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Teacher evaluation models: an opportunity for professional development?

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Lisbon | 20th October 2017

General overview

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2. Teacher evaluation – paradigms
3. Teacher evaluation – professional identities
4. Teacher evaluation models
5. Teacher evaluation in Portugal
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1. Teacher evaluation – conceptions and concepts

Evaluation

A **complex social construction** that involves people who interact in **specific contexts**, with **specific practices** and **under (un)certain policies**, and that varies according to the nature of its object, finalities and inner logics.

1. Teacher evaluation – conceptions and concepts

Teacher evaluation

A **complex concept**, dependent on **different conceptions and visions of education, school, OF WHAT IT MEANS TO BE A TEACHER** and of the teaching and learning process itself.

1. Teacher evaluation – conceptions and concepts

Some definitions of teacher evaluation...

“the **formal assessment** of a teacher by an administrator, conducted with the intention of drawing conclusions about his/her instructional performance **for the purpose of making employment decisions**”
(Cattetter, 1976)

“Collecting and using information to **judge.**”
Darling-Hammond et all
(1983)

Teacher evaluation can and should be employed as **a tool for managing teacher quality** (Gates Foundation 2013; Odden and Wallace 2008; Toch and Rothman 2008)

1. Teacher evaluation – conceptions and concepts

There are different general purposes that might be associated to teachers' evaluation

To improve teachers' performance

Public accountability

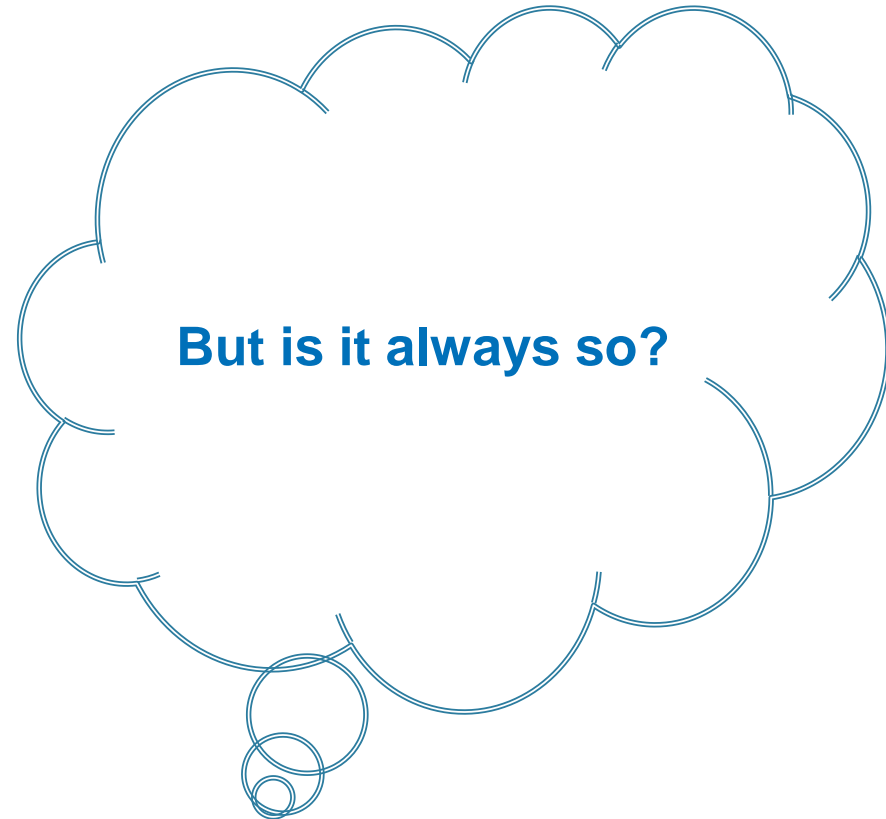
To improve school practices and procedures

To understand teaching and learning problems and find possible solutions for them

To understand how teachers experience teaching as a social interaction in specific contexts

1. Teacher evaluation – conceptions and concepts

There is a common consensus about the assumption that **teacher evaluation** refers to the formal process a school uses to review and rate teachers' performance and effectiveness in the classroom. Ideally, the findings from these evaluations should be used to **PROVIDE FEEDBACK** to teachers and **GUIDE** their **PROFESSIONAL DEVELOPMENT**.

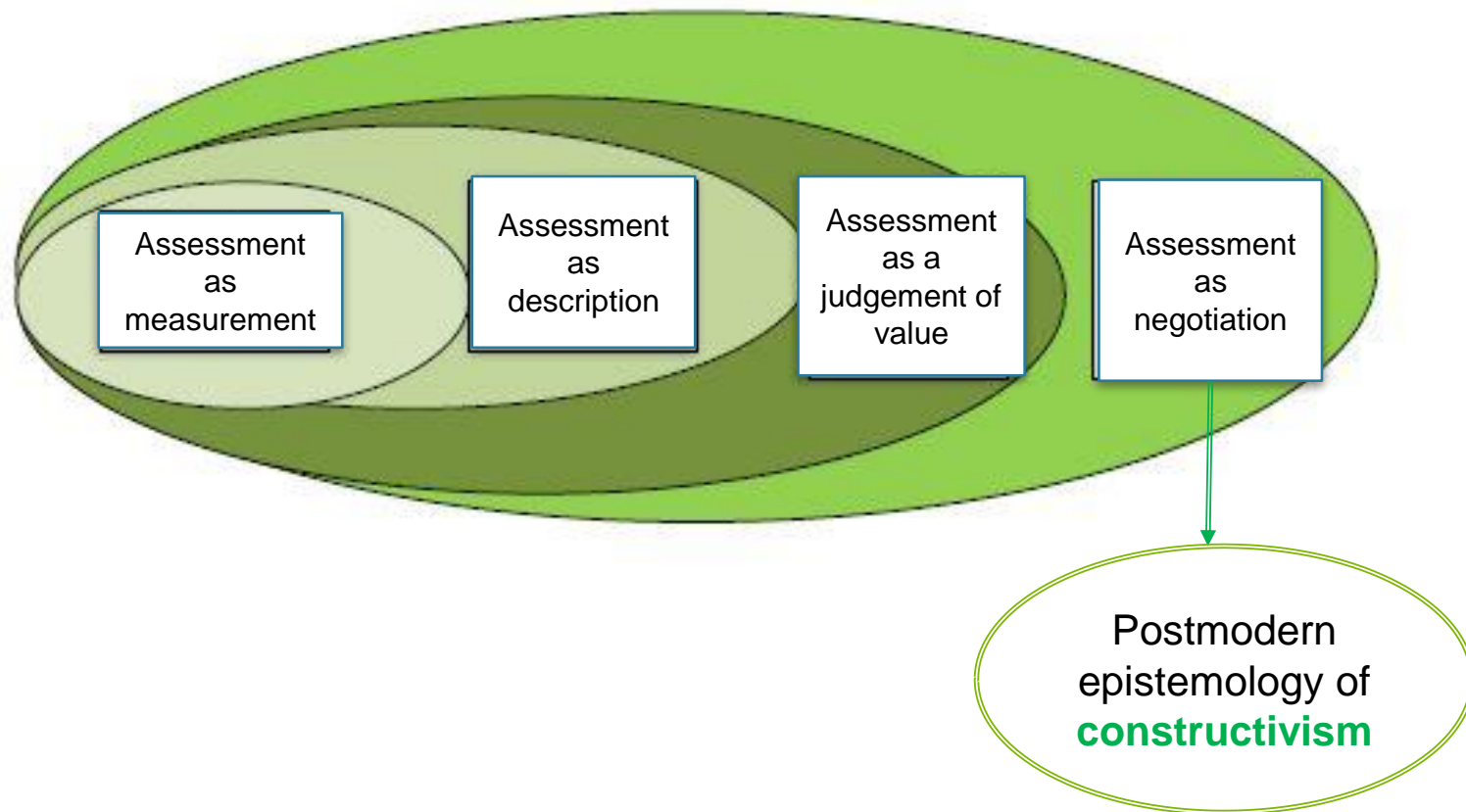


2. Teacher evaluation – paradigms

A	B
Measure	Learn
Qualify	Dialogue
Compare	Diagnose
Classify	Understand
Select	Explain
Hierarchize	Improve
Frighten	Reorient
Sanction	Motivate
Credit	Rectify
Judge	Contrast
Demand	Reflect

2. Teacher evaluation – paradigms

Generations of evaluation (Guba & Lincoln, 1989)



2. Teacher evaluation – paradigms

Bureaucratic rationalism

- Standardized evaluation that aims to **control** if teachers are fulfilling prescribed procedures

Socio-critical paradigm

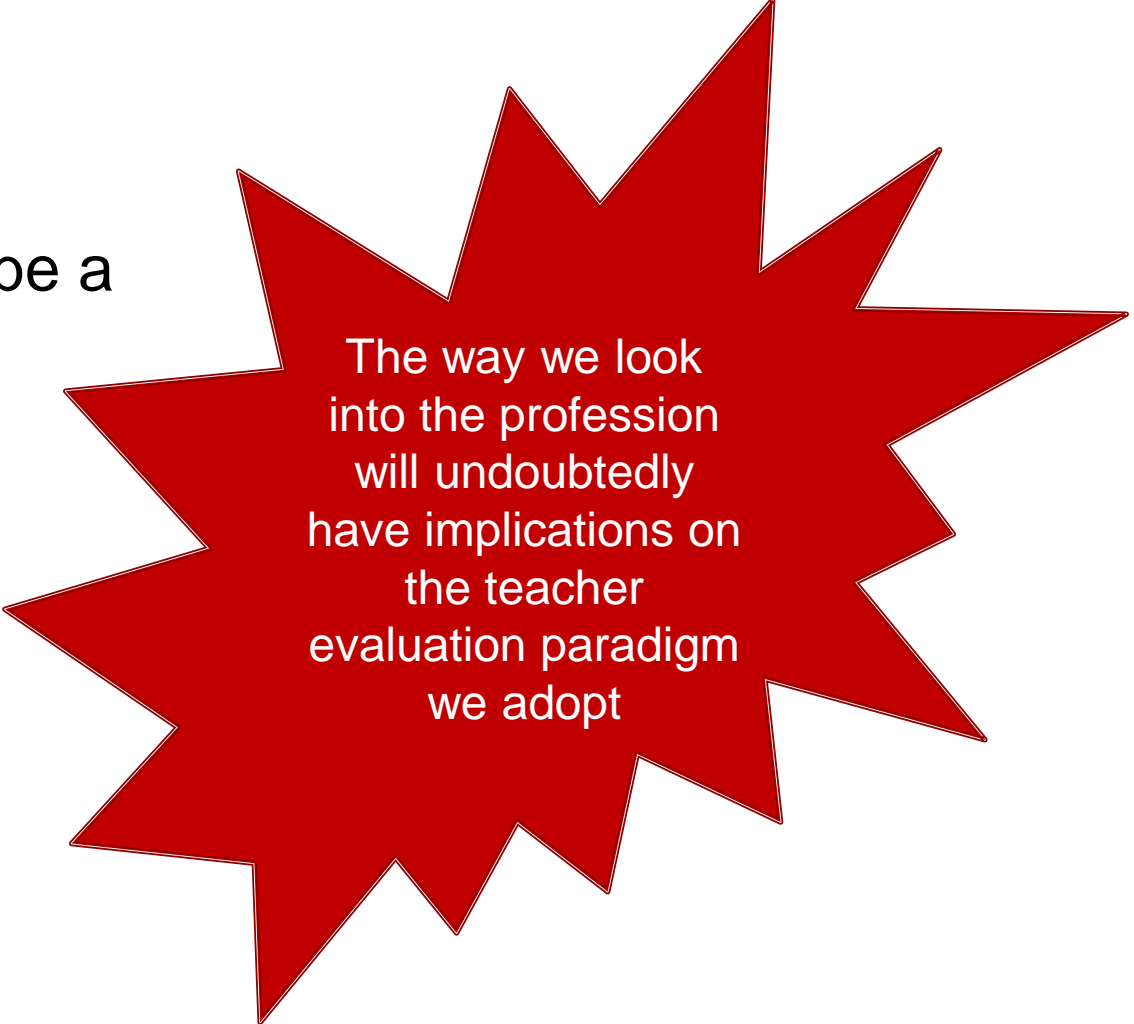
- **Teachers** actively **participate** in their evaluation, which, in general, is contextualized. In this paradigm evaluation is explicitly seen as a **process of individual and collective development**

3. Teacher evaluation – professional identities

What does it mean to be a
TEACHER?

What does it mean to
TEACH?

What is teachers'
**PROFESSIONAL
KNOWLEDGE?**



The way we look
into the profession
will undoubtedly
have implications on
the teacher
evaluation paradigm
we adopt

3. Teacher evaluation – professional identities

The teacher as an employee



fulfils orders
that are
superiorly
given by
someone
external to
school
(Ministry of
Education)

3. Teacher evaluation – professional identities

The teacher as a technician



- Executes **pre-formatted standardised practices**, regardless of the context he / she operates

- Assumption that teaching / learning problems can be solved by mastering explicit steps (techniques); the focus is on the mastery of teaching **technical know how**




3. Teacher evaluation – professional identities

The teacher as a professional



- understands the need for a specific **technical know how**;
- is aware of the **specific contexts** where education takes place
- analyses the **singularities** of each learning / teaching situation
- defines the **learning needs** and **objectives** and builds or adapts the most adequate **strategies** in order to contribute to the learning and success of specific groups of students
- systematically **reflects** on his / her practice in order to improve it
- **works collaboratively** with his / her peers in order to improve the quality of teaching and learning

3. Teacher evaluation – professional identities

Professional identities	Teacher evaluation focus
 <p data-bbox="606 325 962 568">Employee</p>	<p data-bbox="962 319 1605 568">Adequacy of teachers' performance to superior orientation</p>
 <p data-bbox="606 568 962 931">Technician</p>	<p data-bbox="962 568 1605 931">Adequacy of teachers' performance to what is considered to be good practice (technique mastery)</p>
 <p data-bbox="606 931 962 1230">Professional</p>	<p data-bbox="962 931 1605 1230">Adequacy of teachers' performance to the desired results in each specific situation</p>

4. Teacher evaluation models

What implications does this have to the development of teacher evaluation models?

Assuming that being a teacher means **being a professional** with a **multi-complex *knowledge case*** (competency in subject; planning skills; assessment skills; communication skills; instructional techniques; classroom management; interpersonal skills) teacher evaluation models should reflect this specific but complex knowledge.

4. Teacher evaluation models

Methods to
measure

teacher quality

and the

systems of

teacher

performance

assessment

are diverse

and depend on

the national or

local context

(1)1. teacher quality based on observable
CHARACTERISTICS

(1)2. the assessment of classroom practices
based on PROFESSIONAL STANDARDS

3. teacher effect estimates based on
STUDENTS' TEST SCORES

4. Teacher evaluation models

These assessment approaches have been used as part of initiatives that **hold teachers accountable for students' learning**, often **without taking contextual variables into account**. In the field of education, many of the methods used in performance assessment aim to combine the purposes of holding educators to account for students' learning outcomes and providing a basis for professional development.

4. Teacher evaluation models

A framework compatible with the Interstate New Teacher Assessment and Support Consortium (INTASC) and the National Board for Professional Teaching Standards (NBPTS) (Danielson, 2001)

Four domains:

1. Planning and preparation
2. Classroom environment
3. Instruction
4. Professional responsibilities

4. Teacher evaluation models

1. PLANNING AND PREPARATION

- 1a. Demonstrating Knowledge of Content and Pedagogy
- 1b. Demonstrating knowledge of students
- 1c. Selecting instructional goals
- 1d. Demonstrating knowledge of resources
- 1e. Designing Coherent Instruction
- 1f. Assessing student learning

4. Teacher evaluation models

2. CLASSROOM ENVIRONMENT

2a. Creating an Environment of Respect and Rapport

2b. Establishing a Culture for Learning

2c. Managing Classroom Procedures

2d. Managing Student Behavior

2e. Organizing Physical Space

4. Teacher evaluation models

3. INSTRUCTION

3a. Communicating Clearly and Accurately

3b. Using questioning and Discussion Techniques

3c. Engaging Students in Learning

3d. Providing Feedback to Students

3e. Demonstrating Flexibility and Responsiveness

4. Teacher evaluation models

4. PROFESSIONAL RESPONSIBILITIES

4a. Reflecting on Teaching

4b. Maintaining Accurate Records

4c. Communicating with Families

4d. Contributing to the School and District

4e. Growing and developing Professionally

4f. Showing Professionalism

5. Teacher evaluation in Portugal

Teachers' evaluation in Portugal – general performance profile:

4 Dimensions:

- I. Professional, social and ethical
- II. Teaching and Learning development
- III. Participation in school and relation to the community
- IV. Lifelong professional development

(DL 240 / 2001, 30th August)

5. Teacher evaluation in Portugal

1986 – Publication of the *Lei de Bases do Sistema Educativo*
(The Law that establishes the basis of the Educational System in Portugal) – **teacher evaluation** is associated to **professional development and career progression**

(However, it was **MERELY RITUALISTIC**, since every teacher who had no disciplinary processes would be assessed with a good qualitative mention by administrative services.)



Assumption of teacher's competency | the myth of professionalism

5. Teacher evaluation in Portugal

Decree - Law no. 409/89 – introduces **10 CAREER RANKS** ; access to the 8th rank was restricted to public examination, to which teachers could voluntarily apply.

This was the first step in introducing a milestone in teachers' career

5. Teacher evaluation in Portugal

1992 – Implementing Decree no. 14/92 – implements the practice of elaborating a **SELF ASSESSMENT REPORT** and **ATTENDANCE OF** a determined **TRAINING HOURS**. The report was evaluated by the President of the board of school, who would assess it with a qualitative mention.

5. Teacher evaluation in Portugal

1998 – Implementing Decree no. 11/98

Critical reflexion document

(former Self assessment report) + training hours

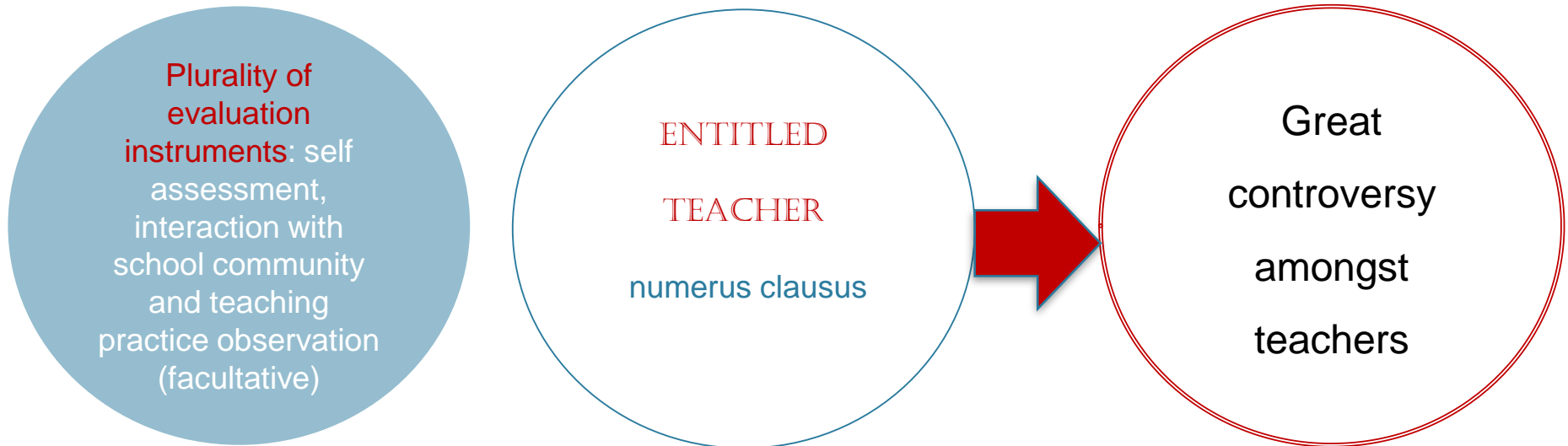
Creation of an EVALUATION COMMISSION

Abolishment of the career progression regime to access the 8th rank

5. Teacher evaluation in Portugal

2007 – Decree-Law no. 15/2007

*It is indispensable to establish a **more demanding performance evaluation** regime with effects in career development that makes it possible to identify, promote and reward merit, valuing pedagogic activity.*



5. Teacher evaluation in Portugal

2008 - Implementing Decree no. 2/2008



End of the dual regime of the career

5. Teacher evaluation in Portugal

A (relevant) contradiction...

The STATUTE OF THE TEACHING CAREER defines as general objectives for the teacher evaluation the improvement of students' academic results and of the quality of learning, as well as promoting orientations towards the personal and professional development of teachers.

5. Teacher evaluation in Portugal

However, the model for teacher evaluation in Portugal seems to be stuck to fairly mechanical criteria that have little to do with the objectives expressed in the Statute of the Teaching Career. Moreover, currently, the model applied does not have any practical implications on teacher career progression.

A ritualistic implementation of teacher evaluation?

5. Teacher evaluation in Portugal

OECD Review, 2009

Meaningful teacher evaluation is critical to improving education performance

Strengthen teacher evaluation for improvement purposes

(developmental evaluation) the concurrent accountability purpose can reduce the effectiveness of evaluation as an important tool for fostering improvement

5. Teacher evaluation in Portugal

OECD Review, 2009

Provide links between
**developmental
evaluation** and **career-
progression
evaluation**

Re-examine
profession-wide
standards and reach a
**shared understanding
of what counts as
accomplished
teaching**

5. Teacher evaluation in Portugal

OECD Review, 2009

Develop common
national criteria with
**adaptation at the
school level**

Teacher evaluation is
part of the broader
process of developing
each school into a
**PROFESSIONAL
LEARNING
COMMUNITY.**

6. Teacher evaluation – an opportunity for professional development?

*It is also clear that teacher evaluation will only be worthwhile in the longer term if it becomes part of a culture or climate where each school is a **PROFESSIONAL LEARNING COMMUNITY.***

(OECD, 2009)

6. Teacher evaluation – an opportunity for professional development?

What are professional learning communities?

A group of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth-promoting way (Mitchell & Sackney, 2000; Toole & Louis, 2002); operating as a collective enterprise (King & Newmann, 2001).

6. Teacher evaluation – an opportunity for professional development?

What are professional learning communities?

[a community] ... in which the teachers in a school and its administrators continuously seek and share learning, and act on their learning. The goal of their actions is to enhance their effectiveness as professionals **FOR THE STUDENTS' BENEFIT**; thus, this arrangement may also be termed *communities of continuous inquiry and improvement*.

(Astuto, Clark, Read, McGree & Fernandez, 1993)

6. Teacher evaluation – an opportunity for professional development?



Teacher evaluation can be a mere bureaucratic and administrative routine, unable to positively influence the performance, the competency and the quality of teachers and of school itself.

However, if teacher evaluation evolves to MORE FLEXIBLE AND HOLISTIC MODELS where common national criteria can be adapted at the school level, it can become part of SCHOOL ROUTINE AND CULTURE and have a significant impact in PROFESSIONAL AND ORGANIZATIONAL DEVELOPMENT.

Teaching is not an activity like others. Few professions can cause such severe risks as those that bad teachers can inflict upon the students they are entrusted with. Few professions demand so many virtues, generousities, dedication and, above all, maybe enthusiasm and altruism. Only a policy driven by the aim of attracting and promoting the best ones, those quality men and women that every educational system has always celebrated, can make the craft of teaching youth what it should be: the first of all crafts.

Pierre Bourdieu, 1986
translation by Ilídia Cabral

THANK YOU FOR YOUR ATTENTION

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