

## Identifying and Addressing Teacher Competence Gaps for Evidence-based Professional Development

The aim of the present paper is to build knowledge on the possible ways how in-service teacher competence gaps may be identified, in order to minimize them through building evidence-based and personalized teacher professional development. Insights were gained from a school-based research, identifying teacher (N=381) competence gaps and the consequent professional development solutions. As a result, authors offered a new perspective on how teacher competence management process may be organized in a school, in line with school development goals and curriculum reform, aiming to implement teaching of 21<sup>st</sup> century skills.

**Keywords:** teacher competence gap, competence identification, competence assessment, professional development, 21<sup>st</sup> century skills, school development goal