

Teacher Evaluation: an overview of challenges and policy options

OECD Review on Evaluation and Assessment Frameworks

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Teacher Performance Assessment in a Context of Change and Innovation

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Outline

1. OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes
2. Policy challenges and options
 - Governance
 - Procedures
 - Competencies
 - Use of Results

1. OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes

OBJECTIVES

Purpose: To explore how systems of evaluation and assessment can be used to improve the quality, equity and efficiency of school education.

A Review of national approaches to evaluation and assessment in school education [student assessment, **teacher evaluation**, school evaluation, school leader appraisal, education system evaluation]

The Review:

- **Synthesises research-based evidence** on the impact of evaluation and assessment strategies and disseminate this knowledge among countries.
- **Identifies innovative and successful policy initiatives** and practices.
- **Facilitates exchanges of lessons** and dialogue.
- **Identifies policy options** for governments to consider.

Comprehensive approach: Investigation of each component individually, as well as the coherence of the framework as a whole (including the links between the different components).

METHODOLOGY

➤ *Analytical strand*

- Identifying the key questions for analysis and the background information needed from countries
- Reviewing the literature and evidence on the impact of evaluation and assessment procedures
- Gathering data on countries' policies and practices (Country Background Reports)

➤ *Country Review strand*

- Country Reviews provide specific advice to individual countries.
- OECD-led Review Team with external experts
- The scope and focus is determined by the country in consultation with the Secretariat

➤ *Synthesis report*

- Comparative report to analyse policy options and highlight good practices across countries.

➤ *Twenty six systems participating*

- **Australia, Austria, Belgium (Flemish Community), Belgium (French Community), Canada, Chile, Czech Republic, Denmark, Finland, France, Hungary, Iceland, Ireland, Italy, Korea, Luxembourg, Mexico, Netherlands, New Zealand, Norway, Poland, Portugal, Slovak Republic, Slovenia, Sweden, United Kingdom (Northern Ireland).**

2. Key policy challenges and options

Functions

Improvement and accountability

- **Teacher evaluation for improvement**, also referred to as **developmental evaluation** or **formative evaluation**, has as its main purpose the continuous improvement of teaching practices through adequate professional development.
- **Teacher evaluation for accountability**, also referred to as **summative evaluation**, aims to provide summary information about past teaching practices and performance and typically entails consequences for the teacher such as performance-based career advancement and/or salaries, bonus pay or public recognition, as well as the possibility of sanctions for underperformance.

Types

Types of evaluation

- **Completion of probation** refers to the evaluation of individual teachers upon completion of a delimited period of time upon teachers' entry in the profession.
- **Performance management** refers to the formal regular teacher evaluation process for measuring, monitoring and enhancing the performance of teachers and might involve **promotion procedures**.
- **Teacher registration, or certification**, processes officially confirm teachers as competent for teaching practice. After teachers have initially become fully registered, in some countries they have to renew their registration every few years.
- **Reward schemes**, refer to teacher evaluation primarily designed to identify a select number of high-performing teachers to acknowledge and reward their performance through rewards.

Governance

Key features (1)

- **Policy frameworks for teacher evaluation**
 - Most countries (16/21) have policy frameworks for teacher evaluation in place
 - » Completion of probation: 11/21
 - » Performance management: 13/21
 - » Registration: 6/21
 - » Reward schemes: 3/21
 - Where teacher evaluation is not regulated nationally, it may still occur informally at the local or school level

Governance

Key features (2)

- **Reference standards:**
 - All but two countries that have policy frameworks for teacher evaluation also have central standards to guide evaluation
 - For the completion of probation, most countries use central standards, sometimes complemented by description of duties / code of conduct
 - For performance management purposes, the use of school level rules, regulations or development plans as reference points for teacher evaluation is also common
 - For registration, central standards or particular registration standards; graduate profile in one country

Governance

Policy challenges

- Absence of a shared understanding of high quality teaching
- Balancing the improvement and accountability functions
- The improvement of classroom practice is not always the focus of teacher evaluation
- In some countries, teacher evaluation is disconnected from the rest of the evaluation and assessment framework

Governance

Policy options

- Establish teaching standards to guide teacher professional development and evaluation
- Clarify the purposes of teacher evaluation and ensure that it fits national education objectives
- Establish a coherent framework for teacher evaluation
- Develop distinct teacher appraisal processes for: (i) professional development; and (ii) career progression
- Develop teacher evaluation as an integral part of the evaluation and assessment framework

Procedures

Key features (1)

- **Frequency**
- **Evaluation for completion of probation** typically occurs at the end of the probationary period, but may also occur continuously throughout probation or earlier in the period.
- **Regular performance management** occurs annually in 6/13 countries, and less frequently (every second, third or fourth year) in 7/13 countries.
- **Registration** rules vary considerably across countries
- **For reward schemes**, evaluation typically occurs on a voluntarily basis

Procedures

Key features (2)

- **Aspects appraised**
 - **Most frequently appraised:** planning and preparation, classroom environment, instruction.
 - **Also frequently considered:** professional development, contributions to school development, links to external partners or the community
 - **Only in a few countries:** teachers knowledge regarding subject matter or legislation
- **Instruments**
 - **Most frequently used:** classroom observation, interview / dialogue with the teacher, teacher self-evaluation and portfolio
 - **Only in very few countries:** teacher testing, student results, surveys of students and parents

Procedures

Policy challenges

- Some approaches draw on a limited range of information sources
- Criteria and procedures for effective classroom observation may not be widely shared
- Inappropriate use of student feedback for summative teacher evaluation
- Concerns around the use of student results in teacher evaluation

Procedures

Policy options

- Use multiple instruments and sources of evidence
- Provide support for effective classroom observations
- Ensure that student feedback to teachers is used for formative purposes
- Use alternative approaches to including information about student learning in teacher evaluation

Competencies

Key features

- **Conducting teacher evaluation processes**

- School leaders play the role of evaluator in most countries and for most evaluation types. In several countries they share this role with other school-level professionals or the school board.
- The central authorities are also involved in a range of countries, especially for the completion of probation.

- **Competencies for teacher evaluation**

- Few examples of professional development for school leaders specifically focussed on teacher evaluation. But a component on teacher evaluation is included in broader programmes in some countries.
- In countries that rely predominantly on peer evaluation, training approaches have been implemented for peer evaluators.

Competencies

Policy challenges

- Developing adequate skills for teacher evaluation
- Strengthening leadership roles for regular teacher evaluation
- Developing central expertise in teacher evaluation

Competencies

Policy options

- **Build capacity for effective teacher evaluation**
 - Teachers who are appraised
 - School leaders
 - Peer evaluators
 - External evaluators
- **Build expertise to continuously improve teacher evaluation policies and practices**

Use of results

Key features (1)

- Formative use of results
 - All types of teacher evaluation (completion of probation, performance management, registration, reward schemes) may be used to influence future professional development activities
 - Teacher evaluation as part of regular performance management is most frequently connected to professional development.

Use of results

Key features (2)

- **Summative use of results**

- **Career decisions**

Evaluation for completion of probation and registration is most frequently connected to **decisions about teachers' position or contract type**

Evaluation for performance management or promotion schemes is most frequently connected to **decisions about the speed of career advancement or promotions.**

- **Salary decisions**

Decisions about salary increases or performance rewards: most frequently connected to regular performance management or reward schemes.

- **Sanctions for underperformance**

Almost all evaluation types include some mechanisms to respond to underperformance. Some countries note that the responses are only applied in rare / extreme cases.

Use of results

Policy challenges

- Many countries report difficulties regarding systematic follow up to evaluation with professional development
- Controversies around the use of evaluation results for rewards
- Absence of career opportunities for teachers

Use of results

Policy options

- Ensure that teacher evaluation (developmental evaluation) feeds into professional development and school development
- Consider the results of teacher evaluation (registration/certification or reward schemes) for career advancement decisions
- Address the challenges of implementation

Thank you for your attention!

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