>Example: 1/1/23</i>	<i>2:30pm</i>	<i>2</i>	<i>Singapore Math Workshop</i>	<i>Numeracy</i>	<i>COM-FSM</i>	<i>Augustine L. Frederick</i>	<i>Augustine F</i>

If submitting for professional development credit, your Supervisor/Principal/School Leader's signature and supporting documentation is required. Certificate of attendance/completion can also serve as evidence to validate your participation. Attach any supporting documentation to this sheet.

Supervisor/Principal/School Leader Name: _____ Signature: _____

Date: _____

Appendix C: Quality Pedagogical Framework

QPF Components	
For Teachers	For Students
<p>Prior Knowledge (student-centered planning)</p> <p>How can I find out what my students already know about this context?</p> <p><i>Finding out students' existing ideas/prior knowledge and looking at student assessment data/portfolio etc.</i></p>	<p>What do I already know?</p>
<p>Learning Outcomes and Success Criteria</p> <p>What do I want my students to learn i.e., to know and be able to do?</p> <p><i>Sharing intended learning outcomes with students</i></p> <p>How does what I am teaching relate to authentic knowledge application?</p> <p><i>Co-constructing success criteria with the students. What will they know and be able to do? Did the student demonstrate the level of learning as defined in the learning outcomes?</i></p>	<p>What am I going to learn in this lesson? (How does what I am learning relate to BIG picture and/or application in real life)</p> <p>What have I learned? How can I apply what I have learned?</p>
<p>A Variety of Teaching and Learning Strategies</p> <p>What teaching and learning strategies will best support student learning?</p> <p><i>Selecting a variety of teaching and learning strategies including interactive processes that fully engage students in learning.</i></p>	<p>What teaching and learning strategies worked for me? Why?</p>
<p>Assessment</p> <p>How can I help improve their learning throughout the lesson? <i>Using formative assessment by giving feedback and feed-forward throughout the lesson.</i></p> <p>What are my next steps for teaching? <i>(Summative, alternative, formal, informal)</i></p>	<p>How can I find out how well I am doing? What are my next steps for learning?</p>
<p>Reflection</p> <p>Were the teaching/learning strategies I used effective? Why or why not? What will I change?</p> <p><i>Using strategies to enable students to reflect on their learning. Assisting with forward planning.</i></p>	<p>What have I learned? What did I think of the entire learning experience?</p>

Appendix D: Policy Foundation

Title 40

FSM Code 2014 Title 40 Chapter 01

§ 101. Policy and purposes. It is hereby declared to be the policy of the Federated States of Micronesia to provide for a decentralized educational system in the Federated States of Micronesia which shall enable the citizens of the Federated States of Micronesia to participate fully in the development of the islands as well as to become familiar with the Pacific community and the world. To this end, the purpose of education in the Federated States of Micronesia shall be to develop its citizens in order to prepare them for participation in self-government and economic and social development; to function as a unifying agent; to bring to the people a knowledge of their islands, the economy, the government, and the people who inhabit the islands; to preserve Micronesian culture and traditions; to convey essential information concerning health, safety, and protection of the island environment; and to provide its citizens with the social, political, professional and vocational skills required to develop the Nation.

§103. Powers. (1) The Secretary of Education shall have the authority to administer and coordinate the educational system of the Federated States of Micronesia consistent with the National powers set forth in the FSM Constitution to do the following: (a) Promote education by setting minimum standards for educational administration, programs, and facilities;

(2) The Secretary of Education shall advise the Chairperson of the Board of Regents of COM-FSM in educational matters, to include the following:

(a) The educational needs and abilities of student classes or age groups advancing toward postsecondary education;

(b) FSM manpower requirements which might be met through training programs at COM-FSM;

(c) Opportunities and programs to transfer FSM students to specialized programs in other colleges; and

(d) Problems which inhibit efforts to meet FSM manpower needs, such as the causes of failure of students in completing their training or failure in returning to Micronesia after completing their training.

(3) The Secretary shall communicate and consult with the members of the State Boards of Education, for the purpose of promoting education, setting minimum standards, providing technical assistance, coordinating educational services, building consensus, and otherwise assisting the Boards of Education in the performance of their duties.

(4) The Secretary shall have the administrative authority to implement the provisions of this title, including the authority to issue reports, prepare a National educational plan, establish temporary committees for periods of up to two years to conduct studies and make recommendations, prepare budgets and administer funds, engage in litigation, issue guidelines and procedures, advance the interest of FSM students living abroad, act upon such other educational matters as may be assigned to the Secretary by the President or by law, and undertake any other educational activities reasonable and necessary to accomplish the purposes of this title and contribute to the well-being of the FSM.

National Teacher Quality Standards

2021

The FSM National Teacher Quality Standards (NTQS) were developed by the IQBE National Working Group for Teacher Development between August to November 2021. The Standards were reviewed by the IQBE Steering Committee and endorsed by the FSM Association of Chief State School Officers (FACSSO) in November 2021. The purpose of the FSM National Teaching Standards is to provide a minimum benchmark

for states and inform the FSM School Accreditation System (SAS)⁶. The NTQS were designed to support enhanced teacher performance and improved student learning outcomes, by giving the teaching profession a shared language to talk about and assess teaching practices. The standards are intended to enable a clear picture of evidence on how teachers are performing and provide a platform for teachers to evaluate and reflect on their own practices and professional learning. Teacher standards may be used for performance appraisal, professional growth and development, and career pathways and promotion. These standards were in part based on the teacher quality standards established in each state.

FSM School Accreditation System

FSM-SAS Procedures Manual — 2011, revised 2018

Title 40 of the FSM code requires that all schools in the FSM meet required minimum standards and undergo a process of accreditation. The purpose of accreditation is to ensure that all schools provide for students an environment that is conducive to learning. The FSM School Accreditation System (FSM-SAS) is therefore designed to help schools improve quality of educational services and opportunities for students so that their level of academic performance is improved.

Compliance with the FSM Schools Accreditation

- a. In order to operate in the FSM, all public and chartered non-public elementary and secondary schools must be accredited by the Secretary of Education unless they are declared to be under Special Measures.
- b. All public and chartered non-public elementary and secondary schools in the FSM shall comply with the requirements of the FSM Schools Accreditation Procedures as outlined in the FSM Schools Accreditation Procedures Manual and shall make available, on the day or days of evaluation, all data, records, reports and other information outlined in the FSM Schools Accreditation Procedures Manual and requested by the SSET or NSET.
- c. Public and chartered non-public elementary and secondary schools in the FSM may not require notice of a visit, for purposes of evaluation for accreditation, by the SSET or NSET.

Relevant Accreditation Standards

Standard 1: Leadership

Criteria 1.2

The principal has a clear philosophy of education and is an expert in curriculum and instruction. The principal manages a program of teacher collaboration for instructional planning. The principal conducts weekly planning meetings with teachers and staff to develop and review curriculum, syllabi, programs of study and lesson plans and ensures that there is continuity and progression between grades throughout the school.

Criteria 1.3

The principal is involved in a program of continuous professional development and appraisal by supervisors, board members or peers. The principal keeps up to date with innovations in education. The principal creates many opportunities for teachers to engage in continuous professional development activities. The principal mentors teachers and conducts formal and informal training at the school.

Criteria 1.4

The principal conducts a regular program of teacher performance appraisals. There are regular, structured classroom observations and written reports are produced. Feedback on observations is constructive and designed to improve teaching and learning. The principal coaches teachers and conducts model lessons where necessary. The principal encourages teachers to evaluate their own performance based on student learning outcomes.

⁶ FSM-SAS (2018) Standard 2

Standard 2: Teacher Performance

Criteria 2.4

All teachers actively participate with enthusiasm in a school-based appraisal program. All teachers, individually or in groups, reflect upon and evaluate their performance and participate in professional development. Teachers regularly make thoughtful and accurate written evaluations of lesson effectiveness based on children's learning outcomes.

Standard 3: Data Management

Criteria 3.1

Comprehensive and accurate school data is collected on a regular schedule. Daily attendance data for students and teachers is collected and analyzed to produce daily, weekly and annual percentages reports for individuals, classes and the whole school. Reports for the last three years or more are available. Action is taken early to address attendance and drop-out issues. School data is collected on a regular schedule. Daily attendance data for students is collected and analyzed to produce daily, weekly and annual percentage reports. Reports for the last three years are available. Action is taken to address attendance and drop-out issues.

Criteria 3.2

All school data is centrally located and carefully filed. Files are backed-up or duplicated and are securely held. All data is checked, cleaned and updated at least weekly. Data is provided to the Department of Education in a timely manner in both electronic and hardcopy format. Student IEPs are carefully filed, regularly consulted by class teachers and regularly updated. School data is centrally located and carefully filed. Data is regularly checked, cleaned and updated. Data is provided to the Department of Education in a timely manner. Student IEPs are carefully filed and often consulted by class teachers.

Criteria 3.3

All student performance data, including classroom assessment, teacher observations, student portfolios and test data, is analyzed by all teachers to identify individual students' strengths and weaknesses, including students with IEPs. Regular assessment meetings are held by teacher teams. Data analysis is used by teachers to adapt their teaching strategies and programs to meet individual student needs. All student performance data is collected and analyzed by all teachers to identify individual students' strengths and weaknesses, including students with IEPs. Data analysis is used by teachers to adapt their teaching strategies and programs to meet individual student needs.

Criteria 3.4

An extensive collection of school data is used to guide all management decision making. A full range of data, including findings from surveys, is shown and used in the School Improvement Plan. Data analysis is used by the principal to support management decisions, such as teacher deployment, student placement and resource allocation.

Standard 6: School Improvement Planning

Criteria 6.1

The School Improvement Plan has been developed and evaluated in accordance with the National Guidelines. The School Improvement Plan has been developed by a school improvement team that includes all teachers, parents, students, community members and other stakeholders who wish to be involved. The SIP is reviewed on a regular basis. There is evidence of improving student achievement as a result of the SIP.

Criteria 6.2

The school principal plays a leadership role in the development and implementation of the SIP. The SIP contains a Vision and Mission. The Vision and Mission are well known and shared by the school community. The Plan is effectively implemented and monitored. All staff members and members of the school

community are fully committed to implementing the SIP.

Criteria 6.3

The School Improvement Plan contains comprehensive data analysis of student performance, attendance, resources and school management, over a period of at least three years, noting school strengths and weaknesses. Data analysis is comprehensive and is presented in graphical format.

Criteria 6.4

The School improvement Plan contains SMART Student Achievement Goals and Objectives and Activity Planning Matrices for all activities, with inputs, timelines, outputs and outcomes. The SIP is posted in a public place and regular monitoring reports are issued to the community. Financial records for the last three years are extensive, accurate and transparent.

Prior Learning Assessment (PLA) Policy

Board Policy No. 3104; Administrative Procedure No. 3104
College of Micronesia-FSM

The College of Micronesia-FSM, as of January 2022, approved and adopted a revised Board Policy acknowledging credit for prior learning attained by students outside of the college setting. Recognizing that learning takes place beyond the classroom, COM-FSM will now award college credit toward certificates and degree programs based on an assessment of students' prior learning. This new practice, known as the Prior Learning Assessment (PLA) is defined as:

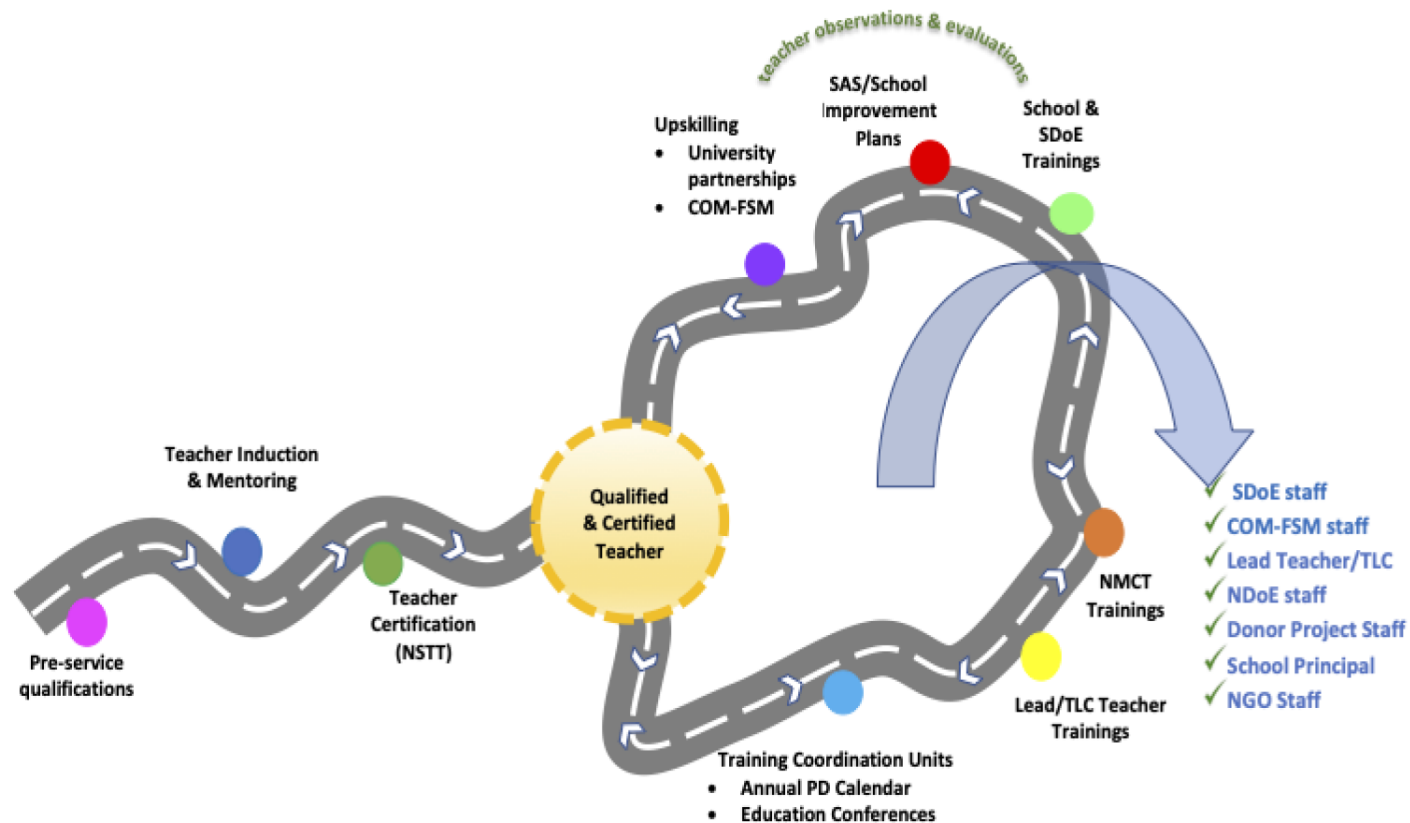
“The structured process for evaluating learning gained outside the traditional academic environment. Put another way, it is learning and knowledge students acquire while living their lives, such as by working, participating in employer training programs, serving in the military, studying independently, volunteering or doing community service, and studying open-source courseware. In short, PLA is the evaluation and assessment of an individual's life learning for college credit, certification, or advanced standing toward further education or training.”

For further information, please see the full COM-FSM Board Policy No. 3104 at the following link:
[http://www.comfsm.fm/bor/notebook/03-2022/10.a.ii.1.BP3104-Prior-Learning-Assessment\(1\).pdf](http://www.comfsm.fm/bor/notebook/03-2022/10.a.ii.1.BP3104-Prior-Learning-Assessment(1).pdf)

Appendix E: Professional Growth and Career Development: The National Professional Learning and Development Roadmap Excerpt

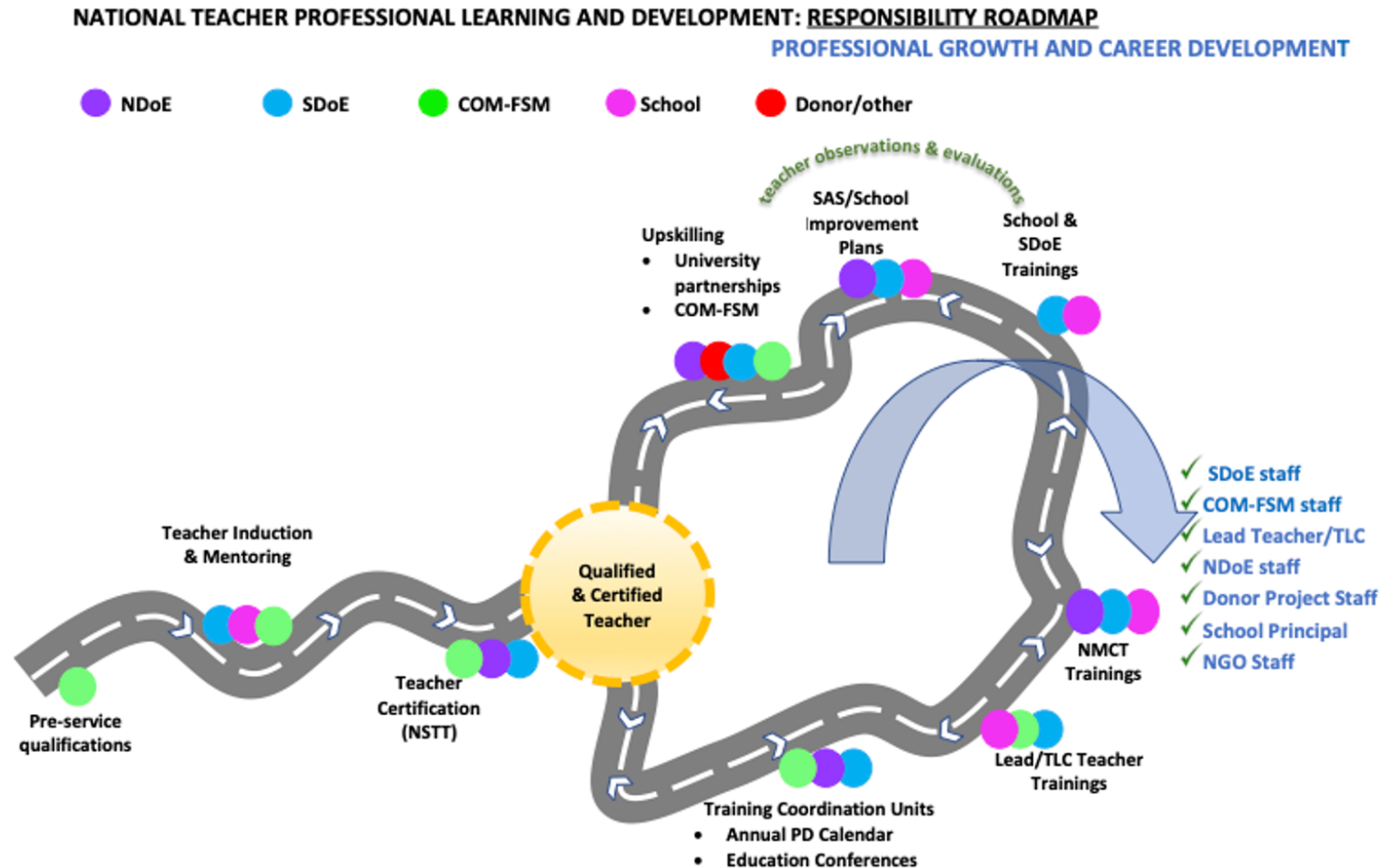
Effective learning for students relies on access to continuous professional learning and development opportunities for teachers. Teachers, school leaders, and education support staff must have access to ongoing opportunities for personal and professional growth across stages of their career. Below is an excerpt from the National Teacher Professional Learning & Development Roadmap, highlighting activities for growth and development available to teachers as they enter the workforce:

The National Teacher Professional Learning and Development Roadmap



The National Professional Learning and Development Responsibilities Roadmap

The Responsibilities Roadmap below depicts opportunities for teacher professional learning and development, highlighting what institutions are responsible for offering each activity. For further guidance on teacher career progression and opportunities for development, please reference the full National Professional Learning and Development Roadmap document, accessible on the NDOE website.



Appendix F: National Working Group for Teacher Professional Development

National Working Group for Teacher Development, Member List - 2022

The following stakeholders contributed to the development and design of the policy framework. We thank them for their time and efforts in drafting thoughtful policy recommendations to best serve the education leaders, teachers, and students of the Federated States of Micronesia:

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Lilly Abraham
Eugenia Pedrus
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Davidson Syne
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