

**EUROPEAN NETWORK ON TEACHER EDUCATION POLICIES**

**ENTEPE INTERNATIONAL CONFERENCE**

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**Challenges of a coherent and integrated evaluation approach for improving schools and teaching**

*How the Trilogy School External Evaluation / School Self-Evaluation / Teacher development is reflected in the school organization*

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# OECD Reviews of Evaluation and Assessment in Education: Synergies for Better Learning (2013)

Read the book online for free: [oe.cd/betterlearning](http://oe.cd/betterlearning)

## *Analytical phase*

11 literature reviews  
26 country background reports  
29 Country questionnaire responses

## *Country review phase*

14 country review reports based on country visits  
28 external experts  
2800 interview partners

## *Synthesis phase*

Final report blends analytical and review evidence  
Policy options grounded in analysis

# Topics for communication



- **Three related aspects:**
  - **General trends in evaluation and main features of the Evaluation and Assessment (E&A) framework**
  - **Key components of E&A framework: trends and challenges**
  - **key questions for a coherent E&A framework**



# **1. General trends in evaluation and main features of the Assessment and Evaluation (E&A) framework**

# GENERAL TRENDS IN EVALUATION



Expansion of the evaluation culture in education systems

Greater variety of evaluation and assessment activities

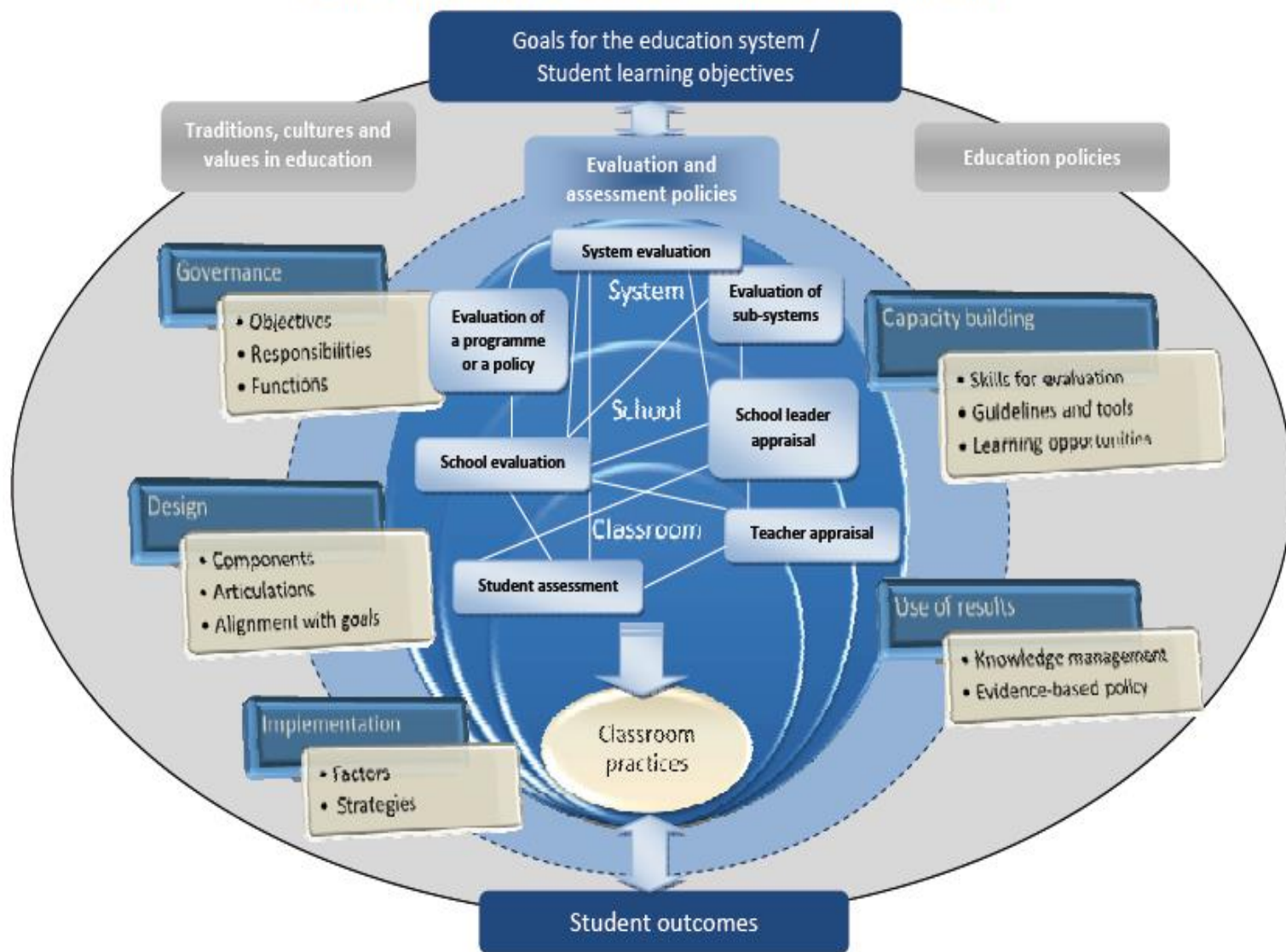
Greater reliance on educational standards and technological sophistication

Larger and more varied uses of evaluation and assessment results

The growing prominence of accountability as a purpose of evaluation

Internationalisation of assessment

Figure 3.1 Main features of the overall evaluation and assessment framework

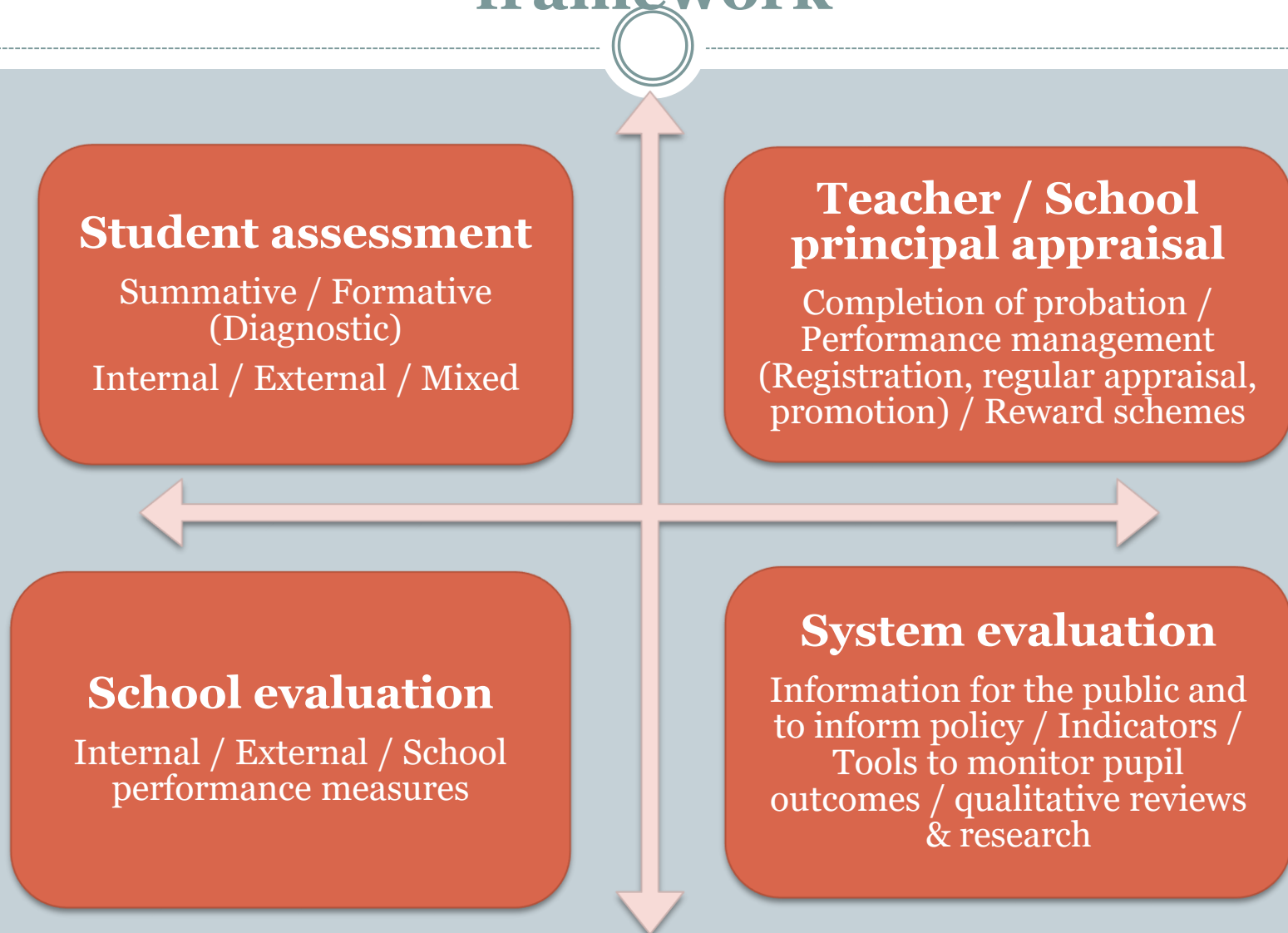




## **2. Key components of the E&A framework**

### **Trends and Challenges**

# Key components of E&A framework





# Student Assessment: Trends

- Research evidence on the benefits of using assessment results to inform teaching and learning has increased policy attention to **formative assessment**.



- **Summative assessment** and reporting remain important at key stages of schooling in all countries.
- Concerns about variations in the quality of learning across schools have led to a renewed focus on **central standards and large-scale assessments**.
- **Standardised central assessments with no stakes for students** are becoming increasingly common to provide formative feedback to schools.

# Student Assessment: challenges

- Assessment tend to remain more traditional than curriculum goals



- Resolving tensions between summative and formative assessments
- Limited focus on students self assessment competencies
- Teacher and school leaders education
- Using results to give feedback and engage parents

# Teacher Appraisal: Trends

- Practices range from highly prescriptive national systems to informal approaches left to the school level



- In many countries, there has been **renewed focus on teacher appraisal** in recent years, thus can contribute to improved teaching quality
- Many systems have **developed central standards** for the teaching profession that can guide teacher appraisal processes
- Most systems have **policy frameworks for teacher appraisal** in place.

# Teacher Appraisal: Challenges

- TA with high stakes may lead to a climate of stress and anxiety



- Lack of a professional profile to guide appraisal in some countries
- Overreliance on some sources of information; simplistic use of student assessment results
- Insufficient guidance for classroom observation
- Absence of career opportunities for teachers

# School Evaluation: Trends

- Focus in national policy to stimulate school **self-evaluation** for improvement purposes




– Requirements vary greatly in nature, e.g. conduct self evaluation; produce specific report on school development.

- **External school evaluation** is established in the vast majority of OECD countries

– Mainly conceived by central or state authorities and conducted by education authorities or specific bodies (e.g. School Inspectorate)

# School Evaluation: Challenges

- Lack of nationally agreed criteria for school quality to guide evaluation in some countries
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- Building capacity and promoting the engagement of staff and students in school self-evaluation
  - Adapting external evaluation to reflect the maturity of the school evaluation culture
  - Ensuring systematic follow up

# Challenges



## Evaluation and Assessment Framework

Needs to be more integrated and coherent

Use of information from different components to guide policy decisions

Some articulations in the E&A are not sufficiently developed:

In each specific component (Ex; teacher appraisal and teacher professional development)

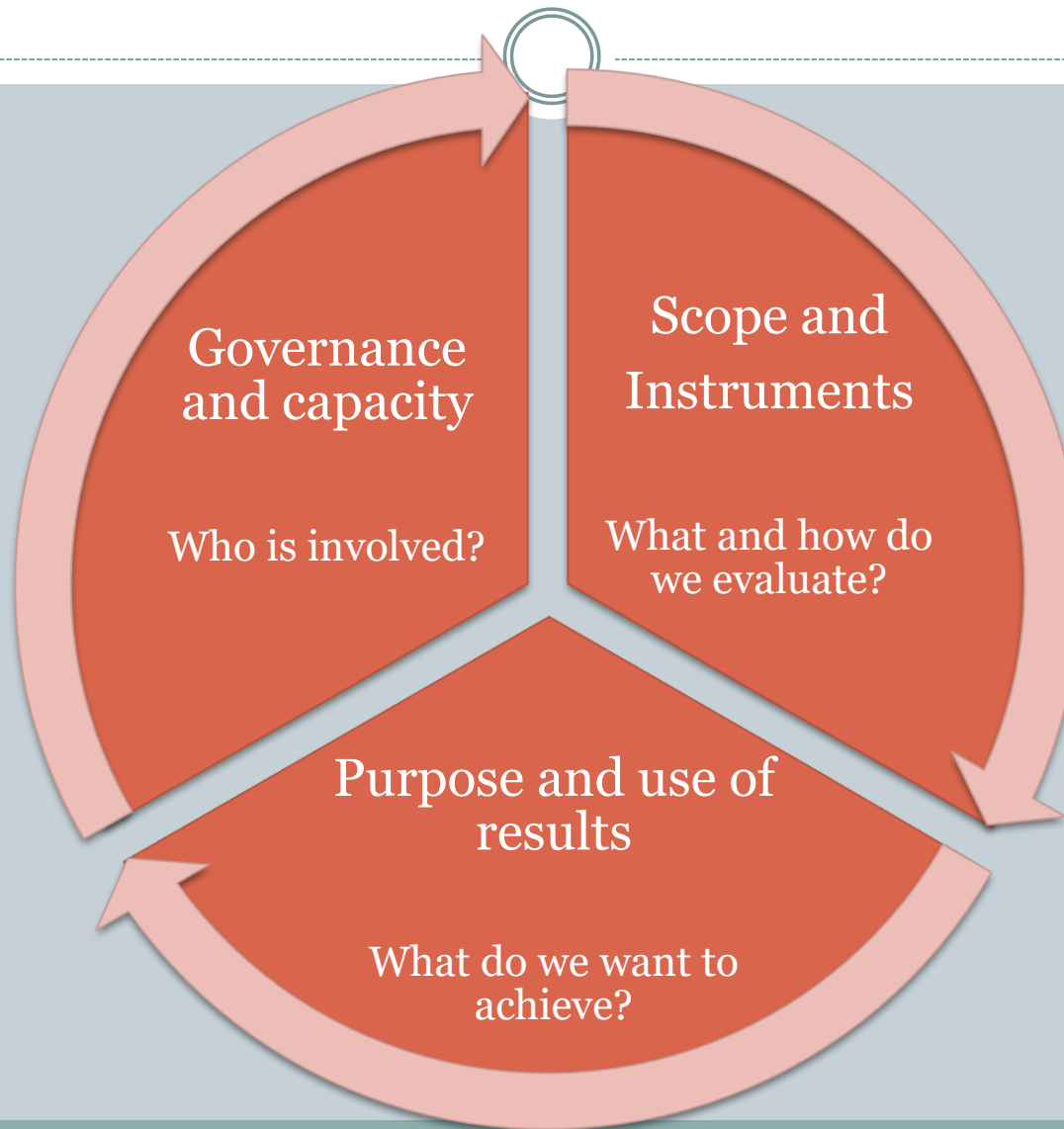
Between components (Ex; Articulation between teacher appraisal, school evaluation and school development)



### **3. Key questions in designing a coherent E&A framework**



# E&A Framework: Key questions



# Purpose and use of results

## What do we want to achieve?



**Accountability,**  
public reporting,  
certification,  
promotion



**Development,**  
professional  
learning, school  
development, policy  
improvement



# Scope and instruments what and how do we evaluate?



- Ensure that every important aspects of teaching and learning are given some attention.
- Use multiple instruments and evaluators, both internal and external to the school.
- Explore the potential of innovative evaluation and assessment methods
- Learn from practice-based expertise

# Governance and capacity who is involved?

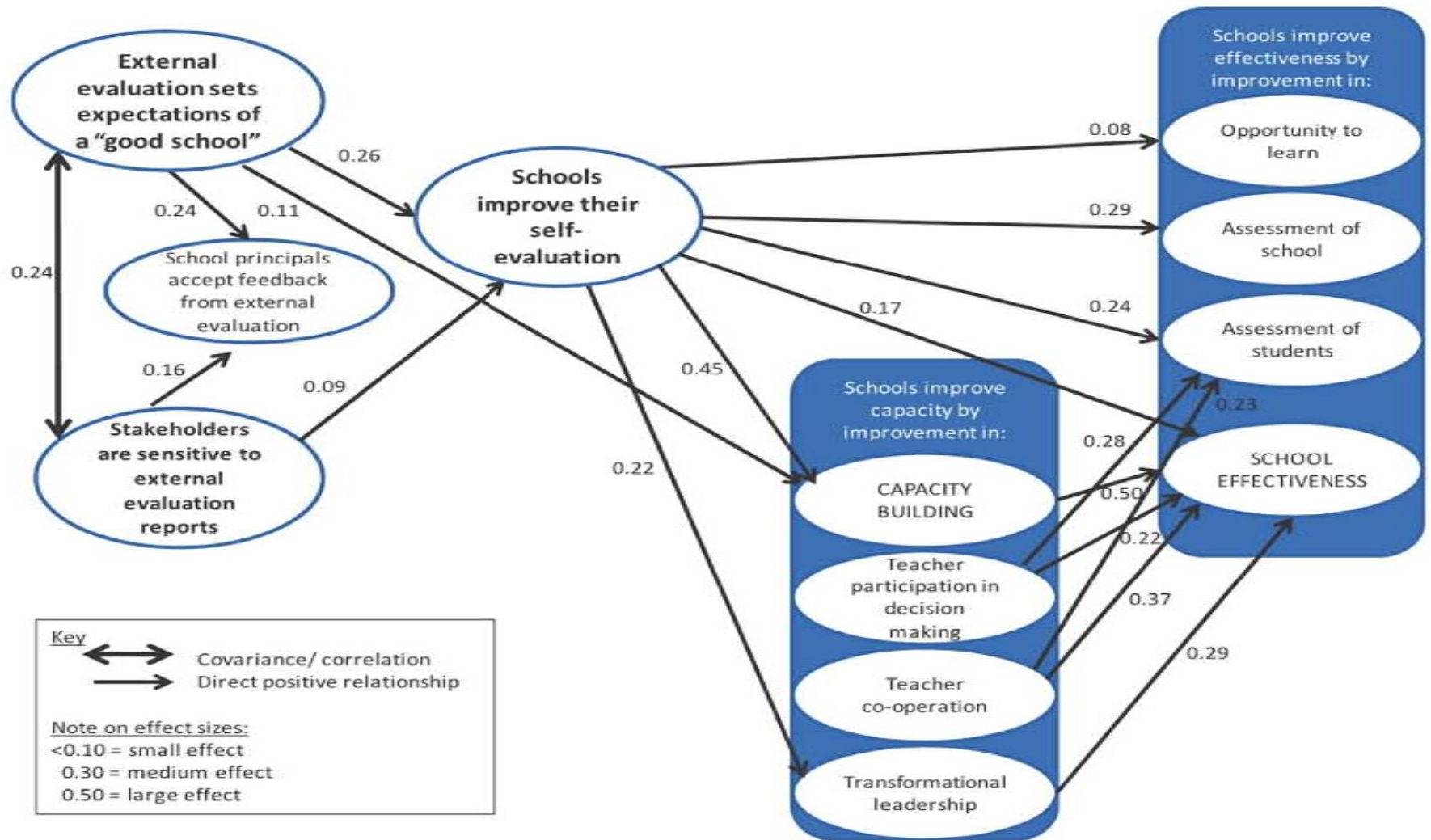


- **Develop a shared vision for evaluation and assessment**
  - Involve professional organizations and build consensus;
  - Strengthen teacher professionalism;
  - Focus on role of the learner and ensure students participate entirely.
- ***Building capacity*** through of a strategic approach to professional learning

# Articulation between school evaluation, teacher development and school effectiveness

**Figure 6.2 Evidence on reported improvement actions in schools following external school evaluation**

Path analysis of school principal reports on external school evaluation in Styria in Austria, the Czech Republic, Ireland, the Netherlands, Sweden and England in the United Kingdom



## **Articulation between school evaluation, teacher development and school effectiveness**

It's possible, in this figure, to report some important aspects such as:



- making the focus of school evaluation on systematic school effectiveness
- validating school-based teacher development through school evaluation processes;
- exploring links between school effectiveness processes and capacity for improvement teaching practices.



**Thank you for your attention**