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
CHALLENGES

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
- 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-progressing 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-progressing 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
FURTHER READING

This summary of strengths, challenges and recommendations is drawn from OECD Reviews of Evaluation and Assessment in Education: Teacher Evaluation in Chile, published in November 2013.

The full Country Review report and further information about the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes are available on the project’s website: www.oecd.org/edu/evaluationpolicy.