Teacher Evaluation in Chile

Strengths, Challenges and Policy Pointers

STRENGTHS

Design and governance of teacher evaluation

- There is a general consensus about the need for teacher evaluation
- There is a variety of mechanisms to evaluate and recognise good teacher performance
- The teacher performance evaluation system is rooted in some good principles
- Teachers are generally open to external feedback from a trusted source
- There is a commitment to building teacher evaluation on research evidence
- The creation of the Quality of Education Agency will integrate teacher evaluation in a broader framework
- There is some balance between national direction and local adaptation
- There is support and guidance at the national level
- The Accreditation of Pedagogical Excellence is a recognised programme to identify teachers of excellence

Teacher evaluation procedures

- There are clear standards of practice
- There are clear statements as to what constitutes levels of performance on the standards
- A mix of instruments is used to evaluate the performance of a teacher
- The development of Graduating Teacher Standards contributes to national consistency on forming teacher professional expertise
- Teacher evaluation is not overly reliant on standardised student results
- The introduction of the initial pedagogical excellence examination might prove helpful to ensure the quality of initial teacher education

Competencies for teacher evaluation

- The system relies on the competencies of several central agencies and academic institutions
- The municipal school sector has the potential to foster systemic learning on teacher evaluation
- The recent emphasis on improving school leadership competency helps building stronger evaluation cultures at the school level
- The high involvement of teachers as evaluators contributes to building ownership and evaluation competencies among the teaching staff
- A range of initiatives to improve initial teacher education can help future teachers benefit more fully from their evaluation
- The teacher performance evaluation system is supported by guidance materials

Use of teacher evaluation results

- The original purpose of the teacher performance evaluation system includes promoting professional growth
- Teachers are keen on opportunities to collaborate and receive professional feedback
- The teacher performance evaluation system provides for some systematic links with professional development
- Teacher evaluation is used as a basis for recognition and celebration of a teacher's work
- Ineffective teaching is addressed by the teacher performance evaluation system

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Design and governance of teacher evaluation

- The developmental function of teacher evaluation has been subsumed into the accountability aim as the system was implemented
- Teacher evaluation involves little professional dialogue around teaching practices
- Teachers have few opportunities for feedback
- The private school sector is not sufficiently integrated in the teacher evaluation framework
- There are gaps in the teacher evaluation framework
- There is some duplication in the teacher evaluation framework
- Risk that the Quality of Education Agency reinforces the emphasis on accountability
- Linkages between school-based (informal) teacher evaluation and centrally managed teacher evaluation are not established and there is no articulation between teacher evaluation and school evaluation
- There are limited connections to actual classroom practices
- Teacher evaluation is not embedded in a clearly defined teacher career
- There is a limited role in teacher evaluation for local agents
- Resources for teachers to undertake their evaluation might be limited

Teacher evaluation procedures

- The Good Teaching Framework is of uneven quality
- Understanding of the Good Teaching Framework by educators is uneven
- There is not a thorough knowledge of the levels of performance
- There are no clear links between the standards of practice and the instrument used for assessing teacher practice
- Self-evaluation is a poor instrument for high-stakes evaluation
- There is considerable room to strengthen the peer interview
- Third-party evaluation in *Docentemás* (teacher performance evaluation system) might not be effective
- A number of adjustments can be made to the teacher performance portfolio

Competencies for teacher evaluation

- There is little trust in the competencies of portfolio markers
- There is high variability in the capacity of municipalities to support the teacher evaluation process
- There is little tradition for pedagogical leadership in Chilean schools and school leaders could play a stronger role in teacher evaluation
- There is room to further strengthen the evaluation competencies of teachers
- There are limited skills for classroom observation

Use of teacher evaluation results

- The teacher performance evaluation system is a missed opportunity for strengthening professional development
- The feedback received by teachers in the teacher performance evaluation system is limited
- Little professional dialogue is generated by the teacher performance evaluation system
- Teacher evaluation does not foster reflection on own practices to the desirable extent
- There are few examples of communities of practice in schools
- The incentive system for teachers is complex and fragmented
- There is no relationship between teacher evaluation and career advancement

Design and governance of teacher evaluation

➢ Reinforce teacher evaluation: draw on what has been achieved and develop a medium term vision

➢ Consolidate the Good Teaching Framework as the main pillar for teacher evaluation and development

➢ Embed evaluation for teacher development and improvement in regular school practice

➢ Create a teacher career structure with distinct pathways and salary steps

➢ Set up a system of teacher certification to determine career progression, which includes entrance requirements and a probationary period

➢ Ensure links between developmental evaluation and career-progression evaluation

➢ Integrate, to some degree, the private school sector in the teacher evaluation framework

➢ Give the Quality of Education Agency a prominent role in supporting teacher evaluation

➢ Grant conditions for successful implementation

Teacher evaluation procedures

➢ Review the criteria and performance levels in the Good Teaching Framework to ascertain the extent to which they reflect most recent research regarding good practice

➢ Use common national criteria to ensure common teacher preparation and consistency across schools

➢ Improve the understanding of all parties of the components of the Good Teaching Framework

➢ Link teaching standards with evaluation instruments

➢ Firmly root all teacher evaluation in classroom observation

➢ Rethink the mix of instruments for both career progression teacher evaluation and developmental teacher evaluation

➢ Design the portfolio requirements in such a way that the contents represent more of a "natural harvest" of teachers' everyday practice

➢ Make the peer interview more meaningful

➢ Use the third-party reference report by school leaders to link developmental evaluation to career-progression evaluation

➢ It is premature to use standardised student results as an instrument for teacher evaluation

➢ The use of surveys of students and parents needs to be approached with considerable caution

➢ Complement the initial pedagogical excellence examination with other policies

Competencies for teacher evaluation

➢ Ensure consistently high-quality preparation for portfolio markers

➢ Strengthen the professional competencies of municipal education staff

➢ Build pedagogical leadership capacity and give school leaders a key role in teacher evaluation

➢ Ensure teachers are better prepared to benefit from their evaluation

➢ Improve skills for classroom observation

Use of teacher evaluation results

➢ Strengthen the culture of professional development

➢ Improve linkages of teacher evaluation to professional development

➢ Secure linkages to school development

➢ Build on instructional leadership

➢ Establish feedback loops between the teacher performance evaluation system and initial teacher education

➢ Establish linkages between teacher evaluation and career advancement

➢ Use non-monetary and group rewards as complementary tools to recognise teachers