



ENTEPE INTERNATIONAL CONFERENCE

TEACHER ASSESSMENT AND EVALUATION

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ABSTRACTS

Antoine Mioche

From pixels back to the bigger picture: making teacher evaluation work in institutional and human context

In recent years, growing recognition of the impact of the quality of teaching on pupil achievement has led to a greater emphasis on empowering teachers to deliver high-quality instruction. This has involved efforts in teacher training as well as a corresponding focus on teacher competences, the latter designed partly to shape the form and content of initial teacher education, and partly to inform teacher appraisal and professional development. While these are welcome changes, which make for greater consistency within and possibly across education systems, and also provide a conceptual backbone to any thinking on teaching and teacher education, this presentation will argue that they are not without risk. To begin with, competence frameworks may foster a perception of teaching as merely a set of attitudes and procedures, in which the part devoted to actual teaching and learning becomes secondary. They can also give a fragmented vision of teaching, which young teachers in particular will find difficult to translate into effective practice as they strive to tick separate competences that ultimately fail to cohere. Perhaps more problematically, though less visibly, competence frameworks encourage the improbable notion that teaching is everywhere and in any circumstances identical and unchanging. They seldom allow room for institutional and human context, and never for useful variations in teaching style. Lastly, their unconditional acceptance may lead school heads or policy makers, among others, to place the onus of quality solely on the shoulders of teachers, while teachers clearly operate within a much wider institutional and policy context. To achieve effectiveness and fairness, this presentation will argue, teacher evaluation would benefit first from clear thinking on formative, as distinct from summative, evaluation, especially given that temised evaluation forms based on competence frameworks tend to blur the dividing



line between the two. It must be clear whether (or when) a teacher is evaluated against a set of expectations, which are themselves shaped and constrained by policy choices and to which he or she has to conform, and whether (or when) he or she is evaluated against a set of development objectives, for which advice and additional training are provided. When the latter is the case, self-evaluation and the writing of evaluation reports, if at all possible, should be encouraged as correctives to a mechanical, de-contextualised approach. In all circumstances, the emphasis ought to be on teaching and pupil learning, the latter not to be confused with pupil results.

Martha Rozsi

NESLI Teacher and School Leader Appraisal Survey

Monitoring and appraising teachers is central to improving schools and learning environments. If well designed, teacher appraisal and feedback systems can be used as tools to increase teacher effectiveness and achieve better learning outcomes.

In 2014, the Network for the collection and adjudication of system-level descriptive information on educational structures, policies and practices (NESLI) from the OECD Indicators on Education Systems (INES) programme administered a survey on Evaluation and Assessment including teacher and school leader appraisal systems in place in school year 2014/15 in OECD and other partner countries. This survey was built on earlier and ongoing works and data collections from the OECD and covered public and government-dependent private schools at primary, lower secondary and upper secondary levels of education. The questionnaire focused on five different types of teacher appraisal: teachers on probation, regular appraisals, teacher registrations, appraisals for promotions, and appraisals for rewards. The questionnaire was designed to provide an overview of the appraisal systems in place, including their prevalence, the governance and responsibilities for these systems, procedures and techniques used in these appraisals and how appraisals were used in the different countries, including their impact on professional development and career advancement, incentives for positive performances, and responses or disincentives for underperformance.

This presentation will provide an overview of the questionnaire administered and its results for the 39 OECD and partner countries that participated in the survey, with a focus on teacher appraisals for lower secondary education.

Michael Schratz

Teacher assessment and evaluation: what counts as quality?

During the last few decades, policy-focused attempts to modernize and restructure the provision of education in countries in the Western world have been strongly associated with ideas travelling rapidly across national boundaries. This process was initiated by large-scale assessments (e.g. PISA) which introduced evidence-based policy-making as one of the main



levers of educational change. Initially quality discussions took their starting point in student achievement, but quickly moved on to the main actors who are responsible for every day activities in teaching: the teaching force. Consequently, educational policies were initiated which on the one hand aim at improving teacher education (pre-service and in-service), on the other hand try to assess and evaluate the quality of teacher performance. Different models have been introduced within European Union countries, which follow different theoretical models (e.g. professional, managerial, entrepreneurial, bureaucratic, etc.). This presentation looks at the pivotal points of how teacher assessment and evaluation can act as parameters of quality in strategies for improving educational practice.

Ian Mifsud

Teacher assessment and evaluation: risks and opportunities from a contextualised perspective

Learning is fostered through a facilitative process in a conducive context. Within formal education, the teacher is the prime, yet not sole actor, in creating this context and facilitating learning amidst a myriad of other variables. As part of human behaviour, we continually tacitly assess ourselves and each other throughout our interactions, but as happens in other circumstances, formalising it inherently reframes this process raising questions that should be considered. What purpose is teacher assessment and evaluation intended for? How is the information derived from this process being used? Whose interests are being served? How are the tools and methodologies being adopted perceived by and impacting on the different stakeholders within the process? Is this supporting the creation of a context that is conducive to learning?

Through repeatedly declared statements such as “*the quality of an education system cannot exceed the quality of its teachers*”, various researchers and policy makers acknowledge and recognise the magnitude of the teacher’s agency in the quality and outcome of the schooling experience. This intertwines with issues of power, control, autonomy, accountability, responsibility and professionalism. All facets of a deeper and powerful, yet fragile human belief we all know as trust. Like other convictions, trust develops, is earned over time and may be easily weakened or lost if not sustained consistently. Likewise, within the educational system, genuine trust is essential in order to nurture a positive, collegial climate required for learning. The presentation will expose the current and continually evolving Maltese context in the field of teacher assessment and evaluation, whilst exploring these fundamental issues within the wider educational sphere.



Francesca Caena

Teacher assessment and evaluation in Italy

Teacher evaluation was introduced in 2015, at school level, and can focus on different areas according to each institution, with criteria set by school boards. It is likely to focus on professional development, additional qualifications, roles played within the school (management, coordination, projects, pupil support, school exchanges and trips). Regular evaluation is linked to salary incentives, but is not connected to career progression; it is carried out by school leaders on the basis of context-related evaluation criteria and teachers' applications. Teacher evaluation represents one aspect of teacher professionalism which is targeted by the strategic Framework Law 'La Buona Scuola', aiming at an overhaul of the whole education system. In rolling out the reform, coordination and planning at the macro level of governance (ministry and local education authorities) have turned out to be crucial in determining successes, hurdles and difficulties in implementation.

Maria Luisa Oliveira

Teacher assessment and evaluation in Portugal

Further adjustments were made to teacher assessment and evaluation over the last years in Portugal. The current teacher assessment and evaluation model has been in force since 2012. The key objectives being the improvement of quality of educational service and of student learning, as well as teachers' professional appreciation and their personal and professional development, this teacher assessment and evaluation model encompasses both an internal and an external dimension.

Its internal dimension is, generally speaking, the responsibility of the head of department or the school principal. Its external dimension, which involves the observation of lessons, is carried out by teachers that meet specific requisites, namely, to hold a training course in teachers' evaluation or pedagogical supervision.

As it is closely linked to career progression, teachers' assessment and evaluation is one of the mandatory requirements for teachers to move up to the next career step, which usually occurs every four years.

In what school principals are concerned, their assessment and evaluation is regulated by specific legislation, since the dimensions they are assessed have been adapted to their position.



Daniela Worek

Teacher Assessment and Evaluation in Germany

For more than three decades, assessment, evaluation, and accountability have been major strands of educational policy and practice internationally.

Even so the available data on how exactly assessment- and evaluation-based policies are framed and implemented in Germany, or how they shape practices within schools, are still limited.

This presentation addresses these issues with a broad focus that takes into account several perspectives on school evaluation and student assessment, together with everyday practices of teacher judgment and grading. First, I address assessment and evaluation practices for the purpose of educational system monitoring. Second, school evaluation practices, as well as the use of assessment and evaluation results at the school level, are discussed. A third perspective focuses on practices of teacher evaluation. Finally, practices of student assessment within schools and classrooms are examined.

Romita Iucu

Teacher assessment and evaluation in Romania

The presentation is aiming to introduce the Romanian national teacher assessment system, in the context of real challenges which are surrounding the educational background. The methodology which provides the framework for an evaluation unit, objective and transparent teacher and support staff and also provides a motivational system to drive up individual professional performance of teachers, underline the responsibility of assessment linked, annually, to the schools through the methodical commission and to the administrative board of the institution, as well as, the school inspectorates, temporarily. The specific legislative measures regulates the procedure for evaluating the work of teachers and staff from school units, determines the rules for performance appraisal and individual application of evaluation criteria and assessment tools, are also under a deep contextual analysis.