



RESEARCH ARTICLE

Integrative Model of Personalized Trajectories and Evaluation of the Effectiveness of the Advisor to the Director for Education and Interaction with Children's Public Associations in Mentoring Conditions

V.V. Nikolina^{1*}, A.A. Loschilova²

^{1,2} Minin Nizhny Novgorod State Pedagogical University (Minin University), Russia

ARTICLE INFO

ABSTRACT

Received: Jul 29, 2025

Accepted: Sep 24, 2025

Keywords

Personalized trajectories of advanced training
Evaluation of the effectiveness of upbringing activities
Integrative model of personalized trajectories
Public associations

***Corresponding Author:**

v.v.nikolina@mymail.academy

The study aims to substantiate theoretically and develop an integrative model of personalized trajectories and evaluate the effectiveness of upbringing activities of the advisor to the director for education and interaction with children's public associations in the context of mentorship. The integrative model is developed using a set of approaches: system-activity, comprehensive, personality-oriented, acmeological, integrative, personalized, environmental, and axiological. The study utilizes both theoretical methods of analysis, summarization, systematization, and modeling and empirical methods of observation, focus groups, and conversation. The experimental work included public-professional evaluation of the model by focus groups with the participation of 24 advisors to the director for education in the city of Nizhny Novgorod, Russia. The outcome of the study is the developed integrative model of personalized trajectories and evaluation of the effectiveness of the advisor to the director for education and interaction with children's public associations in mentoring conditions. The model comprises the theoretical and methodological level, the technological level, the block of evaluation, and the block of personalized trajectories of advanced training. The empirical study demonstrates that most focus group participants have positive impressions of the integrative model and highlights challenges that hinder the effectiveness of work. The developed integrative model can be applied in developing diagnostic tools to evaluate the effectiveness of the advisor to the director for education and interaction with children's public associations and design personalized trajectories of their advanced training, as well as in the training of educators in the system of continuing professional education.

INTRODUCTION

In the face of global geopolitical turmoil, instability, and uncertainty, education serves as a factor of sustainable development (Incheon Declaration) (UNESCO, 2016) in modern society. A special mission is bestowed upon educators as the translators of the accumulated sociocultural experience, values, norms, traditions, and historical memory to the younger generation. The role of educators in shaping value orientations and good citizenship (UNESCO, 2015) is emphasized in several of UNESCO's standard-setting texts (UNESCO, 2002). This entails increased attention of the state and society to the professional development of teachers and the effectiveness of their upbringing activities as a condition for improving the quality of the upbringing process.

In the contemporary Russian education system, a specialist who conveys state policy on upbringing and ensures the unity of the upbringing space and the upbringing system of the educational organization is the advisor to the director for education and interaction with children's public associations (hereinafter — advisor to the director for education). A key direction of their upbringing activities is supporting and consolidating the efforts of the administration, teaching staff, parental community, and social partners in fostering patriotism, civic responsibility, and spiritual and moral

values among students. The advisor to the director for education engages students in socially important activities, the organization of upbringing events, and the activities of the all-Russian social and state movement of children and youth "The Movement of the First" and supports socially important initiatives and social projects.

The position of "Advisor to the director for education" and its function was normatively established relatively recently, in 2023, in the Letter of the Ministry of Education of the Russian Federation of April 25, 2023 No. 06-795 "On the introduction of the position of advisor on education in professional educational organizations" (Ministry of Education of the Russian Federation, 2023) and the Professional standard "Specialist in the field of upbringing", approved by order of the Ministry of Labor and Social Protection of the Russian Federation of January 30, 2023 No. 53n (Ministry of Labor and Social Protection of the Russian Federation, 2023).

Performing many functions and interacting with almost all subjects of educational relations, the advisor to the director for education sets the target-value vector of the upbringing space, supports students' self-realization, and creates a positive image of future Russia. The diversity and multifunctionality of the work performed by the advisor to the director for education have been noted in studies by Lavrenteva (2023a), Lavrenteva (2023b), Lavrenteva and Skrypnikova (2023), Jam et al. (2025), Mansoor et al. (2025), Abbas et al. (2025), Romm (2023), and Betilmerzaeva and Muskhanova (2023), which explore their professional development, the strategic guidelines of their work, the features of interaction with students, parents, teaching staff, the mentoring function, etc.

Given the importance of these specialists' work for the state and society, the need arises to evaluate its effectiveness as a precondition for further professional development (Filipe et al., 2015; Teshaboyev, 2024). Individual aspects of evaluating the activity of advisors to the director for education have been examined by Kisliakov et al. (2023).

Because of the multifaceted nature of the work of advisors to the director for education, the professional development of these specialists and the evaluation of their activities require a personalized approach and personalized development trajectories. The issues of personalizing pedagogical practice have been considered by Tretiakova and Kaigorodova (2021), Brody and Hadar (2017), etc.

However, the theory and practice of education have overlooked the issues of evaluating the performance of advisors to the director for education and developing personalized professional development trajectories for them. There are no models that allow for an integrated and holistic presentation of personalized professional development trajectories and the evaluation of the performance of advisors to the director for education in the context of mentorship.

The practical need for the integrative model stems from the need to increase the effectiveness of advisors to the director for education, find mechanisms and ways to promote the professional development of these specialists, and develop diagnostic tools to evaluate effectiveness and detect professional challenges and deficits according to the functions and requirements stipulated in the professional standard.

The purpose of this study is to substantiate and develop the integrative model of personalized trajectories and evaluate the effectiveness of the advisor to the director for education and interaction with children's public associations in mentoring conditions that would ensure the coherence of evaluation and professional development procedures.

LITERATURE REVIEW

Given the complexity and multifacetedness of the research problem, literature review was conducted in the following directions: 1) approaches and models for evaluating the effectiveness of pedagogical activities; 2) the issues of professional development and designing personalized trajectories for the professional development of educators; 3) the features of professional development of the advisor to the director for education and the features of their mentorship function.

Pastore and Mincu (2024) report the results of research into teachers' perception of evaluation and the preconditions of its effective implementation in pedagogical practice and substantiate the role and factors in the qualitative assessment of teachers' professional development.

In exploring the second aspect of the research problem, we discovered a variety of approaches to professional development. The concept of an individual's professional development emphasizes two key strategies (models) of professional work: 1) an adaptive development strategy with a focus on performance, in which professional development goes through three stages: adaptation, establishment, and stagnation; 2) a strategy of professional development that involves the educator going "beyond the steady flow of daily practice", taking a holistic view on their labor, and acting as an active subject in its practical and creative transformation (Lavrenteva, 2023a, p. 13).

The personalization of teachers' professional development is unraveled by Shumeiko and Blinov (2023), whose model of the personalization of educators' professional development in the context of advanced training emphasizes the importance of unlocking the teacher's personal potential to the fullest, as well as properly organizing the teacher's interaction with school administration and educational authorities.

Starodubtsev and Isaeva (2017) provide substantiation for a conceptual model of continuous professional development of university teachers, considering the methodology of blended learning and the technology of open online courses. In this model, the system of personalized professional development of scientific and pedagogical staff is based on choosing a series of courses in a modular system of advanced professional training courses and informal participation in regular webinars and master classes.

The theoretical foundations of personalized education and the content, structure, and procedural and technological components of personalized development trajectories are discussed by Tretiakova and Kaigorodova (2021).

The third aspect of our literature review uncovers the various research approaches to the issues of professional development and the functions, features, and evaluation of the work of advisors to the director for education.

Lavrenteva (2023b) grounds the theoretical and methodological basis for the study of the professional competence of the advisor to the director for education, noting the innovative nature of their activities and the role of the advisor in the involvement of parents in upbringing activities at the general education organization.

Bogdashin and Soloveva (2023) detail the aspect of the work of the advisor to the director for education connected with interaction with the parent community and choosing effective forms to organize school-family cooperation, describes Russian and international experience, and analyzes the specifics of the advisor's work with parents. The findings reported by Betilmerzaeva and Muskhanova (2023) on the experience of parents and students' interaction with the advisor to the director for education shed light on the strategic status of this specialist.

Skrypnikova (2023) considers the main types and critical directions in the work of advisors to the director for education and underscores the importance of the mentorship function, shedding light on its specificity in the framework of pedagogical assistance and support provided by educators in the sphere of upbringing and the context of students' self-realization. The role and potential of mentorship in improving the quality of upbringing work is also highlighted by Deich et al. (2023).

The professionalism of the advisor to the director for education and the evaluation of their effectiveness are the focus of research by Kisliakov et al. (2023). The authors have developed and tested a battery of diagnostic methods for the evaluation and self-assessment of the effectiveness of these specialists.

MATERIALS AND METHODS

In the process of developing the integrative model of personalized trajectories and evaluation of the effectiveness of the advisor to the director for education and interaction with children's public associations in mentoring conditions (hereinafter — the integrative model), several key ideas and provisions and a set of approaches and principles were elected as the methodological framework for the integrative model.

The primary methodological approaches defining strategic guidelines and the principles underpinning the use of these approaches are detailed in Figure 1.

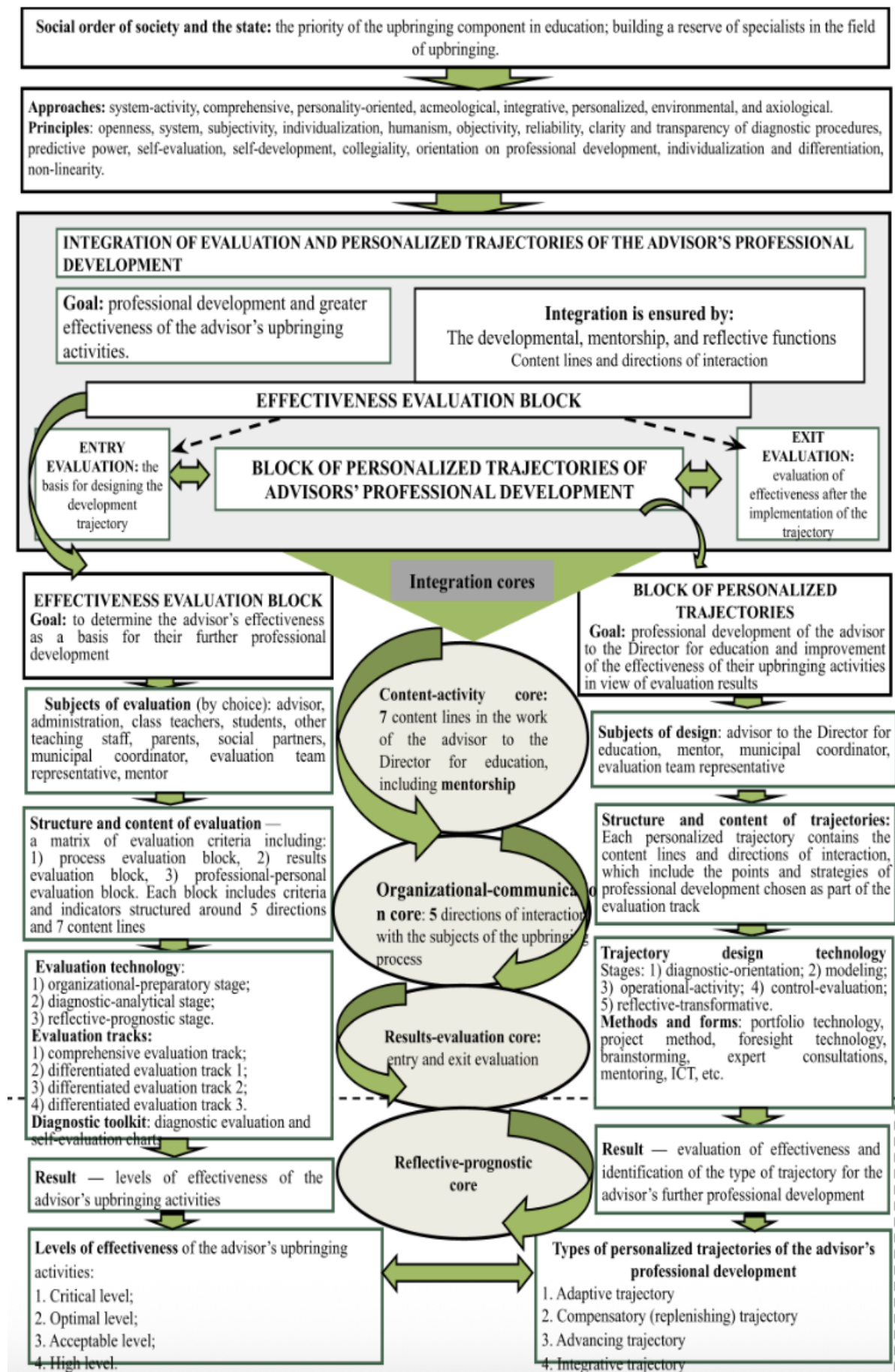


Figure 1. Integrative model for the evaluation of the effectiveness of the advisor to the director for education and interaction with children's public associations in mentoring conditions

The study utilized theoretical methods of analysis, summarization, systematization, modeling, and construction and empirical methods of observation, focus groups, and conversation.

As part of the experimental work, the developed integrative model was subjected to professional-public evaluation by means of focus groups. The total sample of focus groups included 24 acting advisors to the director for education in the city of Nizhny Novgorod (Russian Federation). Distribution by pedagogical experience was as follows: 1–3 years — 10%; 4–10 years — 24%; 11–20 years — 35%; over 20 years — 31%. Participants for the focus groups were recruited through snowball sampling.

The method of focus groups provided preliminary subjective information on the potential of applying the integrative model in educational practice. The participants were divided into three focus groups (eight people each) and asked to analyze the structure and content of the integrative model, evaluate the blocks presented in it, propose recommendations to optimize the model, and describe the professional deficits and difficulties they face in their professional practice.

To conduct the focus groups, we developed a dedicated topic guide, prepared information materials, and chose a moderator. The techniques applied included laddering and enumeration (making lists). The latter involved discussing predetermined questions and recording participants' statements on a flip chart. The goal of the focus groups was to obtain answers to the following blocks of questions:

1. Questions to analyze the "Evaluation of the effectiveness of the advisor to the director for education" block of the model:

Evaluate the content lines presented in the content-activity core of integration. What additions would you make to the content lines for the evaluation of the work of advisors to the director for education?

Analyze the criteria for the evaluation of the effectiveness of advisors to the director for education. Are the identified criteria enough? If not, what criterion or indicator would you add to the evaluation?

List the merits of the integrative model of personalized trajectories and performance evaluation for the advisor to the director for education.

Highlight the shortcomings of the integrative model of personalized trajectories and the evaluation of the effectiveness of the advisor to the director for education.

2. Questions to analyze the "Personalized trajectories of professional development of the advisor to the director for education" block of the model:

Analyze the structure and content of personalized trajectories for the professional development of advisors to the director for education. Make evaluative judgments.

Evaluate the process of designing personalized professional development trajectories for advisors to the director for education.

Evaluate the typology of personalized trajectories for the professional development of advisors to the director for education.

3. Block "Problems and professional deficits of the advisor to the director for education":

Highlight the problems you face in upbringing work.

List some professional deficits that hinder the effective implementation of upbringing activities.

The research procedure consisted of the following stages: 1) preparatory; 2) primary — data collection; 3) final — analysis and interpretation of the obtained data.

RESULTS

Based on the chosen theoretical provisions (Lavrenteva, 2023a; Lavrenteva, 2023b; Skrypnikova, 2023; etc.) of the professional standard "Specialist in the field of upbringing", regulatory documents (Ministry of Labor and Social Protection of the Russian Federation, 2023) on upbringing, and the analysis of educational practice, we developed the integrative model of personalized trajectories and evaluation of the effectiveness of the advisor to the director for education and interaction with children's public associations in mentoring conditions (Figure 1). The resulting model provides a systematic and holistic view of organizing the processes of evaluation and designing personalized

professional development trajectories for advisors to the director for education in their unity and interrelation.

The integrative model consists of the block of effectiveness evaluation and the block of personalized professional development trajectories united by the cores of interaction singled out based on the functions (development, mentorship, reflection), directions, and content of the work of advisors to the director for education.

The content-activity core of integration is represented by content lines for the evaluation of the work of the advisor to the director for education, which were identified based on their functions and the requirements of the professional standard (Ministry of Labor and Social Protection of the Russian Federation, 2023). These lines structure the criteria and indicators of evaluation and define the content of the designed trajectories of professional development:

Line 1 (Table 1)

Line 2 (Table 1)

Line 3 (Table 1)

Line 4 (Table 1)

Line 5 (Table 1)

Line 6 (Table 1)

Line 7 (Table 1)

These lines reflect the content of the interaction between the advisor to the director for education and all other subjects in the upbringing process.

The organizational-communication core of integration covers the directions of interaction between the advisor to the director for education and the subjects of the upbringing process considered both in the evaluation and in designing the content and strategies of professional development as part of personalized trajectories:

Direction 1. Interaction with students;

Direction 2. Interaction with parents;

Direction 3. Interaction with the staff of children's and youth public associations;

Direction 4. Interaction with administration and teaching staff;

Direction 5. Interaction with social partners.

The results-evaluation core of integration ties the evaluation and personalized trajectories together based on the functions of diagnostics and evaluation. The evaluation includes entry and exit diagnostics. Entry diagnostics of the effectiveness of advisors to the director for education are conducted at the initial stage of designing personalized trajectories of professional development and aim to determine the level of effectiveness of the advisor's upbringing activities and identify their professional deficits. Exit diagnostics are carried out after the realization of the personalized professional development trajectory to analyze changes in the advisor's effectiveness and provide a foundation for the strategy of their further professional development.

The reflective-prognostic core of integration serves the function development and involves the advisor's reflection on their work and the results of the evaluation. The trajectory of their further professional development is designed based on the identified level of effectiveness.

Importantly, the integrative model regards mentorship as a space for the development of the subjects in the upbringing process, where the advisor to the director for education supports the development of students' good citizenship and patriotism and self-realization in diverse creative and socially important activities. In addition, the advisor aids in improving the quality of upbringing activities carried out by teachers and class teachers. Mentorship is represented in the integrative model through context:

in the content line 6 "Methodological, mentorship, and dissemination activities";

in interaction with the subjects of the upbringing process, where the advisor can mentor students, representatives of teaching staff, members of children's public associations, as well as beginner advisors to the director for education;

in the mentorship vector reflected in the integrative personalized trajectory of professional development of the advisor to the director for education.

Below, we will describe the outlined blocks of the integrative model in more detail.

The block "Evaluation of the effectiveness of the advisor to the director for education" generally reflects the process of evaluation described in Figure 1.

The evaluation block includes a matrix of criteria in the following blocks:

- The process evaluation block comprises the evaluation of the current activities of the advisor to the director for education and their compliance with the requirements of the professional standard.
- The results evaluation block assesses the quality and correspondence of the obtained results to the requirements.
- The professional and personal evaluation block deals with the evaluation of the professional competencies displayed by the advisor to the director for education and reflection on their professional development.

The criteria and indicators of each block are structured around the described content lines of evaluation and directions of interaction in the work of the advisor to the director for education.

Table 1. Criteria and indicators of the process and results evaluation blocks

CRITERIA IN THE PROCESS EVALUATION BLOCK	CRITERIA IN THE RESULTS EVALUATION BLOCK
<i>Line 1. Managing the process of implementation of national and federal projects, federal work programs for upbringing, and other programs and plans in the educational organization.</i>	
CP-1. Analysis, planning, and monitoring of the results of the implementation of federal programs and calendar plans.	CR-1. The quality of the documents developed by the advisor to the director for education (plans and software and methodical support for the implementation of the Federal Work Program for Upbringing (FWPU), the Federal Calendar Plan of Upbringing Work (FCPUW), and other projects and projects at the federal and regional levels); the conducted monitoring, the implemented activities of the Unified Calendar of Educational Events, etc.
<i>Line 2. Participation in the development of the upbringing system of the educational organization in the context of traditional Russian spiritual and moral values and state policy on upbringing.</i>	
CP-2. Support and assistance in the implementation of the FCPUW, activities and events of federal importance	CR-2. Positive dynamics in the development of students' value attitudes and experience of socially important activity as a result of participation in upbringing events and socially important activities initiated by the advisor to the director for education; CR-3. Development of students' civic and patriotic position; CR-4. An organized system of interaction with parents.
CP-3. Participation in the analysis, planning, and development of the strategy for the development of the upbringing system in the educational organization and its further improvement.	
CP-4. Organization, support, and engagement of students in upbringing events, participation in the creation of an event-based child-adult community, development of the student self-governance system.	
CP-5. Establishing the upbringing system of the educational organization in the context of fundamental national spiritual and moral values and creating a positive image of Russia of the future among students.	

<i>Line 3. Identification and support of children's initiatives, social activity, self-realization of children and youth, promotion of civic and patriotic values.</i>	
<p>CP-6. Identification of the potential, interests, and needs of the subjects of educational relations</p> <p>CP-7. Creating conditions and opportunities for the development of students' talents, support for social initiatives, self-realization, and civic and patriotic position.</p>	<p>CR-5. An established system of activities for identifying children's initiatives, providing opportunities for self-realization and the development of students' talents, engaging them in socially important activities;</p> <p>CR-6. Promoting social activity among students;</p> <p>CR-7. Expanding the pool of social partners and increasing the productivity of interaction with them;</p> <p>CR-8. Students' achievements in socially important activities directed by the advisor to the director for education.</p>
<i>Line 4. Quality, productivity, and system of interaction with children's and youth public associations.</i>	
<p>CP-8. Coordination and system of work with children's and youth public associations as part of school-based preschool educational organizations.</p> <p>CP-9. Providing interaction with all-Russian public children's and youth organizations and public associations.</p>	<p>CR-9. An organized system of activities for interaction with the All-Russian social-state movement of children and youth "The Movement of the First".</p> <p>CR-10. Positive dynamics in the development of leadership qualities, civic responsibility, and patriotism among members of children's associations.</p>
<i>Line 5. Prevention of asocial and destructive behavior, accompaniment and support of students in difficult life situations.</i>	
<p>CP-10. Engagement in activities to prevent negative phenomena, destructive and deviant (illegal) behavior in the children's and youth environment.</p> <p>CP-11. Assessment and analysis of the educational organization's work to prevent antisocial and destructive behavior.</p>	<p>CR-11. Systemic support for students with deviant behavior and in difficult life situations; the quality and targeting of program-planning and evaluation-analytical activities as part of the prevention of negative phenomena, destructive and deviant (illegal) behavior in the children's and youth environment.</p> <p>CR-12. Positive dynamics in social activity, responsibility, and experience of social interaction among students with deviant behavior.</p>
<i>Line 6. Methodological, mentorship, and dissemination activities.</i>	
<p>CP-12. Methodological activities and dissemination of experience.</p> <p>CP-13. Mentorship activities.</p>	<p>CR-13. The relevance, quality, targeting, and value-meaning focus of the designed upbringing models and practices of interaction with children and youth, as well as methodological materials.</p> <p>CR-14. The quality of mentorship activities carried out.</p> <p>CR-15. Professional achievements in methodological, mentorship, and dissemination activities.</p>
<i>Line 7. Evaluation of organizational support for the activities of the advisor to the director for education.</i>	
<p>CP-14. Support for the activities of the advisor to the director for education by the subjects of the upbringing process.</p>	<p>CR-16. Positive attitudes to and satisfaction with the work of the advisor to the director for education among the subjects of the upbringing process.</p>

The process-technological component of the evaluation block involves a step-by-step evaluation procedure (Figure 1):

a) The organizational-preparatory stage involves creating a coordinating center to organize the evaluation of the effectiveness of advisors to the director for education and selecting the subjects of

evaluation from among students, parents, teaching staff, and administration (by choice). The evaluation may also involve municipal coordinators and specialists from the regional resource center for the implementation of the Childhood Navigators project, as well as advisors to the director for education for self-evaluation of their activities.

b) The diagnostic-analytical stage includes the execution of the evaluation and self-evaluation procedure with a complex of diagnostic and self-diagnostic charts; collecting, processing, and analyzing the resulting data to create an individual profile of the advisor's effectiveness, which includes a table of results with individual scores, a characteristic of the level of effectiveness of activity, and a list of professional deficits;

c) The reflective-prognostic stage focuses on the advisor analyzing and reflecting on their evaluation results and designing their personalized professional development trajectory on this basis; individual expert consultations with the organizers of the evaluation involving specialists from the regional resource center.

The evaluation procedure can be initiated by both the administration of the educational organization and the advisor to the director for education.

The technological aspect of evaluation includes one comprehensive evaluation track and three differentiated evaluation tracks (Figure 1):

- The comprehensive evaluation track covers all content lines on the work of the advisor to the director for education, reflecting their interaction with all participants in the upbringing process;
- Differentiated evaluation track 1 involves evaluating the work of the advisor in the framework of one or several content lines;
- Differentiated evaluation track 2 refers to assessing the advisor's effectiveness in one or several directions of interaction with the subjects of the upbringing process (1-5 directions). Each chosen direction of interaction with a particular subject is evaluated by the criteria of every content line;
- Differentiated evaluation track 3 consists in determining the advisor's effectiveness in one or several directions of interaction with all subjects in the upbringing process. Each direction of interaction is evaluated based on one or several content lines (by choice).

The evaluation procedure is carried out with the help of diagnostic tools (self-diagnostic charts, a battery of questionnaires for administration, teaching staff, students, and parents), which allow evaluating both the procedural and results aspects of the work of the advisor to the director for education.

The results component of the evaluation block. Based on the results of the evaluation, effectiveness indices are calculated for the procedural and performance evaluation blocks depending on the chosen track. The indices can be calculated: 1) for each criterion separately; 2) for each content line of evaluation; 3) for each direction of the advisor's interaction with a specific subject in the upbringing process (the separate indices of effectiveness in interaction with students, children's and youth public associations, parents, social partners, pedagogical staff); 4) for a group of content lines or directions of interaction; 5) across all directions of interaction or content lines of activity (the integral effectiveness index).

Index values were calculated as an arithmetic mean. Each index assumes four levels of effectiveness (Figure 1).

Based on the detailed information obtained through evaluation, a profile of the advisor's effectiveness is built, reflecting their levels of effectiveness and professional deficits. This effectiveness profile serves as a basis for designing personalized trajectories of professional development for advisors to the director for education.

Block "Personalized trajectories of professional development of the advisor to the director for education"

Relying on research by Tretiakova and Kaigorodova (2021) and Ignateva and Sdobniakov (2022), the concept of a personalized trajectory of professional development of the advisor to the director for education was clarified.

The goal of the personalized trajectory of professional development of the advisor to the director for education is described in Figure 1.

In the context of continuous advancing education, personalized trajectories of professional development for advisors to the director for education create situations for development that trigger psychological restructuring of the specialist's personality in the direction of self-identification, self-expression, and self-actualization.

Self-identification in this study is viewed in the context of the advisor revising their attitudes to themselves and their professional work and determining their professional position on upbringing issues in the context of state policy requirements.

Self-expression implies the advisor's readiness for a creative and constructive transformation of their professional practice and the upbringing system of the educational organization based on new ideas in upbringing, current trends, available resources, and the features of the educational organization.

Self-realization refers to the advisor making full use of their personal potential and the available opportunities to increase the effectiveness of the upbringing process.

The outlined personalized trajectories of professional development were divided into several types. Each trajectory aims to push the advisor to a new level of development and professional self-awareness.

1) *The adaptive personalized trajectory* focuses on an adaptive strategy of development, creating the conditions for the advisor to shift from feeling autotelic and self-given to experiencing oneself in activity ("Self as self-expression"). It involves the advisor's comprehension of their professional views, attitudes, self-image in the profession, and attitudes to professional practice given the identified professional deficits and requirements and adapting their work to the requirements imposed. The implementation of this trajectory supports the professional establishment of the advisor to the director for education and their recognition of the value of professional self-development.

2) *The compensatory (replenishing) personalized trajectory* envisages the expansion of existing basic knowledge and the development of competencies in the sphere of upbringing, as well as reflection skills as a precondition of professional development; further search for the points of professional growth, expansion of the circle of interaction and professional toolkit, development of interpersonal relations with the subjects of the upbringing process in the process of deeper immersion in the professional context.

3) *The advancing personalized trajectory* assumes an anticipatory mode of functioning, readiness and ability for internal changes, and reflection on the dynamics of professional development. There is a practical transformation of professional activity, a transition to an innovative, creative level, involving the development of new forms of and practices of upbringing work, the creation of a team of like-minded people as a manifestation of self in the other.

4) *The integrative personalized trajectory* is designed when the advisor is fully integrated into the upbringing space of their educational organization and can ensure its cohesion and integrity. This trajectory sets the vector of self-realization in mentoring, methodological, and dissemination activities, where the advisor to the director for education takes on the role of a professional, expert, and mentor capable of providing targeted support to the subjects of the upbringing process and determining the vector of the mentee's development and the field of their opportunities for the realization of their personal potential.

Given the diversity of transitional and mixed forms of professional establishment and development, these types of personalized trajectories outline the contours of how the advisor to the director for education should design their professional development and work on improving their upbringing activities.

Structure and content of trajectories

The content of personalized professional development trajectories is structured around the directions of interaction with the subjects of the upbringing process and the content lines of activity carried out by the advisor to the director for education. The strengths and professional deficits

identified in the course of evaluation serve as the starting points for choosing the strategy of development in the framework of personalized trajectories of professional development.

The technology of designing personalized trajectories. The process of designing personalized trajectories of professional development for advisors to the director for education consists of the following consecutive stages (Figure 1):

- 1) The diagnostic-orientation stage — evaluating the effectiveness of the advisor's upbringing activities to identify problems and professional deficits. Identifying strategic guidelines for professional development based on the established level of effectiveness;
- 2) The modeling stage — designing the content of the chosen personalized trajectory of professional development, selecting its invariant and variable tracks. Determining the methods of further development within the selected content lines and directions of interaction with the subjects of the upbringing process;
- 3) The operational-activity stage consists in implementing the personalized trajectory of professional development of the advisor to the director for education.
- 4) The control-evaluation stage — evaluating the effectiveness of the personalized professional development trajectory in terms of its effect on the effectiveness of the advisor's upbringing work.
- 5) The reflective-transformative stage is connected with analyzing the dynamics of the effectiveness of the advisor's upbringing activities, forecasting, and choosing strategies for further professional development.

The method of focus groups was used to obtain preliminary subjective information on the potential of applying the developed integrative model in educational practice. The processing, systematization, and interpretation of the obtained data yielded the following results (Table 2). Most focus group participants had a positive impression of the evaluation block of the integrative model. The procedure of evaluation drew particular interest, showing that most advisors to the director for education recognize the importance of evaluating the effectiveness of their upbringing work as a prerequisite for further professional development.

Table 2 - Results of discussion on the group of questions "Analysis of the evaluation block of the integrative model".

Block of questions	Participants' responses
Evaluate the content lines presented in the content-activity core of integration.	<p>"The content lines presented in the model are sufficiently clear and understandable and require no additions".</p> <p>"I suggest adding the following lines of evaluation: 1. Ensuring the safety of learners; 2. System and planning".</p> <p>"It was proposed to add the line of 'Work on engagement'".</p> <p>"Add the line of 'Interaction with the parent community, consulting, methodological support'".</p> <p>"Supervising associations of the parent community (a fathers' council, a group of active mothers and grandparents) for interaction with the educational organization".</p> <p>"I believe there's enough lines, it's best not to overload".</p> <p>"Everything is indeed fully detailed".</p> <p>"The scale is already outlined by experts with maximum clarity".</p> <p>"Interaction with additional education institutions".</p>
What criteria would you add to the evaluation of the effectiveness of advisors to the director for education?	<p>"Add the results of the advisor's collaborative work with teachers and social partners in the implementation of the upbringing program".</p> <p>"Add innovation in upbringing work: Analysis of the introduction of new upbringing technologies and approaches and their impact on the educational process".</p> <p>"Introduction of digital technology. Evaluation of the use of digital tools and resources in upbringing work (online platforms, social media). Measurable parameters: the number of digital tools used, student reach, the effectiveness of use. Systematic work. Assessment of the presence of a long-term strategy of upbringing work, its systematic implementation and adjustment. Measurable parameters: the presence of an approved work plan, dynamics of indicators in the chosen areas".</p>

	<p>"Participation in the contest movement, summarization and presentation of work experience at different levels".</p> <p>"The use of digital technology. Evaluation of the introduction of technology into the upbringing process, including social media and online platforms for interaction with students and parents/ Evaluation of students' engagement: analysis of the level of student participation in upbringing events and school life. Student feedback: systematic collection and analysis of students' own opinions and suggestions on upbringing work and their needs".</p>
List the merits of the integrative model of personalized trajectories and performance evaluation for the advisor to the director for education.	<p>"Comprehensiveness, clarity, and coherence of the system for evaluating the quality of the advisor's work and the personalized professional development trajectories developed on this basis".</p> <p>"Variability, availability of multiple evaluation tracks".</p> <p>"A comprehensive approach. Covers various aspects of upbringing work, which provides a complete picture of the advisor's activities. The evaluation helps to identify strengths and weaknesses in the advisor's work, which can become the basis for their professional growth and development".</p> <p>"The ability to identify the advisor's gaps and build a development program from there".</p>
Highlight the shortcomings of the integrative model of personalized trajectories and evaluation of the effectiveness of the advisor to the director for education.	<p>"Due to the vast functionality of the advisor, it is difficult to fully assess their effectiveness"</p> <p>"Deep and detailed study and testing is needed before large-scale introduction".</p> <p>"The system of feedback and the need to evaluate the work of the advisor to the director for education are not clear".</p>

Summarizing the results of the discussion on the second group of questions dealing with the "Personalized trajectories of professional development of the advisor to the director for education" block of the model, we can highlight the following opinions of focus group participants:

- "the tracks of professional and personal development of a class teacher identified in each type of personalized trajectory are interesting";
- "the ability to choose personalized trajectories considering the level of effectiveness identified through the evaluation of the effectiveness of the advisor to the director for education";
- "the types of personalized trajectories are of great interest";
- "it is unclear how the years of service of the advisor to the director for education will be factored in the choice of type of personalized professional development trajectory";
- "it is not quite clear how to choose between invariant and variable trajectories within a certain type of personalized trajectory";
- "the stages of designing personalized professional development trajectories for advisors to the director for education are clear and understandable";
- "there is a variety of forms, methods, and technologies that can be used by the advisor to the director for education in designing the content of the personal trajectory";
- "the content of the structure of personalized professional development trajectories needs to be detailed, it is presented in an overgeneralized form".

In discussing the third set of questions related to the problems, difficulties, and professional deficits of the advisor to the director for education, the following were highlighted as the most common problems faced by these specialists when interacting with the participants in the upbringing process:

"Lack of understanding on the part of the administration of the educational organization";

"Lack of understanding on the part of the parent community about the importance of upbringing";

"Lack of parental engagement";

"Lack of understanding and support on the part of class teachers";

"Difficulty communicating with class teachers";

"Children's disinterest in the organized upbringing events";

"Lack of coordination in the school's upbringing team";

"Formalistic approach to important upbringing events".

Thus, the data obtained suggests that advisors face several challenges. These are associated with a lack of interest and engagement on the part of children, parents, and teachers alike in organizing joint upbringing activities, as well as with difficulties interacting with the subjects of the upbringing process (students, parents, class teachers, administration, etc.). Several focus group participants note that the educational organization lacks a "unified approach to upbringing".

Several focus group participants note difficulties realizing their mentorship function, spreading their experience, and organizing upbringing activities:

- "The mentorship system is not always established; you have to build it yourself. As a rule, the mentorship system exists only in individual classes, and it is challenging for one person to implement it at the school-wide level".

- "Advisors having difficulties describing and packaging their experience".

- "Difficulty carrying out upbringing work as part of extracurricular activities in many institutions".

- "Analyzing the upbringing events, I have come to realize that the purpose and essence of the event is lost behind its form".

- "Repeated events that pop up here and now, not planned but imposed from the top as an urgent task".

As a result of the analysis, the professional deficits pointed out by advisors to the director for education were summarized and combined into two groups: group 1 — "Professional deficits related to lack of professional competence in the field of upbringing"; group 2 — "Professional deficits related to interaction with the subjects of the upbringing process". A more detailed description is presented in Table 3.

Table 3 - Professional deficits hindering the effective implementation of upbringing activities

Professional deficits related to a lack of professional competence in the field of upbringing	Professional deficits related to interaction with the subjects of the upbringing process
<ul style="list-style-type: none"> - "Lack of knowledge of modern methods and approaches to upbringing activities can reduce their effectiveness". - "Difficulties in choosing effective forms and methods of work, as well as in familiarity with modern upbringing technologies". - "Insufficient level of psychological and pedagogical literacy". - "Insufficient knowledge in the field of child psychology, deviant behavior". - "Lack of knowledge in psychology and pedagogy, lack of teamwork skills, inability to adapt to change, gaps in the organization and planning of work, inexperience in launching and managing projects, limited technological skills, lack of critical self-reflection, problems with conflict resolution, stress tolerance, and emotional burnout". - "Problems with organizing a high-quality, meaningful, and emotionally fulfilling upbringing event". 	<ul style="list-style-type: none"> - "Lack of resources and technologies to engage all students in the upbringing process — students with high special cognitive needs, gifted and underachieving, students with disabilities". - "Insufficient level of psychological and pedagogical literacy, problems in socio-psychological interaction with students, pedagogical and interpersonal conflicts". - "Lack of skills in conflict resolution and managing difficult situations". - "Work with adolescents at the current stage". - "It would be nice to have more interaction with colleagues from other regions". - "Communication with advisors from other cities and regions". - "Lack of interaction with the parent community, lack of a mentoring system in the educational organization".

<ul style="list-style-type: none"> - "Time management skills". - "Difficulties in organizing time". - "Problems with multitasking and multidimensionality". - "Development of communication skills, ability to convince others". - "Ability to 'package' the experience and share it". - "Professional deficits in the field of management". - "Insufficient number of courses for advanced training and the development of methodological work". 	<ul style="list-style-type: none"> - "I have no support from the administration and teaching staff". - "I'm doing everything on my own. No team, no support".
--	---

The focus group study provides empirical material that will serve further refinement of the integrative model, given the demands and needs voiced by advisors to the director for education. The general conclusion drawn by the focus group participants is positive. The evaluation procedure and personalized professional development trajectories presented in the model generated interest and positive feedback. A key result of this study is the shift in the approximate attitude from "how dare you evaluate me" to "it is important to evaluate my work to uncover my abilities and design personalized trajectories of professional development on this basis".

DISCUSSION

The analysis of studies on the evaluation of pedagogical work shows that evaluation is an essential part of teachers' professional development. The Educational Technology Professional Development (ETPD) combines theoretical concepts useful in interpreting the obtained results: (a) technological pedagogical content knowledge (TPACK), (b) organizational learning, and (c) studies and surveys.

The importance of evaluation in the professional development of educators and improving their effectiveness is emphasized by Suchyadi et al. (2020), who note its monitoring function and the need to create evaluation services in educational organizations to support teachers' motivation to continuously improve their knowledge.

The stimulating and developmental function of evaluation is substantiated in research by Kisliakov et al. (2023).

The results of a survey of advisors to the director for education reported by Kisliakov et al. (2023) support the need to evaluate the effectiveness of the advisor's interaction with the subjects of the upbringing process. The survey suggests that around 80% of advisors' time is devoted to interacting with children, organizing and holding school-wide events, preparing various documentation and reports, and interacting with class teachers and other teaching staff.

The analyzed studies give evidence of the need for the integrative model of personalized trajectories and evaluation of the effectiveness of upbringing activities carried out by advisors to the director for education that would ensure an integral and comprehensive approach to the professional development of these specialists.

The developed integrative model is based on and develops the provisions of the study of the professional development of advisors to the director for education conducted by the research team of Novosibirsk University (Lavrenteva, 2023a; Lavrenteva, 2023b; Skrypnikova, 2023; etc.). The functions, directions, and competencies of the advisor to the director for education highlighted by these authors were used as a foundation for the content lines to integrate the content of evaluation and personalized trajectories. The results of the empirical study conducted by these researchers are consistent with our data using focus groups on the multifunctionality and multi-tasking required of advisors, insufficient support from administration and teaching staff, and difficulties introducing innovative forms of work.

The developed integrative model also incorporates provisions on the role of reflection in professional self-development and practice and its potential in identifying immediate development prospects.

The evaluation block of the integrative model is founded on research by Slepko, which established that the teacher's personality traits and values are major factors in the effectiveness of their

pedagogical work. This led us to single out the professional-personal component alongside the process and results components, making the evaluation comprehensive.

The typology of personalized trajectories of professional development for advisors to the director for education outlined in the integrative model was developed in the framework of the approaches and principles presented by Tretiakova and Kaigorodova (2021) and Ignateva and Sdobniakov (2022), as well as the principles of adult learning, such as the need to take on responsibility.

In defining the content of advisors' personalized professional development trajectories, we also developed the provisions of Brody and Hadar (2017) on a four-step model of professional development trajectories reflecting a non-linear view of the professional development of educators.

Each trajectory implies the advisor's involvement in different situations of professional development that facilitate the development and mastery of a professional position: from novice to highly professional expert.

CONCLUSION

Our research resulted in the creation of the integrative model of personalized trajectories and evaluation of the effectiveness of the advisor to the director for education in the context of mentorship. The methodological basis of the model is comprised of the system-activity, comprehensive, acmeological, personality-oriented, integrative, environmental, and personalized approaches and the principles embodying them. The model consists of the evaluation block and the block of personalized trajectories of the professional development of advisors to the director for education, tied together by the content-activity, organizational-communication, results-evaluation, and reflective-prognostic cores of integration.

The evaluation block contains the target guidelines, criteria, and indicators, the diagnostic toolkit, the procedure of evaluation, four evaluation tracks, and an algorithm for calculating the effectiveness of the advisor to the director for education. The block of personalized trajectories of professional development includes the target, content, technological, and results components and the types of personalized trajectories of advisors' professional development.

The integration of evaluation and personalized trajectories ensures the integrity of the professional development of advisors to the director for education and gives an impetus to the upbringing process in the educational organization. It allows determining the vectors of the advisor's professional development and establishing the strategies of their professional practice.

The empirical study conducted to test the integrative model of personalized trajectories and evaluate the effectiveness of upbringing activities carried out by the advisor to the director for education demonstrates interest and a positive reception of the model on the part of focus group participants. The empirical material obtained will also be instrumental in refining and improving the integrative model.

The created integrative model of personalized trajectories and evaluation of the effectiveness of advisors to the director for education can be utilized in developing methods for evaluating the performance of these specialists, creating mechanisms to realize the personalized professional development trajectories based on the results of the professional-personal, process, and results components of evaluation, and designing diagnostic tools.

ACKNOWLEDGMENTS

The publication was prepared under the state assignment of the Ministry of Education of the Russian Federation No. 073-03-2024-051/8 of December 9, 2024 for research on the topic "Designing an integrative model of personalized trajectories and evaluating the effectiveness of educational activities of the advisor to the director for education and interaction with children's public associations in mentoring conditions".

REFERENCES

- Abbas, M., Khan, T. I., & Jam, F. A. (2025). Avoid Excessive Usage: Examining the Motivations and Outcomes of Generative Artificial Intelligence Usage among Students. *Journal of Academic Ethics*, 1-20.

- Betilmerzaeva MM, Muskhanova IV. Strategicheskii status sovetnika direktora po vospitaniuu v sovremennoi shkole: Vzgliad obuchaiushchikhsia i ikh roditelei [Strategic status of director's counsellor for education in a modern school: The view of learners and their parents]. *Perspectives of Science & Education* 2023;62(2):330–350. <https://doi.org/10.32744/pse.2023.2.19>
- Bogdashin AV, Soloveva TO. Spetsifika vzaimodeistviia sovetnikov direktorov po vospitaniuu s roditelskim soobshchestvom [Specifics of the interaction of advisors of the education directors with the parent community]. *Review of Omsk State Pedagogical University. Humanitarian Research* 2023;2(39):140–145. <http://dx.doi.org/10.36809/2309-9380-2023-39-140-145>
- Brody D, Hadar L. *Teacher educators' professional learning in communities*. London: Routledge; 2017. 190 p. <http://dx.doi.org/10.4324/9781315645605>
- Deich BA, Lavrenteva ZI, Lisetskaia EV. Analiz potentsiala i zatrudnenii razvitiia professionalnoi kompetentnosti sovetnika direktora po vospitaniuu i vzaimodeistviuu s detskimi obshchestvennymi obedineniiami: Analiticheskaiia zapiska [Analysis of the potential and difficulties in the development of professional competence of the advisor to the director on education and interaction with children's public associations: Analytical note]. Novosibirsk: Novosibirsk State Pedagogical University; 2023. Retrieved November 20, 2024 from [https://nspu.ru/nauka/gosudarstvennye-zadaniya/...](https://nspu.ru/nauka/gosudarstvennye-zadaniya/)
- Filipe MNM, Ferreira FAF, Santos SP. A multiple criteria information system for pedagogical evaluation and professional development of teachers. *Journal of the Operational Research Society* 2015;66(11):1769–1782. <http://dx.doi.org/10.1057/jors.2014.129>
- Ignateva GA, Sdobniakov VV. Proektirovanie personalizirovannogo dopolnitelnogo professionalnogo obrazovaniia pedagogov: Sobytiino-pozitsionnaia metodologiia [Design a personalized additional professional education of teachers: Event-positional methodology]. *Vestnik of Minin University* 2022;10(3):7. <http://dx.doi.org/10.26795/2307-1281-2022-10-3-7>
- Jam, F. A., Ali, I., Albishri, N., Mammadov, A., & Mohapatra, A. K. (2025). How does the adoption of digital technologies in supply chain management enhance supply chain performance? A mediated and moderated model. *Technological Forecasting and Social Change*, 219, 124225.
- Kisliakov AV, Shcherbakov AV, Buravova SV. Issledovanie professionalizma sovetnikov direktora po vospitaniuu i vzaimodeistviuu s detskimi obshchestvennymi obedineniiami: Instrumentarii, diagnostika, rezultaty issledovaniia [Professionalism research of the director's advisors on education and interaction with children's public associations: Tools, diagnostics, study results]. *Nauchnoye obespecheniye sistemy povysheniya kvalifikatsii kadrov* 2023;2(55):133–147.
- Lavrenteva OA, Skrypnikova EM. Analiz potrebnosti obrazovatelnykh organizatsii v realizatsii kompetentsii sovetnika direktora po vospitaniuu i vzaimodeistviuu s detskimi obshchestvennymi obedineniiami: Analiticheskaiia zapiska [Analysis of the needs of educational organizations in the implementation of competencies of the advisor to the director for education and interaction with children's public associations: Analytical note]. Novosibirsk: Novosibirsk State Pedagogical University; 2023. Retrieved November 10, 2024 from <https://ya.mininuniver.ru/r/48402b7d>
- Lavrenteva OA. Kompetentnostnaia model deiatelnosti sovetnika direktora po vospitaniuu i vzaimodeistviuu s detskimi obshchestvennymi obedineniiami [Competence model of the activity of the advisor to the director for education and interaction with children's public associations]. *Social and Political Research* 2023a;3(20):110–124.
- Lavrenteva ZI. Metodologiia issledovaniia deiatelnosti sovetnikov direktorov po vospitaniuu i vzaimodeistviuu s detskimi obshchestvennymi obedineniiami [Methodology of studying the activity of advisors to directors on education and interaction with children's public associations]. *Sotsial'naya pedagogika* 2023b;2:5–13.
- Mansoor, M., Khan, T. I., Jam, F. A., & Alasmari, M. (2025). From donations to devotion: how cause-related marketing frames drive brand evangelism through cognitive and social pathways in hospitality. *International Journal of Contemporary Hospitality Management*.
- Ministry of Education of the Russian Federation. Letter of the Ministry of Education of the Russian Federation of April 25, 2023 No. 06-795 "On the introduction of the position of advisor on

- education in professional educational organizations". 2023. Retrieved November 10, 2024 from <https://www.garant.ru/products/ipo/prime/doc/406922916/>
- Ministry of Labor and Social Protection of the Russian Federation. Professional standard "Specialist in the field of upbringing", approved by Order of the Ministry of Labor and Social Protection of the Russian Federation of January 30, 2023 No. 53n. 2023. Retrieved September 16, 2024 from <http://publication.pravo.gov.ru/Document/View/0001202303060005>
- Pastore S, Mincu M. A feasible balance? The Italian teachers' standpoint on assessment literacy, assessment practice, and teacher professional development. *European Journal of Teacher Education* 2024;47(2):226–245. <http://dx.doi.org/10.1080/02619768.2024.2338853>
- Romm TA. Istoriko-kulturnye predposylki formirovaniia sovremennogo obraza sovetnika po vospitaniuu [Historical and cultural prerequisites for the formation of the modern image of an educational counselor]. *Siberian Pedagogical Journal* 2023;5:14–25. <http://dx.doi.org/10.15293/1813-4718.2305.02>
- Shumeiko AA, Blinov LV. Personalizatsiia professionalnogo razvitiia pedagogov v povyshenii kvalifikatsii [Personalization of professional development of teachers in professional development]. *KANT* 2023;2(47):423–428.
- Skrypnikova EM. Nastavnichestvo kak funktsiia sovetnika direktora po vospitaniuu i vzaimodeistviuu s detskimi obshchestvennymi obedineniiami [Mentorship as a function of the advisor to the director for education and interaction with children's public associations]. In: *Nastavnichestvo kak transfer k novym vozmozhnostyam v obrazovanii: Modeli, formy, perspektivy, riski* [Mentorship as a transfer to new opportunities in education: Models, forms, prospects, risks]: Proceedings of the All-Russian scientific and practical conference; 2023 Nov 2–3; Arzamas, Russia. Arzamas: National Research State University of Nizhny Novgorod named after N.I. Lobachevsky; 2023. p. 208–212.
- Starodubtsev VA, Isaeva EV. Povyshenie kvalifikatsii NPR: Personalizatsiia professionalnogo razvitiia [Personalization of professional development of university pedagogical staff]. *Higher Education in Russia* 2017;1:93–98.
- Suchyadi Y, Sundari FS, Sutisna E, Sunardi O, Budiana S, Sukmanasa E, Windiyani T. Improving the ability of elementary school teachers through the development of competency based assessment instruments in teacher working group, North Bogor City. *Journal of Community Engagement* 2020;2(1):1–5.
- Teshaboyev AY. The role of educational diagnostics in teacher professional development. *International Multidisciplinary Research in Academic Science* 2024;7(9):55–62. <https://doi.org/10.5281/zenodo.13830779>
- Tretiakova VS, Kaigorodova AE. Novyi obrazovatelnyi format professionalnogo stanovleniia: Personalizirovannaia obrazovatelnaia traektoriia obuchaiushchegosia [New educational format of professional development: Personalized educational trajectory of the student]. *Contemporary Higher Education: Innovative Aspects* 2021;13(1(51)):10–21. <https://doi.org/10.7442/2071-9620-2021-13-1-10-21>
- United Nations Educational, Scientific and Cultural Organization (UNESCO). *Ramki deystviy po vospitaniyu tsennostnykh oriyentirov u detey mladshego vozrasta* [Framework for action on values education in early childhood]. Paris: UNESCO; 2002. 15 p. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000128712_rus
- United Nations Educational, Scientific and Cultural Organization (UNESCO). *Global citizenship education: Topics and learning objectives* (Rus). Paris: UNESCO; 2015. 74 p. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000232993_rus
- United Nations Educational, Scientific and Cultural Organization (UNESCO). *Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* (Rus). Paris: UNESCO; 2016. 86 p. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000245656_rus