



Request for Application
for
Independent Trainers/Coaches

Compulsory Training Program

Terms of Reference (ToR)

Tirana, Albania

1. Introduction

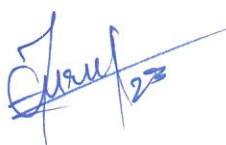
This call is opened by the Center for School Leadership: *With Address at:* Blv Zhan Dark, ish-ATSH. **We are looking for independent trainers and coaches** with expertise in the field of Education Leadership and interest to deliver training modules and experiential/inquiring learning services in the framework of the Compulsory Training Program for in-service and aspiring principals'/ vice principals of pre-higher education institutions in Albania. This project is implemented by the Center for School Leadership.

Center for School Leadership (CSL) has been established as result of cooperation between Albanian-American Development Foundation (AADF) and Ministry of Education and Sports (MoES) aiming to support the professional development of in-service, vice- principals, and aspiring principals of public or private pre-university educational institutions, by administering the compulsory training, certification process and provide on-the-job continuous professional development training. In close collaboration with MoES, the law in Pre-University education system has been revised and approved by Albanian Parliament in July 2018 (Law No. 48, 23.07.2018) and includes managerial and administrative training and professional certification as an additional mandatory requirement to exercise the role as a school principal. Based on the Decision of Council 80 of Ministers No. 540 dated 19.09.2019, The Center for School Leadership has managerial, administrative, financial, and technical independence and it is functional since October 2018.

2. Background information on the Compulsory Training Program:

The Compulsory Training Program for the Certification of principals' and aspiring principals of Pre-University Education Institutions (PUEI & VET) is managed exclusively by the Center for School Leadership (CSL). The program is based on the successful model of the Avney Rosha Institute – Israel, and aims to provide participants with the necessary skills to lead their institutions and certify them in accordance with [Decision No. 3, dated 20.02.2020](#) requirements.

The Compulsory Training Program lasts approximately 9 months, and it is organized as follows: Compulsory Training, Experiential learning (the internship) and Inquiry of experiential practice (details of these components will be found in Annex I).



2.1 The training is composed by nine modules, as follows:

1. Developing Vision and Strategy for School Improvement and Managing Change (36 hours in class +18 hours' internship)
2. Effective Teaching and Learning (36 hours in class + 18 hours' internship)
3. Pedagogical Diagnosis of Schools (36 hours in class + 36 hours' internship)
4. Observation, Feedback, and Other Tools to Advance Teachers (36 hours in class- 18 hours' internship)
5. Data-based Pedagogical Leadership (36 hours in class- 18 hours' internship)
6. Effective Management of People, Resources and Finances (18 hours in class 18 hours' internship)
7. Leading Transformational Change within the Context of Legislation of Albanian Law (18 class hours)
8. Leading Partnership with Business, Parents, and the Broader Community (36 hours in class)
9. Modelling Professional Development of Self and Others in order to Develop Effective Teams and Staff (36 hours in class+36 hours internship)

2.2 Experiential learning (The internship)

Experiential learning takes place in the schools' environment and is project-based learning. It applies only to aspiring principals and will be under the coaches' and mentors' guidance. The experiential learning of aspiring principals is conducted at a different school from where the aspiring principal teaches. 5-10 aspiring principals will be assigned to one school under one coach's guidance.

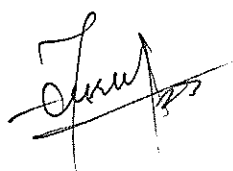
2.3 Inquiry of experiential practice

As part of experiential learning, inquiry learning consists of 36 hours and can take place in a classroom environment.

It focuses mainly on:

- Applying theory to practice using rich data and evidence from school practice (for example: video presentations, transcripts of lessons or other conversations, documents with authentic data, etc.).
- Organizing an inquisitive and professional discourse by means of protocols that focus on direct learning while achieving clear professional goals.

Compulsory Training Program	Number of hours
Training hours (modules)	270
Experiential Learning	162
Inquiring of Experiential Learning	36
Toatl number of hours for program	468



3. Target groups:

The target group of the Compulsory Training Program are principals, vice principals, and teachers who aspire to become principals.

3.1 Group composition and size:

The Center for School Leadership will train several groups of in-service/vice-principals and aspiring principals during the same cohort. Based on the CSL model, one group will have up to 30 participants.

4. Duration of Training

One training hour lasts 50 minutes of class time and is accompanied by 10 minutes of break.

5. Language

Training will be conducted in Albanian Language in case the native language of the trainer is Albanian.

6. Training Venue

The Center for School Leadership will provide a training venue. The sessions will mainly take place on partner universities' premises. The Center for School Leadership will ensure that the venues are appropriate and are adequately equipped. Training will take place in different cities of Albania, conditional on the needs of the Ministry of Education and Sports (MoES). Therefore, it may be required that the trainers travel to different training venues, (Tirana, Durrës, Elbasan, Shkoder, Vlore and potentially Korça and Gjirokastra).

Trainers shall clearly indicate in their application forms if they are willing to provide training outside of their current residence. In case they will, their transportation expenses will be reimbursed according to CSL relevant policy.

7. Required Qualification

7.1 Trainers shall demonstrate the following qualifications:

1. Academic background in the relevant field.
2. Well-established experience in delivering high-quality training (at least five years).
3. Expertise in the fields of teaching, learning theories, school leadership and management (overall at least 10 years);
4. Relevant publications of studies, articles, books, etc. in the relevant field.
5. Up-to-date knowledge in the field of school leadership, particularly of the principal's role in the improvement of teaching, learning, and student achievement.

7.2 Coaches shall demonstrate the following qualifications:

1. Possession of master's or higher degree;
2. Experience as School Principal (at least five years);
3. At least 5 years of cumulative teaching experience in the educational system, delivery of training or professional development of teachers/principals.
4. Currently NOT in the position of School Principal.

**CSL Alumni will be given priority*



7.3 Other requirements:

1. Availability to travel in different cities of Albania (Tirana, Durres, Elbasan, Shkoder, Vlore and potentially Korca and Gjirokastra);
2. Availability to work during weekends (Friday afternoon and Saturday);
3. Trainers/ Coaches are expected to use their own equipment, including computers.

8. Deliverables

Trainers and Coaches are expected to get engaged and deliver on the following activities:

8.1 Trainers

- 1- Design an excellent work plan for developing the training based on the CSL manual, including strategy and proposed methodologies, as well as quality indicators of the training;
- 2- Contribute in compiling the bank of questions;
- 3- Test and evaluate the participants during the program;
- 4- Supporting the participant during the training;
- 5- Use the Edu4school online platform for uploading training materials and other elements requested by CSL;
- 6- Final report including identified problems and suggestions for improvement, as follows:
 - general information on the module and training process;
 - program's progress during the weeks (a detailed description of each week);
 - evaluation of the participants;
 - recommendation and suggestion for improvement.

8.2 Coaches

- 1- Define learning needs of aspiring principals;
- 2- Collaborate closely with the Head of the Program;
- 3- Design personal experiential learning of aspiring principals and providing them with tailored guidance;
- 4- Provide inquiry for the whole group;
- 5- Supervise and evaluate the participants' projects during the experiential learning.
- 6- Use the Edu4school online platform for uploading materials and other elements requested by CSL.


9. Evaluation and selection criteria

9.1 Qualifying Criteria:

Please do not apply if you do not have:

- 1- Similar Experience as specified in this document.

All documentation may be verified for authenticity before contract award by asking the applicant to present originals of documentation for verification. Statements and declarations will be verified also. Falsity will cause immediate disqualification and penalization of the applicant for future proposals.



9.2 Evaluation Criteria

Applications will be evaluated based on the following criteria:

Evaluation Criteria	Weight	Main Sub-criteria	Documentation
Academic background	20 %	<ol style="list-style-type: none"> 1. Relevance to module selected. 2. Degree 	<ol style="list-style-type: none"> 1. Copies of Diplomas and Certificates
Relevant Experience	30 %	<ol style="list-style-type: none"> 1. Relevance to service selected. 2. Local or International Experience 3. Length of cumulative relevant experience in the last 10 years 4. References from clients 	<ol style="list-style-type: none"> 1. Contacts for References 2. Contracts 3. Links to related videos or publications 4. Other deemed appropriate by the applicant
Quality of relevant published research (preferably in the field of educational leadership and published in SCOPUS & WEB of Sciences)	20 %	<ol style="list-style-type: none"> 1. Relevance 2. Where is it published (consider impact factor)? 	<ol style="list-style-type: none"> 1. Links to publications
Financial Offer	30%		<ol style="list-style-type: none"> 2. Financial offer
	100%		

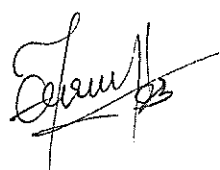
10. Terms and conditions

10.1. Terms of payment

The payment will be made after successful completion of the training module, experiential and inquiry learning and the submission of the required documents to CSL.

10.2 Ethical consideration & confidentiality

All materials created under this contract will remain the sole property of CSL, which will be free to adapt and modify for future use. Re-use of the materials by the trainers will require formal, written approval of the CSL. Also, all materials created in the framework of the bank of questions shall be kept at the sole discretion of CSL and will be managed by CSL staff. The activities of trainers and coaches during the program implementation will be monitored closely by CSL, including the training hours and its implementation.



Trainers and coaches should pursue all training session endeavors with integrity. They should be sensitive to CTP program regulations and must act with integrity and honesty in relationship with all the required rules. They should respect the confidentiality of the information which is being handled during the training sessions, experiential, and inquiry learning. In the framework of the program completion, trainers must follow the CTP manual of the training program for its implementation and be willing to create a bank of questions for their module and assure the confidentiality and quality of it. All the trainers and coaches should be in the training class 15 minutes before the beginning of the training session and ensure the required materials are available.

10.3 How and when to apply:

Trainers and coaches can apply for one or several modules as well as for one or several locations.

The application package shall include the following:

1. Application Forms (attached in the annex)
2. Financial proposal (detailed by unit of calculation)
3. Diplomas and certificates
4. Contacts for references
5. Contracts and links for publications and/or other relevant materials that provide relevant information regarding applicant's experience.
6. Simple business registration extract if relevant.

10.4 Ceiling price

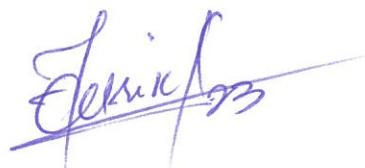
Cost/hour of engagement cannot exceed \$25.00/hour (gross) in the case of classroom training, and inquiring learning, and \$ 120.00/month (gross), in case of experiential learning (coaching).

10.5 Submission

All applications need to be submitted by e-mail at info@csl.edu.al. Send financial offers in separate email from other documents.

Technical and Financial Evaluation:

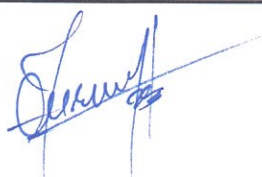
The applications will be evaluated first on technical merits. The technical evaluation assesses the capacity of the applicant to successfully complete the service. Deficiencies in the documentation will decrease the score and chances of winning the contract. Quality thresholds are also set up. Tenders scoring less than 60% on at least one qualitative criterion and less than 70% on qualitative criteria altogether, will be excluded from the rest of the assessment procedure. Fulfillment of minimum requirements is rewarded only with 60% of the points available for that criterion. Submit the maximum allowed to get all the available points.



The financial evaluation follows the technical evaluation and is based on the cost of work. The cost criterion is rated by giving the lowest qualified Bid, the maximum number of cost points available. The rest of the Bids are scored using a formula that allows a proportional reduction of points.

Other Evaluations: Evaluation Committee may take into consideration other criteria when assigning companies to the designated shortlist, including but not limited to record of past performance, reputation in the beneficiaries' community, integrity, and references.

Selection of the Winner: Selection of the successful applicant will be based on the total combined scores.



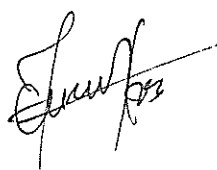
Annex 1-Compulsory Training Program (Module Description)

The training program lasts approximately 9 months, and includes the following nine modules:

- 1. Developing Vision and Strategy for School Improvement and Managing Change (36 hours in class +18 hours internship):**
 - a. Vision development focused on improving education, teaching, and learning;
 - b. The needed processes to draft school vision;
 - c. Building a work plan based on a school vision: translating vision to work plan;
 - d. Examining the relations between vision and school routine;
 - e. School schedule: division of classes, appointing teachers to classes and learning groups (including allocation of hours to support students);
 - f. Raising funds and other resources and distributing them considering the school's goals and vision;
 - g. Adapting the organizational structures to improve teaching and learning in order to support the implementation of school's goals;
 - h. Creating a positive change based on organizational learning and school vision for the future.

- 2. Effective Teaching and Learning (36 hours in class + 18 hours internship):**
 - a. Developing effective teaching strategies
 - b. Adapting teaching and learning to the student's needs;
 - c. Creating effective interaction between teacher and class students;
 - d. Enhancing understanding and thinking skills among learners;
 - e. Online teaching and learning;
 - f. Using feedback for learning and student assessment.

- 3. Pedagogical Diagnosis of the School (36 hours in class + 36 hours internship):**
 - a. Teaching and learning in classroom;
 - b. Teachers and students' dispositions regarding teaching and learning;
 - c. Understanding and implementing curriculum;
 - d. Students' achievement;
 - e. Collecting, understanding and analyzing internal and external data;
 - f. Analysis of pedagogical documents;
 - g. Working with intervention programs in the school;
 - h. Continues professional development of teachers;



4. **Observation, Feedback, and Other Tools to Advance Teachers (36 hours in class-18 hours internship):**
 - a. Teacher evaluation: introduction and use of teacher evaluation tools;
 - b. Observations and their analysis;
 - c. Providing constructive feedback/pedagogic discourse to teachers.

5. **Data-based Pedagogic Leadership (36 hours in class- 18 hours internship):**
 - a. Defining school wide problems and generating data-based objectives;
 - b. Compiling data-based work plan and performance indicators;
 - c. Collecting, understanding, analyzing and interpreting various type of data;
 - d. Presentation of findings for school wide improvement.

6. **Effective Management of People, Resources and Finances (18 hours in class 18 hours internship):**
 - a. Management of a learning organization: professional development and
 - b. organizational culture;
 - c. Leadership and management of change processes;
 - d. Priorities' setting and time management;
 - e. School budget management;
 - f. Effective management of programs and projects.

7. **Leading Transformational Change within the Context of Legislation of Albanian Law (18 class hours)**
 - a. Knowledge of Albanian education legislation and regulations and their implication on school leadership;
 - b. Use law, regulations, and procedures to induce changes and improve school results.

8. **Leading Partnership with Business, Parents, and the Broader Community (36 hours in class)**
 - a. Understanding the importance of creating partnerships with parents and the community;
 - b. Guiding teachers to support and instruct families in building relations with the school;
 - c. Strengthening teachers' ability to cope with parental demands;
 - d. Creating transparency in favor of fostering parents and community relation to school life;
 - e. Strengthening the relationship between the school and different audiences.



9. Modelling Professional Development of Self and Others in order to Develop Effective Teams and Staff (36 hours in class +36 hours internship):

- a. Familiarity with the principles of effective professional development within the school;
- b. Building a learning community among teachers;
- c. Dilemmas and concerns in building professional development system for the staff (as a team and individually);
- d. Management of school knowledge and transformation of private knowledge into collective knowledge;
- e. Development of monitoring procedures for teachers' professional development;
- f. Understanding the relationship between the professional development of teachers and the improvement of teaching and learning in the school;
- g. Defining roles of interim management positions, building and managing the middle leadership positions in the school;
- h. Distribute instructional leadership.

Module Title	No hours/modules
Developing Vision and Strategy for School Improvement and Managing Change	36 hours
Effective teaching and learning	36 hours
Pedagogical Diagnosis of the School	36 hours
Observation, Feedback, and Other Tools to Advance Teachers	36 hours
Data-based Pedagogic Leadership	18 hours
Effective Management of People, Resources and Finances	18 hours
Leading Transformational Change within the Context of Legislation of Albanian Law	18 hours
Leading Partnership with Business, Parents, and the Broader Community	36 hours
Modelling Professional Development of Self and Others in order to Develop Effective Teams and Staff	36 hours

