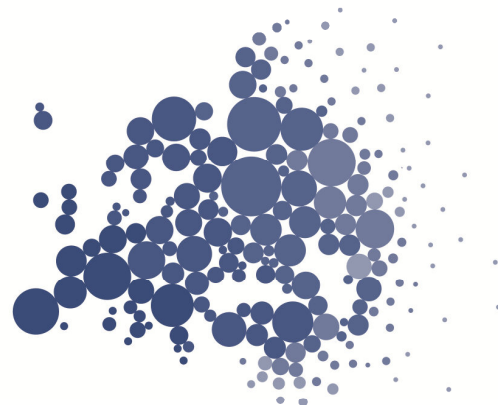




EUSKO JAURLARITZA  
GOBIERNO VASCO

HEZKUNTZA SAILA  
DEPARTAMENTO DE EDUCACIÓN

# GUIDE FOR TEACHERS' PRACTICE EVALUATION



EOSLATP

EVALUATION OF SCHOOL LEADERSHIP AND TEACHING PRACTICE

K2: 2015-1-ES01-KA201-015972



Erasmus+

**AUTHOR INSTITUTIONS:**

- Department of Education, Language Policy and Culture. Inspectorate of Education in the Basque Country, Spain. (Coordinator of the Erasmus+ Project, origin of this publication).
- Culture, Education and Sport Department of Kaunas Region Municipality. Inspectorate of Kaunas, Lithuania.
- School Inspectorate of Prahova. Inspectoratul Scolar Judetean Prahova, Romania.
- University of Cumbria, United Kingdom.
- Open University of Cyprus, Cyprus.
- Inspectorate of Portugal. Inspeção-Geral da Educação e Ciência, Portugal.
- Evaluation Department of Bozen/Bulsan, Autonomous Region of Alto-Adige/South Tyrol – Italy.

**EDITION:**

March 2017

**EDITOR:**

Department of Education, Language Policy and Culture. Inspectorate of Education in the Basque Country, Spain.

**INTERNET:**

- <http://www.basque.inspectorate.erasmusplus.hezkuntza.net/web/guest/inicio>

**DESIGN:**

- CIFP Emilio Campuzano LHII - Ikaslan

**Copyright © 2017 by EOSLATP**

Reproduction is authorised provided the source is acknowledged.

This publication reflects only the author's views and the European Commission and Spanish National Agency are not responsible for any use that may be made of the information it contains.

## CONTENTS

### 1. INTRODUCTION

- 1.1. Origins of this Guide
- 1.2. Justification
  - 1.2.1. Why does evaluation of Teacher's practice matter?
  - 1.2.2. Why evaluate teachers practice?
- 1.3. Agreements of the Scientific Committee

### 2. PURPOSE AND CHARACTERISTICS OF THIS GUIDE

- 2.1. Purpose of the Guide
- 2.2. Characteristics of this Guide
- 2.3. Potential users of this Guide

### 3. CONTEXT

- 3.1 Theoretical approaches
  - 3.1.1 What makes a good teacher?
  - 3.1.2. What does research say about teachers' influence on students' success?
  - 3.1.3. How are teachers evaluated?
  - 3.1.4. Sources of evidence for the evaluation of teacher performance
  - 3.1.5. Domains and dimensions for the evaluation of teachers' practice
- 3.2 Case studies in partner countries. Evaluation purposes in partner countries

### 4. GUIDELINES FOR TEACHERS' PRACTICE EVALUATION

- 4.1. Characteristics of this evaluation model
- 4.2. Domains of teacher practice
  - 4.2.1. Planning and preparation
  - 4.2.2. Classroom environment
  - 4.2.3. Instruction
  - 4.2.4. Professionalism
  - 4.2.5. Collaboration and partnership
- 4.3. Procedures for Teachers' Practice Evaluation
  - 4.3.1. Who's practice should be evaluated?
  - 4.3.2. By whom should teachers' practice be evaluated?
  - 4.3.3. How often should teachers' practice be evaluated?
  - 4.3.4. How: Instruments and information sources

4.4 Evaluation results

4.4.1. Teacher's and School Leader's tasks derived from evaluation process

4.5. Practicalities

5. META-EVALUATION

5.1. Definition

5.2. Purpose

5.3. Who

5.4. How

5.5. When

6. TRAINING OF EVALUATORS

7. CONCLUDING STATEMENTS

8. GLOSSARY

9. BIBLIOGRAPHY

10. APPENDICES

## 1. INTRODUCTION

### 1.1. Origins of this Guide

This Guide for the Evaluation of Teachers' Practice is one of the intellectual outputs of the Erasmus+ Project on Evaluation of School Leaders and Teachers' Practice (EOSLATP) that took place between September 2015 and July 2017. The partners of the first part of this project were four inspectorate services from Portugal, Prahova (Romania), Kaunas (Lithuania) an Evaluation Department from Bolzano (Italy) with the Basque Country (Spain) as coordinator of the project. In addition, two universities took part in the process as trainers, by giving scientific support and as evaluators: University of Cumbria (UK) and Open University of Cyprus (Cyprus). The representatives of the above-mentioned institutions form the Scientific Committee as partners of the Project.

The objectives of the project were:

- 1- To identify dimensions, criteria, indicators, strategies, sources of evidence and good practices related to evaluation of School Leaders and Teachers' Practice.
- 2- To provide to inspectorate bodies as well as professional staff related to teachers' evaluation with tools and strategies for guiding the evaluation of School Leaders and Teachers, containing common good practices with a European Dimension view.
- 3- To offer open on-line tools to train teachers for external and self-evaluation in order to improve their professional practice, to be used by Inspectorate bodies as well as professional staff related to evaluation of Teachers' Practice.
- 4- To provide teachers training centres and Universities with data for designing their training programs.
- 5- To promote the European Dimension of all actions and initiatives related to this project for the benefit of the partners or any other country, and to disseminate its outputs, conclusions and proposals.

To achieve the goal of this Erasmus+ Project, the scientific committee will create the following intellectual outputs:

- a) A guide about School Leaders' Evaluation
- b) A guide about Evaluation of Teachers' Practice
- c) A Moodle Course on the Evaluation of Teachers' Practice

This document addresses the second of the intellectual outputs for the project by providing a Guide for the Evaluation of Teachers' Practice.

During the elaboration of the present Guide, the Scientific Committee of the EOSLATP project analyzed and discussed the different approaches each institution follows when dealing with the evaluation of Teachers' Practice. This process enabled us to learn about good practice, to reflect on the aims and purposes of the evaluation of teachers' practice and to reach to agreements to be able to create a tool with a European perspective.

## 1.2. Justification

*From Aristotle and Socrates to Montessori and Piaget to Bruner and Hanushek, philosophers, physicians, psychologists, cognitive scientists, and economists have each attempted to characterize the attributes, dispositions, knowledge, and instructional skills that define effective teachers. The rationale for this 2,000-year search is that better teachers produce better learning.*

*(Schacter and Thum 2004, 411)*

What do we mean when talking about good teaching? Is it the same as when talking about effective teachers? What do we want to achieve? Students' good academic results? Better professional development? And how are we going to succeed in the task? Different educational stakeholders have tried to give an answer to these questions, and we can say it is well established that evaluation is a good tool to deal with the possible answers.

When teachers evaluate their own practices, it gives them the opportunity to reflect on their work, to think about what they are doing and why, to listen to colleagues about their performance in class, to spot their strengths and weak points and to receive advice from the evaluators in order to become better effective teachers.

The Council of the European Union (Council of EU, 2014), offered several conclusions on effective teacher education, such as:

- High quality teaching is widely acknowledged to be one of the key factors in achieving successful learning outcomes.
- Teacher educators have a crucial role to play in maintaining –and improving- the quality of the teaching workforce.

- The provision of continuous professional development is a significant factor in ensuring that teachers possess and maintain the relevant competences they require to be effective in today's classrooms.
- Teacher education should be seen as an integral part of the broader policy objective to raise the quality of the profession. This requires career-long professional learning and development, pedagogical feedback and incentives for teachers.

### 1.2.1. Why does evaluation of Teacher's Practice matter?

School Leaders exert a great influence on the teams led by them (Cranston, 2013), but the teachers are, in their interaction with students, the ones who carry out the act of teaching-learning and the evaluation of teachers is an increasingly important area of focus for educational stakeholders (Schleicher, 2012; Tucker and Stronge, 2006). In particular, 'high quality teaching' is a key objective of the EU's Strategic Framework for Education and Training 2022 (Eurydice Report, 2013) as part of a wider view of educational quality and school improvement (Tucker and Stronge, 2006; Isoré, 2009). The Teaching and Learning International Survey (TALIS, 2013) argues strongly for a strong, effective and formative system of evaluation of teachers:

*EU countries should strive to base feedback and appraisal of teachers on fair and transparent criteria, accepted by teachers and linked to real impact... Feedback and appraisal should come from different sources, including school leaders, colleagues and students and include collaborative approaches such as peer reviewing and mutual class observation... too few teachers receive effective and regular feedback (TALIS, 2013, p8).*

It is for that reason that the evaluation of teachers' practice is a process that the Scientific Committee considers is important to deal with under a European perspective. In addition, we realise that an online tool could serve both to train those who evaluate the effectiveness of teachers' practice, as well as to be used as a tool for self-evaluation by teachers themselves. This is because we believe that reflection and self-evaluation by teachers and school leaders are central to the process of school improvement (Tucker and Stronge, 2006; Isoré, 2009; TALIS, 2013).

The importance of evaluation of Teacher's Practice is widely recognized in theory and practice (for example, Isoré, 2009; Schleicher, 2012; Eurydice Report, 2013).

The McKinsey Report (Barber and Mourshed, 2007) claimed that the quality of an education system cannot exceed the quality of its teachers and that improving the quality of teaching

is fundamental to improving educational outcomes. This influential report saw three aspects as key to improving the effectiveness of teachers:

- ‘getting the best people to be teachers’ (teacher recruitment and selection including making teaching attractive to high quality candidates along with rigorous selection processes)
- ‘developing the best people into effective instructors’ (including effective and continuing professional development for teachers and school leaders)
- ensuring the system delivers high quality teaching (including targeted support for meeting the academic needs of every child).

The McKinsey Report (Barber and Mourshed, 2007) is part of a trend towards the accumulation of quantitative data as a central component of a political desire to raise educational standards (Harris, 2009; Alexander 2012). Alexander (2012) criticises this trend as focusing on a narrow range of ‘measurable’ criteria and a misuse of so-called ‘objective’ results from restrictive tests as a proxy for wider educational performance in a mistaken attempt to identify simple cause-effect relationships between teaching and learning. Alexander (2012) points out that such an approach often fails to give weight to the powerful socio-economic factors that account for most of the variation in attainment between students whilst also ignoring the educational processes and contexts within which teaching and learning occur (see also Tucker and Stronge, 2006).

One of the consequences of the focus on data-driven comparison between schools and between educational systems has been a move to an evaluation-based approach to educational reform (Brauckmann and Pashiardis, 2010). In some countries, this has been accompanied by a combination of decentralisation of decision making, increased school autonomy, the establishment of monitoring systems and the increased use of internal and external evaluations (Brauckmann and Pashiardis, 2010; Schleicher, 2012).

Brauckmann and Pashiardis (2010) suggest that the adoption of the ‘evaluation-based steering concept’ has had some positive effects in focusing attention on the quality of teaching and learning and in raising the quality of schools. However, they recognise that this has often been accompanied by negative side-effects such as increased workload and teacher stress, a contraction of the curriculum, and the standardisation and commoditisation of leadership and teaching. Although evaluation systems based upon a blend of internal and external inspection processes that combine summative and formative evaluation approaches have been largely accepted by teachers in some countries (Brauckmann and



Pashiardis, 2010) teacher evaluation remains highly controversial in many countries (Isoré, 2009) and there is considerable variation in evaluation practice across countries (Schleicher, 2012; TALIS, 2013).

Some form of teacher evaluation exists in most countries in the EU (Eurydice Report, 2013) but the detail of evaluation of teachers varies widely from country to country with a great variety of schemes, methods, criteria, standards and purposes (Schleicher, 2012; Isoré, 2009; TALIS, 2013). For example, teachers in England are evaluated as part of a formal system of evaluation multiple times a year whilst in other countries it is an annual process or only occurs at transitional moments such as recruitment or advancement (Schleicher, 2012). Such variation makes international comparison difficult (Alexander, 2012) but this is an inevitable consequence of cultural differences in the structure, purpose, process and outcome of education across countries (Harris, 2009). Differences in the operation and purpose of education, including evaluation of teachers' practice (see Eurydice Report, 2013), can frustrate the desire to copy from other educational systems, but provide the much greater opportunity for us to learn from other systems (Alexander, 2012).

Production of this guide allowed participants in the EOSLATP project to learn from evaluation practice in other partners' countries and we hope that this Guide to the Evaluation of Teachers' Practice will allow a range of interested stakeholders to learn from the experience and expertise of School Inspectors and others from a range of countries.

### 1.2.2. Why evaluate teachers' practice?

There are many reasons to evaluate teachers (see Fig 1) and teachers' practice. These purposes could be as part of formative evaluation; as part of summative performance appraisal; to inform professional development planning; or a support for change in employment status (Schleicher, 2012; Eurydice Report, 2013). These diverse objectives range from regulation and control through to facilitating the development of professional practice (TALIS, 2013) and cover a wide range of purposes from the formal (public accountability and employment status) to the informal (such as sharing good practice and developing professional collaboration between teachers).

It is important to recognise that such divergent purposes call for different ways and means of evaluating teachers' practice (Isoré, 2009; TALIS, 2013). Therefore, it is important when designing teachers' practice evaluation systems to clarify the aims and objectives of the evaluation at the outset of the process and to make these explicit to users of the evaluation

(Tucker and Stronge, 2006). This clarity in purpose is important because the aims and purposes of evaluation inform not only what (and who) is evaluated, but also how the evaluation is conducted and what the results of the evaluation will be used for (TALIS, 2013). As these priorities and aims will vary across countries and regions (Eurydice Report, 2013; TALIS, 2013), it is not possible to propose a 'universal' system for the evaluation of teachers' practice. Therefore, the Scientific Committee recognise that it is important for users of this guide to modify and adapt the suggestions in this Guide to suit the particular circumstances and needs of their own educational and school contexts.

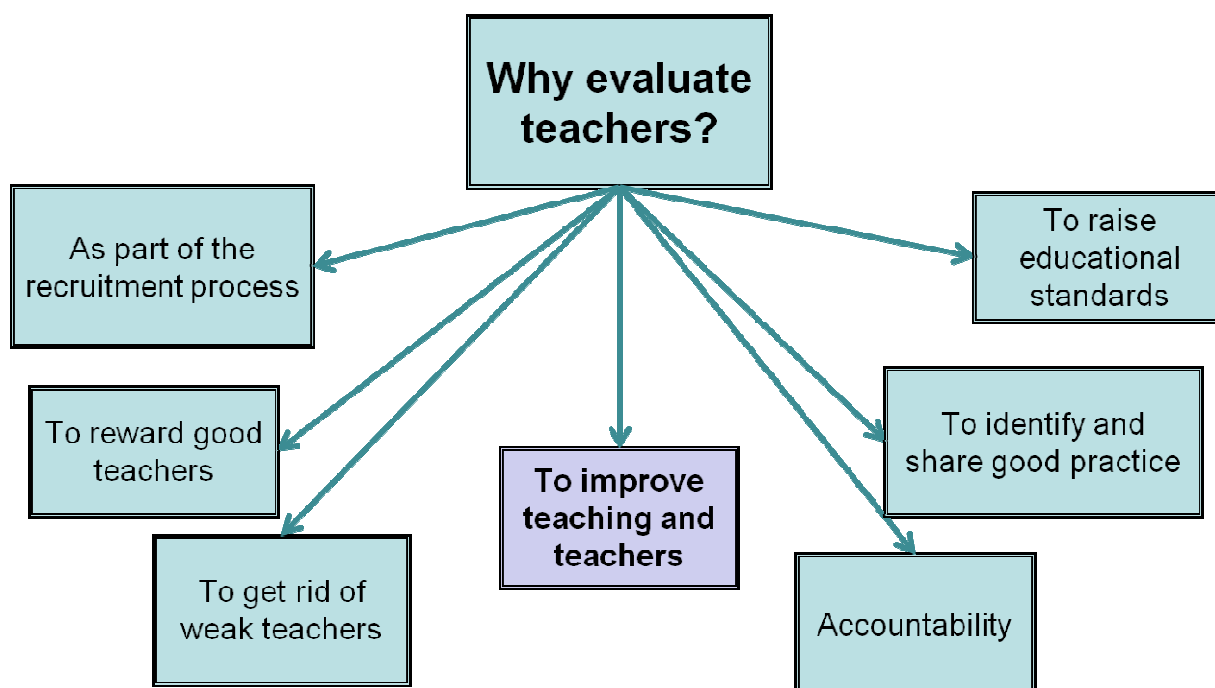


Fig 1: Why Evaluate Teachers?

For this project, the Scientific Committee agree that the focus of the evaluation of teachers should be to improve teaching and learning for the benefit of students and we recommend a formative approach to the evaluation of teachers' practice.

### 1.3. Agreements of the Scientific Committee

The Scientific Committee of the EOSLATP project, when setting the goals, purposes and the content of the present Guide, considered that:

- There are a number of purposes for the Evaluation of Teachers' Practice but this Guide would focus on the evaluation of teachers' practice as a **formative process** that aims to improve the work of teachers in order to improve teaching and learning in their school or setting. . Enhancing teacher quality is important for pupil achievement, so enhancing teacher quality should be the objective of teachers' evaluation activities.
- An **ongoing cyclical model** of teacher evaluation is an example of good practice in the evaluation of teachers' practice as part of on-going teacher development and so this will be a guide for a range of users and stakeholders, not just for school inspectors.
- The **context** (of the teacher, of the school, of the country) is a big influence on the process of the evaluation of teachers' practice. Therefore, this Guide will offer advice, examples and tools about evaluation of teachers' practice that each country can adapt in order to create their own evaluation tools that suit their own contexts.
- There are many **sources of evidence** that can be used in the evaluation of teachers' practice and the Scientific Committee recommend that systems of evaluation should consider a broad range of sources of evidence rather than rely on a narrow range of measures and indicators.
- The **classroom observation** of teachers is an important source of information for the evaluation of teachers' practice. Taking this into account, we recommend a Three-Step model of classroom observation as a useful method of gathering evidence as part of a formative process of teacher evaluation. In such a model, a pre-observation meeting between teacher and observer is held to discuss the context of the lesson, with a classroom observation to gather information, followed by a post-observation feedback meeting to discuss the observation.
- We consider that **self-evaluation** by teachers is an important part of the Evaluation of Teachers' Practice.

## 2. PURPOSE AND CHARACTERISTICS OF THIS GUIDE

*We can all teach well and we can all teach badly. Even good teachers teach some lessons and some groups less well; even the struggling teacher can teach a successful lesson on occasion. More generally, we can all teach better: teaching changes and develops. Skills improve. Ideas change. Practice alters. It's teaching, not teachers. (Chris Husbands)*

### 2.1. Purpose of the Guide

The title of the Guide gives an accurate picture about what this document is about: evaluation of the teaching practice, and not evaluation of teachers. This is a very important issue that we would like to stress.

If the purpose of the Guide was to evaluate individual teachers, we would get statements such as "She/he *is/is not* a good/effective teacher". But if we focus on his or her teaching practice, the statement would be more appropriate: "*His/her performance is/is not* good/effective". With the second statement we give the teacher the chance to improve his/her task, because what really matters is the process of teaching and learning, not the teachers.

Having said that, this Guide has the purpose of being a source of information and inspiration for those who want to either initiate a process of evaluation of the teachers' practice, or for those who want to know better about how this evaluation is developed in other European countries or to learn more about criteria, dimensions or tools.

As we have said in the introduction chapter, one of the aims of the EOSLATP project was to provide to inspectorate bodies as well as professional staff related to teachers' assessment with tools and strategies for guiding the assessment of teachers, containing common good practices with a European dimension view.

This Guide can be also used as a tool for self-evaluation. While reading the following chapters teachers can reflect on their own work and analyse their own performance from a richer and wider point of view.

The fact that the authors of this Guide belong to different European contexts gives a powerful transnational dimension to this document. What is done in a country can be missed in another. During these two years of work in the project we have had the opportunity to compare our evaluation systems and to learn about other ways and/or approaches that can enrich our own practice. This Guide has also the purpose of sharing all these reflections and findings.

This Guide aims to provide a European reference framework to plan, carry out and revise a systematic process to evaluate Teachers' Practice.

The Scientific Committee started out from an approach to the theoretical and practical context for the evaluation of teachers' practice (Section 3). The theoretical section aims to establish the basic principles for evaluating teachers' practice and to stress how important they are in improving education systems. This is partly based on the conclusions drawn in pedagogical scientific research, and follows the guidelines provided by the universities that have taken part in this project.

The different practices that have been implemented up to now in the education systems of the countries taking part in the Project are shown in the appendixes of this Guide. With this in mind, the purpose of this Guide is to provide guidance on the evaluation of teachers' practice that can be adapted to meet the specific contexts of individual education systems across Europe (Section 4).

## 2.2. Characteristics of the Guide

While reading the Guide, you will realize that:

- It has a **formative approach**. We aim at giving the reader of this document, a useful tool to deal with the evaluation of the teaching practice in your own context.
- It has a **European dimension**, This Guide has used, among others, the framework established by the European Union in different documents, and has taken into account its 2020's objectives.
- It is **adaptable** to any context and to any stakeholder that could use it.
- It is **not prescriptive**. The aim is to offer ideas, new points of view and innovative approaches that can be used or not, depending on the reader.
- It is **easy to use**, with clear explanations and structure.
- It is **based on research and theory**, giving a scientific framework about what it has been done and which are the future trending.

### 2.3. Potential users of this Guide

It is our aim that this Guide will be useful to school leaders, inspectors, teachers, internal or external evaluators, teachers' trainers and teachers' advisers. Each one can fulfil a different role in each country: inspectors have to control, evaluate and also give guidance to teachers, as well as school leaders or teachers' trainers. As the main purpose of this Guide is to offer a formative approach, any of those stakeholders can make a profitable use of the document.

1. **Inspectorate Services:** As external observers, they will have an assessment tool that is the basis for the evaluation of teachers' practice and that can be adapted so as to suit national and regional circumstances and contexts.
2. **School Governing Boards:** Taking into account that in some countries they are in charge of carrying out the evaluation process for teachers, we believe that this Guide will be useful for them.
3. **School Leaders:** This Guide will be useful for School Leaders because they have the responsibility for pedagogical leadership in their schools in most countries.
4. **Universities:** This Guide will offer universities the opportunity of adapting their own syllabi in order to establish a direct link between future teachers and their practice.
5. **Teachers' Training Centres/Teachers Professional Development Centres:** This Guide will be useful to help inform the training and professional development of teachers.
6. **Evaluation Centres / External Evaluation Agencies:** we expect this Guide will be useful to inform the development of procedures and content of systems of the evaluation of teachers' practice.
7. **Educational Policy Makers:** The process of teachers' evaluation may lead to changes in educational policy, such as modifying study plans for future teachers, investing money, salaries, and effective approaches for encouraging the best candidates to become teachers, promotion of the professional career and so on.
8. **Other Education Stakeholders:** We expect that this Guide will provide information that will be useful to a range of stakeholders to inform them about theoretical and practical aspects of the evaluation of teachers' practice.

### 3. CONTEXT

#### 3.1. Theoretical approaches

During the course of this project, the Scientific Committee have considered and discussed the principles and theory of different methods of evaluating teachers' practice. We have consulted a range of literature and published studies and have combined this with detailed practical knowledge of systems of evaluation drawn from personal professional practice across the countries in the project. As part of the project, we devoted an entire week of the project to a training activity at the University of Cumbria, England in order to consider evidence and to discuss a range of issues related to the evaluation of teachers' practice. This consideration of evidence, discussion and reflection continued in subsequent transnational meetings in Lithuania, Portugal and Romania and in discussion between meetings. This Guide is the result of this process of gathering information and evidence, professional dialogue and discussion, and reflection and negotiation amongst members of the project.

##### 3.1.1. What makes a good teacher?

Defining what makes a good teacher might appear to be deceptively easy yet 'good teaching' is complex and not easy to define (TALIS, 2013). Consequently, views of effective teaching are disparate, contested and variable. Further, it is widely agreed that school leaders, teachers, parents and students do not value the same aspects, do not use the same evidence and do not have the same degree of objectivity (TALIS, 2013). In addition, the conditions under which teachers operate and the expectation made upon them also vary across the countries of Europe (Isoré, 2009; Eurydice Report, 2013). To some extent, these variations reflect wider differences in belief about the nature and purpose of education (Harris, 2009). We have shown in our Guide to the Evaluation of School Leaders (EOSLATP, 2016) that there are a number of purposes for education that modern societies expect of schools. These can be broadly grouped into three categories (Cranston, 2013; Biesta, 2009):

- democratic (considered as the development of active and competent citizens),
- individual (focusing on social and economic interests),
- economic (developing competent contributors to society).

As such, teachers have an important role to play as key agents in achieving the educational purposes of schools (for further details, see EOSLATP, 2016, Guide to the Evaluation of School Leaders, section 3.1.2).

However, it is also important to recognise that education is an 'expression of national life' (Alexander, 2001) and that teaching is culturally situated (Biesta, 2009; Harris, 2009). This means that there are significant social, cultural and historical differences in educational philosophy that interact with institutional and structural differences in education systems leading to variations in what constitutes the activity of a teacher and in how that work is evaluated (Alexander, 2012; Eurydice Report, 2013). As a result, it is important to be aware of the dangers of 'policy borrowing' when considering educational practice drawn from other national and regional contexts. The Scientific Committee therefore strongly advise that the recommendations within this Guide are adapted to suit the specific national, regional and school contexts of those who use it.

### 3.1.2. What does research say about teachers' influence on students' success?

There has been a widespread growth in the use of data-led accountability that attempts to connect student achievement with teacher evaluation in the past 30 years (Tucker and Stronge, 2006; Schleicher, 2012). This movement has seen the extension of testing of students and a growth in the accountability of school leaders and teachers as responsibility for increasing student performance is assigned to those who are directly responsible for educating students. As Tucker and Stronge (2006) explain, this 'accountability agenda' focuses attention and responsibility onto teachers and school leaders although they are only *partly* responsible for student achievement. Students' characteristics and resources have considerable influence on student achievement and it is widely recognised that parents, managers, administrators, inspectors and 'society' also have important direct and indirect roles to play (Hattie, 2003, 2008).



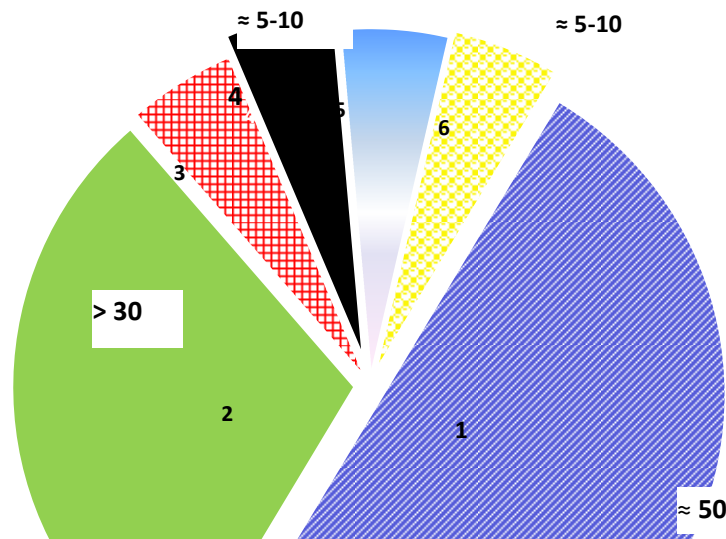


Figure 2: Influences on the achievement of students (from Hattie, 2003, 2005)

Quantifiable data to measure teacher effectiveness are difficult to obtain because of the complexity of the teaching-achievement relationship and the methodological difficulties in identifying, collecting and analysing data that can be used to measure the effectiveness of teachers (Isoré, 2009; Tucker and Stronge, 2006). As a result of these difficulties, reliable data on the effectiveness of teachers is difficult to obtain and difficult to interpret (Popham, 2003; TALIS, 2013). For example, ‘teacher effects’<sup>1</sup> are claimed to explain 12-14% of the variance in achievement between students in mathematics but only 7% of the variance in achievement between students in reading (Nye et al, 2004) whilst Hattie (2003) claims that teachers have a much larger influence, accounting for up to 30% of the variance between student achievement (see Fig 2). In part, this variance is because of the difficulty in quantifying the direct and indirect influences of teachers and in identifying the causal links between teaching and student attainment (see Isoré, 2009, for further details). Nonetheless, there is considerable evidence that suggests that addressing the effectiveness of teachers should yield worthwhile gains in student achievement (Tucker and Stronge, 2006). Although obtaining precise figures to measure the influence of teachers on student achievement is problematical (and beyond the remit of this project) it is clear that the influence of teachers is significant and it can be developed through effective professional development and competent school leadership (TALIS, 2013). The impact of good teachers

<sup>1</sup> ‘Teacher effects’ is the name given to a whole range of factors about teachers that could be used to collect data about the actions characteristics and beliefs of individual teachers. An example of some of these can be seen in the ‘Teacher Skills Assessment Checklist’ in Stronge (2007).

is both direct and indirect and it is worth noting that indirect impacts, whilst being difficult to identify and quantify can nonetheless be of considerable importance to the work of schools and the attainment of students. In addition, as we identified in the Guide for the Evaluation of School Leaders (EOSLATP, 2016) a number of the purposes of education identified in Section 3.1.2 (above) are intangible, difficult to measure and may emerge many years after the student has left school (Biesta, 2009; Peterson, 2000).

### 3.1.3. How are teachers evaluated?

It has long been accepted that a guiding principle of approaches to the evaluation of teachers that the aim of enhancing the quality of teachers should be the objective of all hiring, development and evaluation activities (Tucker and Stronge, 2006) yet there are different, albeit overlapping, conceptualisations of what constitutes teacher quality (Eurydice Report, 2013; Isoré, 2009). These characteristics can be expressed as 'teacher competence', 'teacher performance' and 'teacher effectiveness' (Medley and Shannon, 1994; Tucker and Stronge, 2006).

- a. 'Teacher competence' can typically relate to the qualifications and experience of individual teachers. This facet encompasses the knowledge, skills and dispositions of individual teachers and although these continue to evolve over time, they are generally assessed when hiring or certifying teachers.
- b. 'Teacher performance' relates to the behaviours and actions of teachers inside and outside the classroom. It comprises a complex blend of skills and knowledge about the complex nature of teaching and learning, including direct aspects related to teaching and learning (such as planning, instruction, monitoring and assessment of students) and indirect aspects such as collaboration with colleagues and engagement in non-certified professional development activities.
- c. 'Teacher effectiveness' relates to the outcomes of teaching, typically reflected as the 'results' of their teaching as evidenced by the achievement of students. This can involve 'direct' evidence as in student performance in tests and exams or 'indirect' evidence drawn from student surveys, teacher portfolios and observation of teaching.

In recent years, some countries have seen a move from 'Teacher Quality' towards 'Teacher Effectiveness' (Hanushek, 2011) however there are concerns about the appropriateness of using student results to measure teaching quality (for example,

Hunter-Doniger, 2013; Isoré, 2009). These concerns reflect awareness that student results are only partly linked to quality of teaching (see Fig 2 above) and doubts about the reliability of measures of student achievement for some age-groups, student cohorts and subjects (Hunter-Doniger, 2013; Alexander 2012; Peterson, 2000). The Scientific Committee considered available evidence drawn from published material and their professional practice and agreed that for the purpose of this Guide, our focus should be on 'teacher performance' because we believe that this will allow teachers to be evaluated in a fairer and more meaningful manner. We believe that it is important to focus on the quality of a teachers' work because enhancing teacher quality is important for raising student achievement. Further, we consider that enhancing the quality of teaching practice should be the objective of teacher evaluation activities.

#### **3.1.4. Sources of evidence for the evaluation of teacher performance**

Teaching is a complex process that involves more tasks than are evident from simply observing a teacher in action. It is recognised that the evaluation of teacher performance can cover a wide range of activities (Eurydice Report, 2013; Isoré, 2009), some of which are not directly observable within a classroom (Phillips, Balan and Manko, 2014) but which are nonetheless important aspects of a teacher's activity. As suggested in the previous section, teaching requires a complex blend of skills, knowledge and attitudes that include planning and preparation of activities and resources; delivery and management of teaching and learning episodes; use of strategies to engage students' attention and ensure appropriate behaviour; and ways of monitoring, assessing and reporting on student progress (Tucker and Stronge, 2006). In addition, in many school systems, the work of a teacher transcends the classroom and encompasses wider roles and responsibilities outside the classroom such as participating in the academic, management and wider aspects of school life; collaborating and cooperating with colleagues and other professionals; and engaging with students, parents and the wider community (Eurydice Report, 2013; Isoré, 2009). Consequently, there are a wide range of sources of evidence that can be drawn upon when evaluating a teacher's performance (TALIS, 2013) covering a variety of objective and subjective methods of gathering information about the work of teachers (Peterson, 2000; Tucker and Stronge, 2006). Some of these sources of evidence are shown in Fig 3.

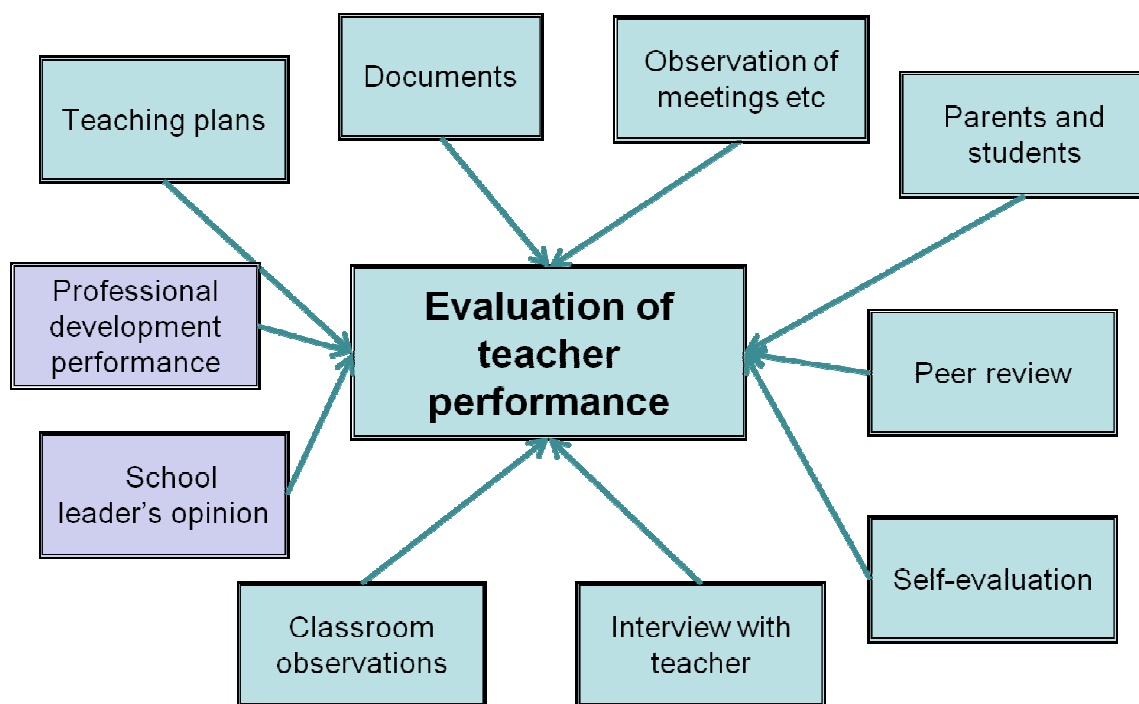


Fig 3: Possible sources of evidence for the evaluation of teacher performance

The Scientific Committee recognise that an evaluation system that relies on just one or two sources of evidence will run the risk of being too narrow in its focus (Hunter-Doniger, 2013; Peterson, 2000; TALIS, 2013) but we also recognise that including all sources of information may be unmanageable. We recognise that education systems vary according to country and region (Eurydice Report, 2013; TALIS, 2013) and therefore different users will have different priorities and purposes for their evaluation systems such that the methods used and the evidence gathered in the evaluation of teachers varies across countries (Schleicher, 2012; Isoré, 2009). Therefore, we advise that users of this Guide consider carefully the purpose of their system of evaluation and select a number of sources of information that best match the purpose and priorities of their region or country. The Scientific Committee advise that this process of identifying and selecting sources of information to use as evidence in their evaluation system should consider the views and perspectives of a range of local or regional stakeholders.

### 3.1.5. Domains and dimensions for the evaluation of teacher's practice

There are a number of ways of categorising and grouping the dimensions that can be used as part of the evaluation of teachers (for example, Phillips, Balan and Manko, 2014; TALIS, 2013; Stronge, 2007). As mentioned before, the purposes, criteria, methods and evidence used in the evaluation of teachers vary considerably from country to country with consequent lack of consistency between countries in the form, rigour, content and consequences of the evaluation of teachers (Schleicher, 2012; Eurydice Report, 2013). However, the Scientific Committee recognise that this lack of direct comparability of systems is not an obstacle because we recommend that users of this Guide take into consideration their unique local circumstances when designing and implementing a system for the evaluation of teachers that meets their local needs and suits their circumstances. By doing so, we anticipate that local users of the guide can steer clear of the dangers of 'policy borrowing' identified by Alexander (2001) and will be able to 'compare to learn' rather than copy what may be an inappropriate or unsuitable system and procedure for their education and school system.

For the purposes of this guide, we select a model of grouping the dimensions of teachers' practice into five domains: planning and preparation; classroom environment; instruction; professionalism; and collaboration and partnership (Phillips, Balan and Manko, 2014). Each of these domains can be subdivided into a number of dimensions and each of these can then be graded (for example: exemplary, proficient, adequate, limited, not in evidence) if desired (see Table 1):

**Table 1: Domains and Dimensions for the Evaluation of Teacher Performance  
(after Phillips, Balan and Manko, 2014)**

<b>Domains of teaching</b>	<b>Planning and Preparation</b>	<b>Classroom environment</b>	<b>Instruction</b>	<b>Professionalism</b>	<b>Collaboration and partnership</b>
<b>Possible dimensions</b>	Development of goals  Aims of lesson  Content of lesson (and the programme of lessons)  Resources and equipment  Monitoring and assessment	Relationship with students  Trust, respect, discipline  Engagement with learners  Value for individuals  Imagination and creativity  Meeting students' needs	Pedagogical skills  Professional knowledge  Subject content  Assessment skills  Motivation of learners  Generating interest Multiple approaches  Evaluation of own teaching	Engaging in professional development  Improving skills and knowledge  Wider knowledge and skills	Working with other teachers, support staff etc  Involvement with community  Other aspects of school life

It is important to remember that the domains and dimensions identified in Table 1 are offered as suggestions of possibilities (other possibilities are identified in Isoré, 2009, and Stronge 2007, for example). We have stressed in a number of places within this Guide that because of regional and national differences in education systems and school circumstances, each user of the Guide will need to adapt and modify such suggestions in order to design an evaluation system that is distinctively adapted to meet their own needs, contexts and circumstances.

### 3.2. Case studies in partner countries. Evaluation purposes in partner countries

For the purpose of this Guide, we take into account that in some countries/regions the evaluation process focuses on the individual teacher while in others it forms part of a broader process, such as the evaluation of schools (Eurydice Report, 2013). However, although we recognize that each country operates in a specific context, we believe that we can offer examples of good practice as identified by some of the representatives of these countries/regions. These examples of good practice can be seen in Appendix 1 of this Guide and further examples can be read in Isoré (2009) and TALIS (2013).

This section contains information about evaluation of Teachers' Practice in the partners' regions/countries that took part in the Erasmus+ Project mentioned in the introduction. Further information can be found in the appendixes attached to the Guide and in published documents such as the Eurydice Report (2013) and TALIS (2013). In this section, two aspects will be highlighted: on the one hand these countries'/region's evaluation purpose and on the other hand, examples of good practice.

## 4. GUIDELINES FOR TEACHERS' PRACTICE EVALUATION

In chapter 2 we have explained the characteristics this Guide has: a formative approach, a European dimension, adaptability, not prescriptive, easy to use, and based on research and theory. In this chapter, we will talk about the type and the characteristics of the teaching practice evaluation model we suggest to be done.

### 4.1 Characteristics of this evaluation model

When it comes to establishing guidelines for teachers' practice evaluation, it is necessary to provide a sufficiently broad and flexible framework that can be adapted by the evaluators that carry this out in each country and context.

The Scientific Committee believes that the evaluation of teachers' practice, in common with evaluations of other public services, should be characterized by the following features: formative approach, planned activity, evaluation as a process, transparency, effectiveness, importance of self-evaluation, benefits to students, the evaluation framework should be aligned with the law and with the context of each country, the characteristics of the school and the teacher's context.

#### a) Formative approach

The evaluation of teachers' practice is about learning, about future professional development, and about having the chance of improving his/her performance.

The evaluation of teachers' practice is about gathering diagnostic information from a variety of sources in order to provide feedback to the teachers as part of a process aiming for school improvement. Therefore, evaluation of teachers' practice is about learning, about professional future, and about having the chance of improving one's performance. This Guide focuses on the formative aspects of the evaluation process by fostering reflection mechanisms based on the teachers' practice and by defining improvement proposals for developing the quality of his/her functions. Therefore, the application of teachers' practice evaluation as an ongoing and continuing process in cycles longer than one academic year implies the possibility of intermediate feedback to teachers in order to improve the weakness and enrich the strengths.

However, in any evaluation there can be also another approach that can reinforce the formative approach. The evaluation of teachers' practice can be used to create a summative report about the performance of teachers' work based on objective criteria. The summative approach should be adapted to each country depending on its evaluation purpose.



#### b) Evaluation as a process

The evaluation and professional development of teachers is an ongoing journey, rather than an activity rooted in a particular moment. Therefore, evaluation of teachers is an ongoing process rather than a discontinuous activity (Tucker and Stronge, 2006; TALIS, 2013).

#### c) Planned activity

Evaluation of Teachers' Practice should be proactive and not reactive. A good evaluation will be prospective and forward-looking, anticipating that assessment feedback will be needed, rather than just reacting to situations or problems when they arise.

#### d) Importance of the teachers' self-evaluation

The use of structured self-evaluation by the teacher as part of the Evaluation process promotes his/her self-involvement and learning. Engaging teachers in their own evaluation process has many benefits, and is an essential aspect for improvement.

A teacher that is willing to evaluate him/herself will be able to become a more efficient teacher, and will be seen as an educator who wants to improve and do something about it. By the mere act of self-evaluating they will also demonstrate accountability. Besides, it will help in creating a positive climate for evaluation in the school.

The participation of the teachers in the evaluation process promotes his/her self-involvement and learning and processes of self-reflection can be useful in the development of professional practice. (Hunter-Doniger, 2013)

#### e) Impartiality

Accuracy is an important component of teachers' practice evaluation, but even the most objective data can be interpreted subjectively (Pashiardis and Braukman, 2008). Nonetheless, the evaluation of teachers' practice should be objective and fair with information that describes the work of teachers accurately and without bias or conjecture. Therefore, we recommend that the attempt to reach objectivity and impartiality are key aspects of the evaluation of teachers' practice:

- To ensure that the evaluation process is objective certain dimensions, criteria, indicators, etc. will need to be defined that will provide a benchmark during the process and at the end of it. These dimensions, criteria and indicators will vary from country to country depending on local contexts.

- In the evaluation process, an evaluation team could work in a more objective way rather than a sole one agent in order to carry out impartial evaluation reports. This role could be performed by inspectors, school leaders or teachers from other schools, external experts and so on.
- Data collection from different and varied sources of information is recommended to provide a broad and balanced range of data about the work of a teacher. Diverse information could be collected from a range of stakeholders including other members of the Management Team, Governing Bodies, representatives of parents, other teachers, students, non-teaching staff and so on. Evidence about the work of teachers can be obtained through interviews, by direct observation, adapted questionnaires, results of student evaluations, school strategic documents and reports and other suitable methods.

#### f) Transparency

Open access to the whole content of evaluation (evaluation dimensions, criteria, indicators, steps, tools to be used, etc.) will help to ensure transparency in the process. Teachers should be informed beforehand on what the evaluation will be for, how it will be done, by whom and when; and during the process and in the end they should be given feedback through periodic reports, interviews, meetings and/or documents.

The rights of teachers should be taken into account in an open and transparent evaluation process (TALIS, 2013). The goal of the evaluation should be explained beforehand, along with the procedure and the main features of the process. In order for the evaluation process to have credibility and integrity, it should be based on public and previously known criteria.

#### g) Effectiveness

All the agents involved in the evaluation process should have an attitude of commitment and conviction in order to achieve the best results. An efficient evaluation of teachers' practice can have a positive influence on teachers' confidence, motivation, professional practice and job satisfaction (TALIS, 2013).

#### h) Benefits to students

The final goal of evaluation of teachers' practice should be improved teaching and learning and better school experiences for students (TALIS, 2013).

#### i) Reliability

Reliability is the degree to which an assessment tool produces stable and consistent results. This Guide has been based on theory, published research and tacit knowledge carried out by the Erasmus+ Education Inspectorate partners. We believe that the principles and practices in this Guide represent examples of good practice drawn from a variety of sources and contexts.

#### j) Revisability and meta-evaluation

It is important to monitor and evaluate the effectiveness of systems of teachers' practice evaluation so that practices and procedures can be improved in an ongoing manner. Review and revision of procedures and practices could be undertaken by inspectors, school leaders, external experts and evaluated teachers also. Details of the revision and meta-evaluation of systems of teachers' practice evaluation will vary from country to country depending on local contexts.

#### k) Acceptability

In order to be successful with the teachers' practice evaluation, the school community, and moreover the teachers themselves, should accept it, avoiding reluctant attitudes or rejection towards its implementation. One of the best ways to get the acceptance from the evaluated teachers is to let them take part in the decisions when designing the evaluation program. It is crucial to listen to them and to know their opinions and feelings. They can provide different and very useful points of view and suggestions to the evaluation team.

#### l) Cyclical

Evaluation is often seen as a last step of any process. Evaluation, however, should be taken not only as the starting point of a continuum, but also as an important stage in the middle and in the end of the process.

Being cyclical, evaluation enables continuous improvement and learning through implementation of recommendations, understanding and incorporation of what has been learned from past evaluations into new strategies and practices.

#### m) Credibility

As we have mentioned before, this Guide is based on the one hand, on the experience and best practices on teachers' practice evaluation used in the different partners' contexts, and, on the other hand, on published research, tacit knowledge and scientific theories. The use of these sources implies a level of necessary credibility in the proposed model.

#### n) Adapted to meet the context

The evaluation framework should be aligned with the law and with the context of each country, the characteristics of the school and the teacher's context.

Effective systems for the evaluation of teachers' practice should take into account the contexts to be found in individual countries and regions. In addition, there may be local contexts that also need to be considered such as the training that teachers have received the type of school, the socio-economic and cultural aspects of the population that it caters for, or other significant circumstances. These factors will condition the way in which this model is adapted to meet each specific case.

Bearing in mind all the above, each user of this guide can be expected to adapt the procedures described here to meet their regulatory reference frameworks, their competencies in schools or any other characteristic of their own environment.

#### o) Participatory evaluation

Fostering participation of all in one evaluation process can have many benefits. In general, stakeholders include teachers who will be evaluated, other experienced teachers, school leaders, parents, students, etc. They can help, determine and prioritize key evaluation issues, implement evaluation activities, increase credibility of analysis and interpretation of evaluation information, and ensure evaluation results are used.

### 4.2. Domains of teachers' practice

A teacher, when performing his/her duties, carries out many different tasks. In order to make feasible the evaluation of teachers' practice, we have considered useful to classify these tasks according to several domains of performance. i.e. a set of fields or areas where teachers' job develops. Commonly, educational systems that evaluate teaching practice are based on the fields of competences that their teachers are expected to show. Even though there are differences among experts with regard to what should be these domains, we can find quite comparable frameworks in our countries. As teachers' practice has a series of common tasks, what really changes from country to country or from educational level to level is the relevance of some functions depending on their context.

This guide uses a range of domains supported, by and large, not only by experts, but also by teachers' evaluators in different educational systems.

We have selected a certain number of criteria within each domain, although we are perfectly aware that it is almost impossible to find a common set of criteria which can be the most appropriate for any country or level. Therefore, we have focused on the selection of suitable criteria to help achieve an effective formative evaluation. Thus, it has to be taken into account that users of this guide should adapt these criteria to their reality.

On the other hand, teachers' competences have been described as 'complex combinations of knowledge, skills, understanding, values and attitudes, leading to effective action in situation' (European Commission, 2013). Teaching competences may change in different national contexts. There is not a list of competences agreed by the educational authorities at a European level although the Ministers of the EU concurred with the idea that, as a minimum, teachers should have: a specialist knowledge of the subject(s) they teach; the necessary pedagogical skills to teach them, including teaching heterogeneous classes; an effective use of the ICT; and helping students to acquire transversal competences (European Commission 2012). These competences should be taken into account when teachers' practice is evaluated, i.e., what is expected from a teacher in a particular country will determine the use of these competences.

Moreover, in a formative evaluation or in a self-evaluation framework, using level descriptors or rubrics could be certainly useful in order to provide an idea about what is appropriate as a teacher's level, what is acceptable, what are the areas to be developed and improved. Nevertheless, it would not be very realistic to intend to build a magic tool for all kinds of teachers in Europe. Despite this difficulty, we offer, by way of example, four level descriptors related to one criterion from each of the domains and encourage evaluators to describe levels based on their context, as references to make teachers aware of their improvement areas.

Finally, we would like to underline the need to adjust criteria and level descriptors to the context. To make adjustments it should be considered:

- In case an external evaluation of a significant number of teachers is being to be performed, we will need a wide evaluation framework that fits the teacher profile that is fostered in its system.
- In case a particular evaluation, the criteria and level descriptors could be adjusted to the specific context of a school and a student's group.

#### 4.2.1 Planning and preparation

Planning a lesson is a process that allows teachers to synthesise their knowledge of the contents of a subject, their pedagogical knowledge, their knowledge about the students, the curriculum and the teaching context. Teachers need time to think about what the goals are, how the learning is going to occur, through what activities, in how much time, with what resources, how the achievement of goals is going to be measured, and also to consider the planning itself and its efficacy in order to improve it in the future.

We can distinguish between a long-term plan for a whole subject or knowledge area, during a school year or a cycle and a short-term plan for a teaching unit or a lesson.

Furthermore, a good plan must be flexible enough to cope with the unexpected eventualities that often occur at complex processes such as a teaching/learning situation.

Criteria examples:

- *The teacher's knowledge of the subject and content related to pedagogy is demonstrated on the planning.*
- *The plan contains realistic and attainable objectives with due regard to the Curricula and the School Plan.*
- *The instructional goals of the lesson are aimed at the achievement of the subject objectives, as well as the development of competences.*
- *The teacher's plan takes into account the students' backgrounds, interests, students' self-evaluation and their possible educational special needs.*
- *The design of the activities is coherent in order to achieve the instructional goals.*
- *The lesson proposes different kinds of grouping and interactions: activities to be carried out individually, in pairs, in small or big groups...*
- *The teacher's plan includes some reinforcement activities and extension activities.*
- *The teacher's plan fosters the use of multiple resources, including ICT.*
- *The teacher's plan includes assessment criteria, procedures, and activities to evaluate the students' learning.*

<i>The teacher's plan includes assessment criteria, procedures, and activities to evaluate the students' learning.</i>			
Level 1: Improvement needed	Level 2: Proficient	Level 3 Accomplished	Level 4 Distinguished
The teacher's plan for student assessment is partially aligned with the instructional goals.	The teacher's plan for student assessment is aligned with the instructional goals,	The teacher's plan for student assessment is fully aligned with the instructional goals, with clear assessment criteria and standards.	The teacher's plan for student assessment is fully aligned with the instructional goals, with clear assessment criteria and standards and it measures the transference of learning to other contexts.
The teacher uses assessment to plan for future instruction for the class as a whole.	The teacher uses assessment to plan for future instructions for groups of students or individuals.	The teacher uses assessment to plan for future instructions for groups of students or individuals, takes into account the diversity among the students and plans minimum objectives and high level objectives.	The plan allows students to be aware of their own progress. Formal and informal assessments are used to monitor students' progress individually. Assessment is understood as a central element of teaching/learning process.
Assessment is mostly used to provide a summative result.	Assessment is formative and summative.	The plan includes collecting data useful for formative and summative assessment.	The plan includes collecting data useful for summative and especially formative assessment and uses evaluation processes that activate students' interest.
Assessment results are based on activities planned for this purpose.	Every activity performed is taken into account.	Assessment criteria are shared with students and families.	Assessment criteria are shared and discussed with students and families.
Communicating assessment results to students and families is planned.	Communicating assessment plan and results to students and families is planned.	Evaluation of teaching is included.	Systematic and cyclic evaluation of teaching is included.

Table 2: Example of level descriptors 1

#### 4.2.3 Classroom environment

Usually both physical elements (such as light, noise, desk arrangement, etc.) and social, relational climate are included in the concept of classroom or learning environment. Somehow, both aspects can be connected as a friendlier, more respectful and pleasanter atmosphere can often be more easily achieved in a suitable space. However, for the object of this guide, we will mainly focus on social and emotional aspects, and only on physical aspects in cases when the teacher might have some control on their management.

Criteria examples:

- *The teacher fosters a culture for learning.*
- *He or she has positive expectations for students and communicates them in order to help them face the school challenges.*
- *He or she promotes trust, respect, collaboration and mutual help among the students.*
- *The teacher behaves in accordance with the school rules related to attitudes that foster social harmony.*
- *He or she takes care of the students' well-being.*
- *He or she acts when rules are broken and responds proportionally when the students' behaviour is contrary to coexistence rules. Likewise, positive individual behaviours are appreciated and acknowledged.*
- *The teacher intervenes if sexist attitudes occur.*
- *The physical space is oriented to the activities. The teacher makes arrangements to ensure the best placing for students' engagement and participation.*

<i>The teacher behaves in accordance with the school rules related to attitudes that foster social harmony.</i>			
Level 1: Improvement needed	Level 2: Proficient	Level 3 Accomplished	Level 4: Distinguished
<p>Students respect cohabitation rules under teacher's control.</p> <p>The teacher spends time correcting students' behaviours.</p>	<p>Students know, understand and respect cohabitation rules.</p> <p>The teacher acts whenever positive cohabitation is broken providing sensitive responses, without significantly affecting the instructional activities.</p>	<p>Students know and have agreed with the teacher cohabitation rules and they are maintained.</p> <p>The teacher perceives risk situations and acts preventatively.</p>	<p>Students collaborate actively on the elaboration of the cohabitation rules, on its maintenance and revision.</p> <p>The teacher usually implements strategies that help a positive cohabitation and uses the conflicts as opportunity to develop social competence.</p>

Table 3: Example of level descriptors 2



#### 4.2.3. Instruction

Instruction is the act of teaching; it is the process of putting into practice the teacher's plan. It is what a teacher does in order to promote the students' learning. Different models of instruction have been described by scholars. In this guide, we stand for a model of instruction focused on student-centred actions.

This domain includes a complex set of pedagogical skills that should be reflected in a good teaching plan, skills aimed, among other things, to generate interest, to motivate and engage, to communicate, to provoke knowledge and self-reflection and to adapt the teaching to every student. The instruction model that we would like to emphasise puts students in the centre, as they should be not mere recipients, but agents on their educational process. According to *Synergies for Better Learning: An International Perspective on Evaluation and Assessment*, OECD (2013a): OECD, students should be fully engaged with their learning and empowered to assess their own progress (which is also a key skill for lifelong learning). Furthermore, it is also important to monitor broader learning outcomes, including the development of critical thinking, social competencies, and engagement with learning and overall well-being.

Although evaluating the quality of instruction is not an easy job, this is the core of any educational system, as it is crucial for the students' school success.

Criteria examples:

- *The teacher uses his or her knowledge about the contents and pedagogical strategies in order to perform lessons aligned with the planning and the students' needs. The teacher focuses the classroom activity on the lesson objectives.*
- *The teacher follows his or her planning step-by-step, but with flexibility, resilience and enthusiasm.*
- *The teacher communicates clearly and accurately to encourage all students, to support students' learning and acknowledge their effort.*
- *He or she provides explanations, poses questions, and provokes discussions and thought.*
- *He or she uses proficient verbal and non-verbal language.*
- *He or she emphasizes important points using language resources.*
- *He or she creates opportunities for students to communicate.*

- *The teacher recognizes the students' emotional needs.*
- *He or she acts when confusion or lack of interest happens.*
- *The teacher provides multiple exposures to ensure understanding.*
- *He or she uses different techniques and strategies according to different styles of learning and students' needs.*
- *The teacher appreciates the students' participation and achievement.*
- *He or she provides feedback and opportunities for peer feedback.*
- *The teacher creates situations where knowledge can be applied to help students developing competences.*
- *The teacher collects data about students' progress and interprets it in order to monitor the learning and adjust the lesson.*

<i>The teacher recognises students' emotional needs. He or she acts when confusion or lack of interest happens.</i>			
Level 1: Improvement needed	Level 2: Proficient	Level 3 Accomplished	Level 4: Distinguished
The teacher recognises situations when students are confused or unmotivated and hardly responds to student's social/emotional needs.	The teacher recognises when students become confused or unmotivated and responds to student learning or social/emotional needs.	The teacher prevents student confusion or lack of interest by addressing accurate responses to social/emotional needs of all students	The teacher takes into account students' social/emotional needs and uses effective strategies to motivate learning and participating interest. He or she involved on their social/emotional welfare.

Table 4: Example of level descriptors 3

#### 4.2.4 Professionalism

In general professionalism is defined as the conduct or qualities that characterise or mark a professional person. It is associated with decision making based on professional expertise, that is, on specific knowledge of a field of activity. We can explore what professionalism means for a teacher through three focuses: professional parameters, professional behaviours and professional responsibilities.

Professional parameters include adhesion to legal and ethical rules, regulations about education at different levels, about protection of children. Professional behaviours include appropriate relationships with students, parents, and colleagues. Professional responsibilities include reflecting on teaching, engaging in professional development, improving skills and knowledge and growing and developing professionally, communication with families.

Criteria examples:

- *The teacher performs his or her activity within the parameters of legal rules and ethical parameters.*
- *The teacher reflects on his or her planning and instruction in order to improve them for better student results.*
- *The teachers keep discretely a record of students' data in order to use them to provide objective information when necessary.*
- *The teacher participates in professional development activities.*
- *The teacher informs and gives advice to students and families about orientation and choices for academic and individual success.*

<i>The teacher participates in professional development activities.</i>			
Level 1: Improvement needed	Level 2: Proficient	Level 3 Accomplished	Level 4: Distinguished
The teacher attempts to serve students based on the best information are genuine, but inconsistent.	The teacher participates in professional development activities.	The teacher participates actively in professional development activities as attendant.	The teacher participates actively and customarily in professional development activities as attendant and trainer.
The teacher seldom introduces changes in his practice resulting from his or her training activities.	The teacher introduces changes in his or her practice.	The teacher occasionally innovates in his or her practice based on professional development activities carried out.	The training is based on the needs perceived during the reflection on his/her own practice. The teacher innovates in his or her practice based on research in a planned way.  The teacher collaborates in research and mentoring new teachers.

Table 5: Example of level descriptors 4

#### 4.2.5 Collaboration and Partnership

The aspects of this domain could have been included in the previous one about *professionalism*. However, we have considered that professionalism concerns to teachers as individuals, while *collaboration* and *partnership* represents an area in relation with other people or institutions. This domain refers to the engagement of a teacher with his or her community. The involvement in groups that have similar or related interests in education and childhood, such as social services, health services and so on. We also include the partnership in school structures, committees or working teams, like school boards, the school committee for living together, etc. as well as his or her contribution to the working atmosphere.

Criteria examples:

- *The teacher participates in school administration duties. He or she assumes responsibilities.*
- *The teacher collaborates with other professionals who care for children welfare, health, and non-formal education.*
- *The teacher participates in coordination committees with other teachers, shares information useful for other members of the teaching staff.*
- *The teacher participates in school social or cultural events addressed to families, such as festivals, lectures for parents, etc.*

<i>The teacher participates in coordination committees with other teachers, shares information useful for other members of the teaching staff.</i>			
Level 1: Improvement needed	Level 2: Proficient	Level 3: Accomplished	Level 4: Distinguished
The teacher participates only in groups when it is required.	The teacher makes contributions and participates actively in teachers committees.	The teacher fosters and facilitates coordination and Exchange of good practices. He or she has collaborative attitudes forward the welfare of the school community.	The teacher makes substantial contributions, participates actively, and leads teachers committees.

Table 6: Example of level descriptors

The examples of criteria and descriptors have been adapted from different sources:

- Francesca Caena (2011), Literature review Teachers' core competences: requirements and development, Directorate-General for Education and Culture Lifelong learning: policies and programme School education; Comenius
- TEA (Texas Education Agency) Teacher Evaluation and Support System (T-TESS) Appraiser Training Handbook  
[http://www.pngisd.org/modules/groups/homepagefiles/cms/446867/File/Skyward%20EAPL US/Rubric%20only.pdf](http://www.pngisd.org/modules/groups/homepagefiles/cms/446867/File/Skyward%20EAPL%20US/Rubric%20only.pdf)

#### 4.3. Procedures for Teachers' Practice Evaluation

This section proposes items that can be adapted to any European context.

##### 4.3.1 Who's practice should be evaluated?

As we have seen in previous chapters, the evaluation of teachers' practice can have favourable effects on schools, students and teachers themselves and can improve teaching and learning processes in schools. In an ideal world, this would mean that all schools and all teachers' practice are evaluated. However, we recognize that some educational systems may evaluate the teacher performance on a regular basis and some may do so only occasionally or at certain stages.

##### 4.3.2 By whom should teachers' practice be evaluated?

"While the standards and procedures for teacher appraisal are typically determined at the central level, the implementation of appraisal processes happens mostly at the school level, i.e. evaluators are typically members of the school leadership team or senior teachers. This is especially the case for regular appraisal for performance management and promotion." (OECD, 2013a, p312)

Teachers' practice evaluation can be undertaken by external experts, inspectors, school leaders, heads of studies and teachers themselves. The agents of teachers' evaluation vary from country to country but the Scientific Committee recommend that evaluation should be carried out by a team of evaluators (for example, drawn from School Leaders, experienced teachers, specialists in evaluation, Inspectors and so on) instead of only a sole agent in order to avoid subjectivity and that evaluation of teachers' practice should consider the views of a variety of stakeholders in order to achieve a multi-perspective approach.

School Leaders have an important role to play in the evaluation of teachers' practice as they have responsibility for pedagogical leadership and "there are many advantages to having the principal and/or other teachers as evaluators, especially in developmental appraisal, given their familiarity with the context in which teachers' work, their awareness of the school needs and their ability to provide quick and informed feedback to the teacher" (OECD, 2013a, p315).

#### 4.3.3 How often should teachers' practice be evaluated?

Although the Scientific Committee recognize that in some countries, evaluation of teaching practice depends on specific events in a teachers' career, we believe that evaluation of teachers' practice should be a continuous and ongoing process because of the role that evaluation plays in improving teaching and learning. Thus, we believe that several evaluations may be carried out throughout a teacher's professional career. By doing so, evaluation of teachers' practice can be holistic and can avoid making isolated and partial judgments. It may be that the teacher's evaluation period should last more than a school year, taking into account that a variety of resources, time and professionals are required and that the procedure shouldn't interfere in the school daily teaching activity.

The Scientific Committee believe that the domains and criteria proposed in this Guide can form the basis for an ongoing, holistic evaluation process. We believe that in order to achieve a reasonable compromise between time expended and quality of evaluation, considering a minimum amount of 2-3 sources of evidence each school year could be manageable and useful. A partial evaluation would not be as exhaustive and detailed as the one proposed in this Guide as it would focus on only some of the dimensions and criteria but in such a way, all dimensions and criteria could be evaluated during a 2 or 3-year cycle and the evaluation team could achieve a comprehensive evaluation of the teacher's practice.

This recommended evaluation cycle could foster a formative and ongoing approach to evaluation of teachers' practice through the improvement proposals that the evaluation team could infer from the partial evaluations during the process. In this way a teacher can be informed periodically during the evaluation cycle and so have the opportunity of learning and modifying his/her teaching practice, if necessary, so that his/her work can be improved by the end of the procedure. Certainly, this formative approach of evaluation differs from the final summative evaluation mainly linked to a final judgement.

#### 4.3.4 How: Instruments and information sources

Gathering multiple sources of evidence about teacher practice meets the needs for accuracy and fairness of the appraisal process, taking into account the complexity of what a “good” teacher should know and be able to do. The choice of instrument is of key importance.

The objective of this Guide is to help a range of users in a variety of contexts to carry out evaluation in their national or regional contexts. This Guide is meant to be adaptable and adjustable as far as its main characteristics are respected (see section 2.2) and users are expected to adapt or modify it in order to meet their needs and circumstances. For example, evaluators of teachers in a probation period may decide whether to take into account (or to reduce its ‘weight’) the domain number 5 “Collaboration and partnership: Involvement with community”, Table 1., section 3.1.5, because those teachers at the beginning of their career may need time to develop detailed knowledge of the neighbourhood or community where they are working.

Therefore, the Scientific Committee recognize that it is important for users of this guide to modify and adapt the suggestions in this Guide to suit the particular circumstances and needs of their own educational and school contexts.

As mentioned earlier, the Scientific Committee recommend that multiple sources of information are used in order evaluate teachers’ practice. Users of this Guide should therefore consider which sources of evidence to select and how to collect and use evidence. In order to assist this process, we suggest some possible sources of evidence for the evaluation of teachers’ practice.

##### a) Self-evaluation

Teachers’ self-evaluation encourages them to reflect on the quality of their practice and is regarded as essential so that the evaluation can be objective and democratic in an attempt to achieve the teachers’ involvement and at the same time to ensure its formative approach. “Requesting that the teacher being appraised evaluates his or her own performance is essential, as self-appraisal encourages teachers to reflect on the personal, organisational and institutional factors that have an impact on their teaching. (...) Teacher self-appraisal is used in most countries in regular appraisal for performance-management purposes” (OECD, 2013b p34.).

One possibility is to ask the teachers to fill in the evaluation questionnaires that the external evaluator team uses in order to have a more accurate source of information. Sometimes open ended questionnaires may be a good chance of exploring this area.

### **b) Portfolio**

Teacher portfolio can be defined as a collection of works or documents that provide evidence the teachers' practice. It can include "lesson plans and teaching materials, samples of students' work and sample commentaries on that work, self-reported questionnaires and reflection sheets" (OECD, 2013b p34).

Teachers sometimes consider the requirement to develop a portfolio as a burden that takes time away from their core work of teaching. It is important to use evidence that reflects the teacher's daily work so that it is not seen to be an extra and unessential duty. Systems that rely on portfolios should thus encourage teachers to design their portfolios in such a way as to reflect a "natural harvest" of the teacher's work. For example, planning documents could describe a unit or lesson that the teacher is actually teaching and a video with an accompanying commentary could capture a lesson in class.

The teacher's portfolio is part of the evidence that can be evaluated using the domains and criteria offered in this guide (see section 5.2.) so that the whole evaluation process can be coherent with the rest of evaluation means provided by other sources of information.

### **c) Peer review**

Teachers under evaluation may be more open and confident when being observed by peers and colleagues who share similar characteristics and who are specialized in the same teaching area. In this way, teachers may engage more readily with self-reflection as part of the evaluation process and the sharing of information and the feedback may be richer and more accurate. In addition, the process can encourage professional collaboration and dialogue between teachers and so facilitate the development of professional practice (OECD, 2013a p311; Isoré, 2009).

Peer review is a difficult skill and it is recommended that peer-reviewers should be experienced, skilful colleagues (preferably with specialization in the teacher's subject area) and that peer-reviewers should be trained and selected using rigorous processes and have sufficient time to manage the role (Doyle and Han, 2012). In addition, evaluation of peer reviewers should form part of the meta-evaluation systems (see Chapter 7).



#### **d) Classroom observation**

Classroom observation can be a useful tool to evaluate teachers' practice linked to domains number 2: Classroom environment aspects and number 3: Instruction aspects.

A Three-Step Model of classroom observation can be a useful method for classroom observation by School Leaders, peers or other evaluation agents. The three main stages are:

1. A pre-observation meeting to discuss the context of the lesson.
2. A classroom observation.
3. A post-observation feedback meeting to discuss the observation.

School Leaders can play a key role in classroom observations because they are based within the school have many opportunities to observe classroom practice (OECD, 2013a). Care needs to be taken with planning of classroom observations in order to provide an authentic picture of day-to-day teaching and in order to maximize the impact by focusing on up-to-date and relevant criteria and by providing informative and detailed feedback that is constructive and leads to development of professional practice (Klinger et al., 2008; Daley and Kim, 2010; Danielson, 2011; Marshall, 2012; Papay, 2012).

#### **e) Students' and parents' opinion about the teacher's performance**

This source of information is extended in several educational systems because it offers a complementary point of view from those who have frequent interactions with teachers: pupils and their families.

For example, "In Sweden, reflecting the student-centred approach to education, teachers often run surveys among their students with the objective of obtaining student feedback on their teaching practices and the learning in their classroom. These surveys are organised on the teachers' own initiative and their results are used exclusively by the concerned teacher often in interaction with the students. Student surveys are kept within the classroom and used only for developmental purposes following the judgement of the concerned teacher. Peterson et al. (2000) argue that students respond reliably about teacher quality if questions are formulated in a simple and relevant way. Teachers interviewed during the review visit for the OECD Review of Evaluation and Assessment in Sweden expressed that students provided useful views into their strategies for teaching and learning and that they found this opportunity for feedback important as a way to consult students on their learning". (OECD, 2013a, p309).

In the appendices of this Guide you can find examples of surveys from the Inspectorates that are co-participants of this Erasmus+ Project.

#### f) Interviews with teachers

Interviews and/or dialogue with teachers are often used as part of the process of evaluation of teachers' practice (OECD, 2013a, p302). The structure and nature of these interviews can vary according to the purpose and organization of the evaluation but the Scientific Committee suggest organizing interviews at least during these stages of the process of evaluation of teachers' practice:

- Initial interview:  
To explain the main characteristics of the appraisal system  
To specify what is expected from the teacher through the whole evaluation procedure: domains, criteria, indicators, sources of evidence, etc.  
To get to know the teacher's own professional development plan and other documents where information such as objectives, working procedures, portfolio etc. will be shared with the evaluation team.
- During the process:  
The evaluation team will organize suitable interviews based on class-observations, self-evaluation, intermediate feedback, etc.
- At the end of the process:  
A final interview will be established in order to let the teacher know the final results of the evaluation and to provide information about his/her performance strengths and improvement areas and to gather his/her agreements and disagreements.

In addition, some teachers may be interviewed after evaluation as information sources as part a system of meta-evaluation of the entire process.

This guide can be used as a basis for structuring those individual interviews with teachers in order to check the fulfilment of the proposed dimensions and criteria explained above and to guarantee transparency, objectivity and accountability.

### **g) Students' results: Valued Added Measure (VAM)**

There is widespread concern at the use of student test results to measure the effectiveness of teachers' practice. There are many examples to show that in many situations, there is little direct link between students' scores or results on standardized tests and the quality of teaching. Therefore, it is not possible to say that the best teacher may be considered the one whose students obtain the best results and Figazzolo (2013) shows that those nations that perform best on international tests do not use student test scores to evaluate their teachers.

Figazzolo (2013) provides five areas of difficulty in evaluating teachers on the basis of students' test results:

- Instability of students' results: Teachers may have students who obtain low results in one year but students may improve drastically the following year – this can be due to different student characteristics from one year to the other rather than due to any change in effectiveness of teaching
- Circumstances outside of an individual teacher's control have a strong influence on students' academic results (see Fig 2 in Section 3.1.2). These influences include those inside school (including the influence of other teachers, class size, resources and other factors that affect learning) and those that are external to the school (such as socio-economic background, culture and family influence and so on).
- VAM tends to be lowest in schools in poor neighbourhoods and as a result, teachers may be more reluctant to work in schools with the neediest pupils or even within the school itself teachers may try to avoid working with groups containing students with special educational needs.
- Evaluation of teachers based mainly on standardized tests tends to narrow the students' curriculum because teachers tend to invest most of the school sessions in preparing for that kind of test (Darling-Hammond, 2012 taken from Figazzolo 2013).
- VAM based evaluation approaches may strengthen competition and reinforce the lack of collegiality and teamwork, undermining teaching collaboration.

Consequently, although can be appealing to use students' results as a source of information when evaluating teachers' practice, the Scientific Committee urge caution in their use and strongly recommend that they should not be the only source used to evaluate teachers' practice. For that reason, this guide offers five broad dimensions that enable the evaluation of teachers' practice to be a holistic, multifactorial and a formative one, trying to avoid as much as possible a constricted assessment based mainly on results.

#### **h) Multiple sources of information**

In order to achieve a holistic and a reliable appraisal of the teachers' performance, diverse information inputs should be used in evaluation, even though they can imply more resources and time for its completion (OECD, 2013a). "As explained in Isoré (2009), comprehensive teacher appraisal procedures imply greater direct and indirect costs at every stage of the process: reaching agreements on the design of the system requires time for discussions and consultations with all stakeholders; training evaluators is expensive and requires time; conducting appraisal processes creates additional workload for both teachers and evaluators, unless time is made available by reducing workload with other responsibilities; and aligning broader school reforms such as professional development opportunities requires more educational resources" (OECD, 2013a, p311).

Among those multiple sources of information for the evaluation of teachers' practice, it is important to recognize that School Leaders have an important role as pedagogical leaders within schools. School Leaders are central to establishing school objectives and managing school resources within the school's educational and socio-economic context. School Leaders can also connect the learning needs of teachers to ongoing professional development opportunities and can provide ongoing formative feedback to teachers (Heneman et al., 2007; Robinson, 2007; Pont et al., 2008 taken from OECD, 2013a p321).

Consequently, this Guide offers examples of tools and instruments in the appendices that can be adapted and used in planning a system for the evaluation of teachers' practice.

#### 4.4. Evaluation results

The formative purpose of the evaluation of teachers' practice is highlighted in this guide. Consequently, the feedback given to teachers about their strengths and improvement areas is central to this process, so that evaluation itself can be used as a part of the ongoing professional development to improve the quality of teaching and learning and to make teaching careers more attractive.

In the "Conclusions on Effective Teacher Education, Council of the European Union, Education, Youth, Culture and Sport, Council meeting Brussels", 20 May 2014, the European Union Education Ministers stressed that pedagogical feedback is one of the elements required to raise the attractiveness and quality of the teaching profession.

In the same document, it is claimed that: "The continuous professional development of teachers should be based on sound pedagogical research and apply adult learning methods based on communities of practice, online learning and peer learning. They should ensure that teachers have regular opportunities to update their subject knowledge and to receive support and training in effective and innovative modes of teaching, including those based on new technologies", pg.3.

In order for feedback to be accepted by teachers, it is important that evaluation systems have fair and transparent criteria. Teachers should receive evaluation and feedback from multiple sources (as explained above), including peers, school leaders and students, in order to see how they can improve their teaching and teachers' collaborative learning resulting from such feedback could be an important mechanism for teachers' development. Unfortunately, even though feedback is theoretically regarded as a positive influence on teachers' confidence, motivation, public recognition, teaching practice and job satisfaction, the reality shows that too few teachers in Europe receive effective and regular feedback (TALIS, 2013).

Moreover, in TALIS Survey 2013 (pg. 24) we can find a list of some of the outcomes reported by EU school leaders as having occurred to teachers as a consequence of appraisal (the percentage of teachers affected by such outcomes is indicated in brackets) and it includes:

- Discussion with teachers about remedies for weaknesses (96%).
- A development plan developed for each teacher (77%).
- A mentor is appointed to help the teacher improve (70%).
- A change in the teachers' work responsibilities (63%).

It seems that the above mentioned list constitutes the formative approach which is the main thrust of this guide.

Taking into account that the evaluation process is aimed at improving the teacher's practice, according to the nature and specific characteristics of each country, the evaluator team may inform periodically teachers about their strengths and improvement areas through a written report that refers to several dimensions and criteria of this guide during the evaluation process. In a determined evaluation cycle it may be suggested that during the first years, teachers can reflect and discuss about the improvement proposals made by the evaluators.

#### 4.4.1. Teacher's and School Leader's tasks derived from evaluation process

While in some countries the teacher's practice evaluation is in charge of the school evaluation agent, i.e. School leader, Governing Body, etc., in other countries the evaluator may be an external body, such as the Inspectorate Service or any other agent. Anyway, those evaluators should provide teachers with intermediate feedback, so that the formative evaluation process can be guaranteed. In such a way, it would be highly recommended that any evaluated teacher prepares a plan derived from that intermediate feedback, aiming at going through the improvement proposals. At the end of the complete evaluation a final plan for professional development should be delivered to the evaluator team and/or to educational authority.

Some examples of what teachers could do following the evaluation feedback may be:

- Taking part in teachers' training activities on the specific aspects resulting from the received feedback.
- Observing good practices through means such as: entering in peers' classrooms, watching videos about teacher's performance, etc.
- Implementation of those good practices in the teacher's classroom being helped by peers, in-service trainers, mentors, experience teachers, management staff, school leaders, etc.
- Collaborating with peers in class preparation and the transmission of teaching performance knowledge.

Related to the School Leader's responsibilities about the management of the school, in general and from a formative approach to evaluation, they should foster the chances of evaluating teachers' practice in order to be able to increase their strengths and improve their weaknesses. Furthermore, School Leader should facilitate the implementation of improvement plans made by the teachers.

#### 4.5. Practicalities

Designing and implementing an effective system for the evaluation of teachers is a difficult and complex process (Isoré, 2009) and there are a number of lessons that can be learnt from considering previous attempts in a wide range of countries (some of these are reviewed in the Eurydice Report, 2013). The following advice is drawn from a number of published studies.

- a. Teachers must 'buy in'. There is a clear potential for a conflict of interest between those who might wish for a summative approach (for example, policy-makers or parents) and those who seek a formative approach (for example, teachers and school leaders) and teachers are often suspicious of evaluation schemes (Isoré, 2009). Evidence from around the world suggests that evaluation of teachers' practice leads to educational improvement when teachers accept and commit to it and therefore it is important to engage in consultation and dialogue with teachers to plan and implement evaluation schemes (Isoré, 2009; TALIS, 2013).
- b. Must go beyond the individual - evaluation systems that focus on individuals (whether for the purpose of reward, punishment or professional improvement) tend to be unsuccessful because they isolate teachers from their colleagues and lead to division, mistrust and envy. Successful systems incorporate a focus on individuals within the context of collaborative learning within a community of practice (TALIS, 2013).
- c. Use a breadth of sources of evidence – there is a need to use a variety of sources of evidence in an effective system for the evaluation of teachers because teaching is a diverse and complex activity that is context dependent. In addition, it should be remembered that many of the desirable outcomes from education (such as citizenship, artistic development, health and physical well-being and so on) are difficult to measure directly for students (Peterson, 2000; TALIS, 2013). Consequently, there is a need to consider multiple data sources and different sources of evaluation (for example, school leaders, colleagues and students) when designing and employing systems of teacher evaluation.
- d. Engagement, capacity-building, trust-building – these aspects are crucial for effective teacher evaluation systems as they build confidence and engagement amongst participants. These are important aspects of a formative evaluation system (Isoré, 2009; TALIS, 2013).

- e. Teachers' voice must be heard – teachers are the key agents in using evaluation systems to develop their professional practice. Therefore, it is important to consult with teachers and their representatives so that they can contribute to the development of a system that values trust within a culture of learners. This can then lead to the professional development and organisational improvement through collaboration and engagement with a variety of stakeholders (Isoré, 2009).
- f. Start early, go slowly – Although there is often a sense of urgency when considering the development of professional practice, studies from many countries have shown that it is important to introduce systems gradually because it takes time for changes, especially in terms of evaluation systems, to be accepted and trusted. In addition, there is likely to be the need to adapt and modify evaluation systems as they are introduced and creating the time and space to allow such modification is likely to avoid mistakes and to build confidence (Isoré, 2009).
- g. Training evaluators – the evaluation of teachers' practice is a difficult and complex task involving a wide diversity of skills and supported by an extensive range of sources of evidence drawn from different school, student and subject contexts. This is highly skilled work that demands extensive knowledge, understanding and practical experience and it is essential that evaluators are adequately prepared and trained, especially when evaluation systems use methods (for example, peer-observation, self-evaluation) that might be unfamiliar within a local context (Isoré, 2009).
- h. Time-consuming process – evaluation systems that focus in depth on teachers' practice and that use a range of sources of evidence are necessary for evaluation to have a significant impact on the development of professional practice and to raise student achievement, but such systems are very time demanding. Nonetheless, in order to maximise the potential of evaluation of teachers' practice, it is necessary to create time for teachers, school leaders and evaluators to implement evaluation processes properly.



## 5. META-EVALUATION

Meta-evaluation is a necessary strategy for ensuring that the specific goals of the evaluation are achieved, for ensuring that procedures are implemented correctly and for ensuring the validity and reliability of the process (Pashiardis and Braukmann, 2008). Evaluation is a complex process that requires time and commitment in order to be useful. Therefore, it is difficult for the entire evaluation procedure to be assessed in detail because carrying out the evaluation process has to deal with two challenges among others: lack of time and evaluators' subjectivity. Meta-evaluation can help to ensure that the evaluation process is rigorous and fair for all stakeholders.

### 5.1 Definition

Meta-evaluation is the evaluation of the entire process, in order to improve the evaluation practice itself. Analysed aspects will include the performance of the evaluators; the tools used; the satisfaction of the people being evaluated and so on. A range of factors will need to be considered in order to check whether the entire process achieves the aims that are being pursued.

### 5.2 Purpose

The purpose of meta-evaluation is to improve the evaluation process and to ensure its consistency and reliability. So, on the one hand it should help to detect in what way the processes and tools for achieving the aims of the evaluation process can be improved, and on the other, it ought to ensure that a fair and more objective final evaluation occurs.

With regard to the process and tools, meta-evaluation will focus on whether the procedure has helped to improve the practice of evaluated teachers and has had an impact on improving schools. Approaches to meta-evaluation will vary according to local contexts but it may be helpful to gather information on the following aspects:

- The impact of the evaluation process on the work of the teachers.
- The rigor of the reports issued by the evaluators, the importance of the proposals put forward and their impact on improving the school.
- The prevailing atmosphere during the evaluation process.
- The effectiveness of the evaluators' performance, including the interviews with Teachers and the observations that are made.
- The level of participation of the people being assessed.

- The organization of the evaluators' work, including whether the evaluator followed the correct procedures.
- The efficient use of resources and time.

In addition, it will be interesting to identify which aspects can be improved with regard to the tools that have been used:

- The validity of the documents that have been used (the descriptions of the domains, criteria, indicators, sources of evidence... that are used and whether they are relevant for all the teachers in different kinds of schools).
- The relevance and usefulness of the sources of evidence for the evaluation process.
- The clarity and usefulness of the self-assessment questionnaires that are given to the teachers and of the questionnaires for gathering opinions from other members of the education community.
- The feedback reports for teachers: whether they provide information on the implemented improvements and new proposals for improvements.

Finally, meta-evaluation should be useful for detecting the training needs of teachers, school leaders and of the agents that carry out the evaluation process.

### 5.3 Who

In order to ensure that meta-evaluation leads to an improvement in the evaluation of teachers' practice, the people carrying this out must be able to make proposals for the design or redesign of the process itself. A committee could be set up to review the evaluation process. This review should obtain evidence from a variety of stakeholders such as evaluators and others including experts on education or on evaluation processes, in order to have an external perspective on their own system.

### 5.4 How

The committee entrusted with the meta-evaluation process should have access to the documentation produced in assessing all the teachers or to a sufficiently significant sample if there is a very large amount of this. It could use a variety of methods in order to gather evidence of the impact of the process.

This evidence should allow the committee to analyse the degree to which tools are used, the quality of the reports that have been prepared, and the results of the process. It could also monitor the quality of the proposals for improvements put forward by the evaluators and in reports and school plans.

### **5.5 When**

Meta-evaluation can take place throughout the entire process of the evaluation of teachers' practice but it may be more manageable to plan for meta-evaluation to occur at specific points within each period of the evaluation process. This will make it possible to access information from a large number of schools whose processes have taken place at the same time.

## 6. TRAINING OF EVALUATORS

Evaluation of teachers' practice makes sense as long as it is useful for better teaching and better learning. Thus, it is necessary that the evaluation has an effect on the practice of teachers. The role of the evaluators is to help school leaders and teachers to develop the capacity to identify their own strengths and weaknesses and to identify their own professional development needs. External evaluators can also have an important role in validating the results of internal evaluations and can ensure quality of evaluation procedures. So, the evaluator's role is important for the success of a teachers' practice evaluation system.

In many countries evaluators are selected among teachers who have got a teaching qualification and a certain number of years of professional experience as a teacher, or school leaders, or inspectors.

The evaluator's profile must include:

1. Knowledge of educational curricula and regulations, of pedagogy, of organisations.
2. Methodological competences in order to establish criteria, select sources of evidence, collect data meaningfully for making judgements about criteria, analyse and interpret data, and draw conclusions helpful for the development of teacher's practice, so that it is a reliable process.
3. Social and personal competences in order to create a climate of trust, communicate the aims, process and results, and information needed so that the evaluation process is transparent and effective.

In order to perform an accurate, reliable, fair and valid evaluation the evaluators must be adequately trained at two levels: theory and practice.

Some subjects for evaluators' theoretical training:

- Evaluation: basic principles. Approaches and models. Concepts: domain, criterion, descriptor, standard, etc.
- Organisational knowledge: educational organisations, regulations.
- Teachers' practice domains.
- Teachers' competences.
- Formative evaluation and summative evaluation.

- Aims of teachers' evaluation.
- Characteristics of the teachers' evaluation.
- Data collection: sources of evidence, treatment of data (recording, processing, etc), statistical knowledge. Data interpretation and reporting.
- Procedures: Interview, classroom observation, planning analysis.
- Planning of the teachers' evaluation.

Some practical aspects:

- Determine criteria and level descriptors, or to adjust criteria and descriptors that have been expressed by experts.
- Apply evaluation frameworks created for a range of teachers' evaluation that could allow an equitable evaluation.
- Recognise the sources of evidence for each domain, criteria and descriptors. Identify them in action, i.e. for Classroom Environment and Instruction.
- Select evidences of the criteria and level descriptors, both positive and negative that might be useful for subsequently highlighting strengths and weaknesses.
- Record, process and analyse data.
- Make accurate presentations of collected data, events observed during the lessons and interviews to teachers, school leaders (and others, such as students, parents and colleagues as appropriate).
- Provide constructive feedback through interviews and written reports.
- Encourage teachers to consider suggestions to improve their practice.

Training of evaluators needs time and expertise. Consequently, it can be expensive and requires efficient use of resources. Online courses could be a suitable way for evaluators to learn the theoretical aspects of teachers' practice evaluation, while experienced evaluators might act as mentors for trainee evaluators. Trainee (and experienced) evaluators should be monitored and evaluated in order to demonstrate their competence in performing accurate evaluation processes that achieve its objectives. Finally, the evaluation of the training effectiveness allows the reflection on the training plan and its improvement.

## 7. CONCLUDING STATEMENTS

1. Improving students' learning should be the most desirable effect of any evaluation process in the field of education.
2. Any evaluation of teachers' practice should be helpful to improve the quality of teaching and education.
3. The main characteristic of the evaluation model of this guide is its formative approach. This aspect has been highlighted along the previous chapters and it must be reiterated here. The formative character evolves from the process itself, a process through which a teacher reflects upon his or her own practice and perceives strategies for improvement.
4. All teachers, like any other professional, have room for improvement. The evaluation must be an opportunity to learn, a tool for a better performance, but not a weapon for underlining a persons' weakness. For this reason, the focus of this evaluation model is not the person but the teachers' practice, as this comprises actions developed while exercising their functions.
5. The definition of good teaching partly depends on the context. Therefore, it is not possible to offer a closed recipe of evaluation. Due to that, this guide is flexible and adaptable to local systems of teachers' practice evaluation.
6. Diversity of sources, evidence and methodologies are needed not only in order to reach an equitable analysis of the teacher's practice, but in order to provide useful feedback that has positive impact for better teaching.
7. A useful and transforming evaluation is possible as long as it is a multi-directional process, collaborative, participatory and dialogical. A systematic interaction between evaluators and teachers is essential in order to reach the goals of the evaluation.
8. A cyclical and ongoing evaluation of the teachers' practice is in the basis for continuous improvement. The feedback received by the teachers at each step of the process must be practical and easily understood in order to be helpful.

9. To be successful any evaluation process needs the commitment of the whole school. In addition, the engagement of the educational system is important in order to provide the resources to develop not only the evaluation itself, but also to foster ways for improvement, for example training.
10. Meta-evaluation is needed to check if the objectives of the evaluation have been achieved, if processes and resources are effective, and, as a result, to improve the system of evaluation of teachers' practice.
11. Finally, the evaluators need good training about the aims, tools, methodologies, etc. as well as personal skills to ensure a fair and effective process.

## 8. GLOSSARY

This brief glossary covers some of the concepts used along this guide. Nevertheless, the OECD Glossary of Key Terms in Evaluation and Results Based Management <https://www.oecd.org/dac/2754804.pdf> offers an accurate selection of key terms related to education and it has been taken into account on many of the following definitions.

**Competence:** The skills, knowledge and understanding needed to do something successfully.

**Criterion:** A standard of judgment or criticism; a rule or principle for evaluating or testing something; something that is used as a reason for making a judgment or decision; a standard on which a judgment or decision may be based.

**Descriptors:** A set of statements outlining the key characteristics of a teacher's performance. "Level descriptors" are used to indicate the level of performance required.  
Feedback.

**Dimension:** A dimension is an aspect of a domain. For example, within the dimension of 'Relationships' we might specify 'relationships with students'; 'relationships with colleagues'; 'relationships with community' and so on.

**Domain:** An area of knowledge or activity; a field of action, thought, influence, etc. A domain involves a grouping of dimensions. For example, 'Planning'; 'Organisation'; 'Relationships' and 'Professionalism' might be some of the domains of a teacher's practice.

**Formative:** The use of evaluation procedures during the evaluation process in order to modify the activities of teachers so as to improve teachers' practice.

**Indicator:** Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess the performance of a development actor. An indicator points to the measurement or summary of a specific concept. For example, an intelligence test might be used to attempt to measure intelligence.

**Meta-evaluation:** It refers to the evaluation of the evaluation to judge its quality and to identify improvement areas.

**Rubric:** A list of criteria, or what counts, describing levels of quality from *excellent* to *poor*. Within formative evaluation, rubrics can be helpful to clarify the standards for a quality performance, and to guide ongoing feedback about progress toward those standards.

**Summative evaluation:** It provides information, judgements, results at the end of an evaluation process.



## 9. BIBLIOGRAPHY

Alexander, R.J. (2001) *Culture and pedagogy: International comparisons in primary education*. Oxford: Blackwell publishing

Alexander, R.J. (2012) *International evidence, national policy and classroom practice: questions of judgement, vision and trust* Keynote address at the Third Van Leer International Conference on Education, Jerusalem (Vol. 24) available at [http://cprtrust.org.uk/wp-content/uploads/2014/06/20120524\\_Van\\_Leer\\_Alexander.pdf](http://cprtrust.org.uk/wp-content/uploads/2014/06/20120524_Van_Leer_Alexander.pdf) (accessed 26/11/2016)

Barber, M. and Mourshed, M. (2007) *How the world's best-performing schools systems come out on top* New York: McKinsey & Company.

Biesta, G. (2009) Good education in an age of measurement: On the need to reconnect with the question of purpose in education *Educational Assessment, Evaluation and Accountability (formerly: Journal of Personnel Evaluation in Education)*, 21(1), pp.33-46.

Brauckmann, S. and Pashiardis, P. (2010) The clash of evaluations: In search of the missing link between school accountability and school improvement – experiences from Cyprus *International Journal of Educational Management* 24(4), pp 330-350

Caena, F., (2011) Literature review: Quality in Teachers' continuing professional development. *Education and training, 2020*. European Commission [http://ec.europa.eu/dgs/education\\_culture/repository/education/policy/strategic-framework/doc/teacher-development\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategic-framework/doc/teacher-development_en.pdf)

Caspari, A., Hennen, M., Scheffler, D., Schmidt, U. and Schwab, O. (2008) *Recommendations on Education and Training in Evaluation Requirement Profiles for Evaluators* DeGEval – Gesellschaft für Evaluation e. V., Mainz, Germany [http://www.degeval.de/fileadmin/Publikationen/Publikationen\\_Homepage/Recom\\_Education\\_Training.pdf](http://www.degeval.de/fileadmin/Publikationen/Publikationen_Homepage/Recom_Education_Training.pdf)

Council of the European Union (2014) Conclusions on effective teacher education (Education, Youth, Culture And Sport, Council meeting Brussels, 20 May 2014 - press release) [http://www.consilium.europa.eu/uedocs/cms\\_data/docs/pressdata/en/educ/142690.pdf](http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/142690.pdf)

Cranston, N. (2013) School Leaders Leading Professional Responsibility Not Accountability as the Key Focus in *Educational Management Administration Leadership* March 2013 vol. 41 no. 2 129-142

Creasy, K.L., (2015) Defining Professionalism in Teacher Education Programs *Journal of Education & Social Policy* 2(2), pp.23-25

Daley, G. and Kim, L. (2010) *A Teacher Evaluation System that Works, Working Paper* National Institute for Excellence in Education (cited in OECD, 2013a, *Synergies for better learning: An international perspective on evaluation and assessment* Paris: OECD Publishing)

Danielson, C., 2006. *Teacher leadership that strengthens professional practice*. Alexandria, Va, Association for Supervision and Curriculum Development (ASCD)

Danielson, C., 2011. *Enhancing professional practice: A framework for teaching*. Alexandria, Va, Association for Supervision and Curriculum Development (ASCD)

Danielson, C. (2011) Evaluations that help teachers learn *Educational Leadership* December 2010/ January 2011, pp. 35-39 (cited in OECD, 2013a, *Synergies for better learning: An international perspective on evaluation and assessment* Paris: OECD Publishing)

Darling-Hammond, L. (2012) The right start: Creating a strong foundation for the teaching career *Phi Delta Kappan*, 94(3), pp8-13 (cited in OECD, 2013a, *Synergies for better learning: An international perspective on evaluation and assessment* Paris: OECD Publishing)

Doyle, D., and Han, J.G. (2012) *Measuring teacher effectiveness: A look "under the hood" of teacher evaluation in 10 sites* New York: 50CAN; New Haven, CT: ConnCAN; and Chapel Hill, NC: Public Impact  
<http://www.conncan.org/learn/research/teachers/measuring-teacher-effectiveness>

EOSLATP (Evaluation of School Leaders and Teachers' Practice) (2016) *A Guide to the Evaluation of School Leaders* available at [http://www.basque.inspectorate.erasmusplus.hezkuntza.net/c/document\\_library/get\\_file?uid=8d77ee4b-ab31-401c-87fa-8a5e491c049a&groupId=200602](http://www.basque.inspectorate.erasmusplus.hezkuntza.net/c/document_library/get_file?uid=8d77ee4b-ab31-401c-87fa-8a5e491c049a&groupId=200602) (accessed 26/11/2016)

European Commission (2012) *Supporting the Teaching Professions for Better Learning Outcomes* (Commission Staff Working Document) Luxembourg: Publications Office of the European Union  
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=SWD:2012:0374:FIN:EN:PDF>

European Commission (2013) Supporting teacher competence development for better learning outcomes Luxembourg: Publications Office of the European Union.  
[http://ec.europa.eu/dgs/education\\_culture/repository/education/policy/school/doc/teachercomp\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/policy/school/doc/teachercomp_en.pdf)

European Commission/EACEA/Eurydice, (2013) *Key Data on Teachers and School Leaders in Europe (2013 Edition) 'Eurydice Report'* Luxembourg: Publications Office of the European Union <http://eacea.ec.europa.eu/education/eurydice>

European Commission/EACEA/Eurydice (2015) *Assuring Quality in Education: Policies and Approaches to School Evaluation in Europe*. Eurydice Report. Luxembourg: Publications Office of the European Union.

Figazzolo, L. (2013) *The Use and Misuse of teacher appraisal, an overview of cases in the developed world* Brussels: Education International

- Hanushek, E.A. (2011) The economic value of higher teacher quality. *Economics of Education Review*, 30(3), pp.466-479.
- Harris, A. (2009) Big change question: does politics help or hinder education change? *Journal of Educational Change*, 10(1), pp.63-67.
- Hattie, J. (2003) Teachers Make a Difference, What is the research evidence? *Interpretations* 36 (2) pp.27-38 [http://research.acer.edu.au/research\\_conference\\_2003/4/](http://research.acer.edu.au/research_conference_2003/4/)
- Hattie, J. (2008) *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.
- Hattie, J., & Clinton, J. (2001). The assessment of teachers. *Teaching Education*, 12(3), 279-300
- Heneman, H., Milanowski, A. and Kimball, S. (2007) *Teacher Performance Pay: Synthesis of Plans, Research, and Guidelines for Practice*, Consortium for Policy Research in Education (CPRE) Policy Briefs RB-46 (cited in OECD, 2013a, *Synergies for better learning: An international perspective on evaluation and assessment* Paris: OECD Publishing)
- Hunter-Doniger, T. (2013) Contextual ART factors in the evaluation of visual art educators. *Arts Education Policy Review*, 114(4), pp.170-177.
- Husbands, C (2013) Great teachers or great teaching? Why McKinsey got it wrong <https://ioelondonblog.wordpress.com/2013/10/10/great-teachers-or-great-teaching-why-mckinsey-got-it-wrong/>
- Isoré, M. (2009) *Teacher Evaluation: Current Practices in OECD Countries and a Literature Review*. OECD Education Working Papers, No. 23. Paris: OECD Publishing .
- Klinger, D.A., Shulha, L.M. and DeLuca, C. (2008) Teacher evaluation, accountability, and professional learning: The Canadian perspective", *Rev. Pensamiento Educativo*, 43 pp. 209-222 (cited in OECD, 2013a, *Synergies for better learning: An international perspective on evaluation and assessment* Paris: OECD Publishing)
- McClellan, C., Atkinson, M. and Danielson, C. (2012) *Teacher Evaluator Training & Certification: Lessons Learned from the Measures of Effective Teaching Project* (Teachscape Practitioner's Series, March 2012), Teachscape, San Francisco, California, [www.teachscape.com](http://www.teachscape.com)
- Marshall, K. (2012) Let's cancel the dog-and-pony show *Phi Delta Kappan*, 94 (3) pp. 19-23. (cited in OECD, 2013a, *Synergies for better learning: An international perspective on evaluation and assessment* Paris: OECD Publishing)
- Medley, D.M. and Shannon, D.M. (1994) Teacher evaluation in Husen, T. And Postlethwaite, T.N. (eds) (2004) *The International encyclopedia of education*, 10, pp.6015-6020. New York: Pergamon

Nye, B., Konstantopoulos, S., & Hedges, L. V. (2004). How large are teacher effects? *Educational evaluation and policy analysis*, 26(3), 237-257.

Organisation for Economic Co-operation and Development (OECD) (2002) Glossary of Key Terms in Evaluation and Results Based Management <https://www.oecd.org/dac/2754804.pdf>

Organisation for Economic Co-operation and Development (OECD) (2013a) *Synergies for better learning: An international perspective on evaluation and assessment* Paris: OECD Publishing  
[http://www.oecd.org/edu/school/Evaluation\\_and\\_Assessment\\_Synthesis\\_Report.pdf](http://www.oecd.org/edu/school/Evaluation_and_Assessment_Synthesis_Report.pdf)

Organisation for Economic Co-operation and Development (OECD) (2013b) *Teachers for the 21<sup>st</sup> Century: Using Evaluation to Improve Teaching*: OECD Publishing  
<http://www.oecd.org/site/eduistp13/TS2013%20Background%20Report.pdf>

Papay, J.P. (2012) Refocusing the debate: Assessing the purposes and tools of teacher evaluation *Harvard Educational Review*, 82(1) (cited in OECD, 2013a, *Synergies for better learning: An international perspective on evaluation and assessment* Paris: OECD Publishing)

Pashiardis, P. and Brauckmann, S. (2008). Evaluation of School Principals. In G. Crow, J. Lumby, & P. Pashiardis (Eds.) *International handbook on the preparation and development of school leaders* (pp. 263-279). New York: Routledge.

Peterson, K.D. (2000) *Teacher evaluation: A comprehensive guide to new directions and practices* Corwin Press

Peterson, K., Wahlquist, C., and Bone, K. (2000) Student surveys for teacher evaluation, *Journal of Personnel Evaluation in Education* 14 (2), pp. 135-153 (cited in OECD, 2013a, *Synergies for better learning: An international perspective on evaluation and assessment* Paris: OECD Publishing)

Phillips, K., Balan, R. and Monko, T. (2014) Teacher Evaluation: Improving the Process *Transformative Dialogues: Teaching and Learning Journal*, 7(3) pp1-22

Pont, B., Nusche, D. and Moorman, H. (2008) *Improving School Leadership – Volume 1: Policy and Practice* OECD Publishing (cited in OECD, 2013a, *Synergies for better learning: An international perspective on evaluation and assessment* Paris: OECD Publishing)

Popham, W.J. (2003) The seductive allure of data. *Educational Leadership*, 60(5), pp.48-51.

Robinson, V. (2007) *School leadership and student outcomes: Identifying what works and why* ACEL Monograph Series, No. 41, Australian Council for Educational Leaders (cited in OECD, 2013a, *Synergies for better learning: An international perspective on evaluation and assessment* Paris: OECD Publishing)

Santiago, P. and Benavides, F., (2009) Teacher evaluation: A conceptual framework and examples of country practices. In *OECD-Mexico workshop 'Towards a teacher evaluation framework in Mexico: international practices, criteria and mechanisms'*

Schacter, J. and Thum, Y.M., (2004) Paying for high-and low-quality teaching. *Economics of Education Review*, 23(4), pp.411-430

Schleicher, A. (2012) *Preparing teachers and developing school leaders for the 21st century: Lessons from around the world* Paris: OECD Publishing.

Stronge, J. H. (2007) *Qualities of effective teachers*. Alexandria, Va: Association for Supervision and Curriculum Development

TALIS (Teaching and Learning International Survey) (2013) *An International Perspective on Teaching and Learning*. Paris: OECD Publishing.

TEA (Texas Education Agency) Teacher Evaluation and Support System (T-TESS) Apraiser Training Handbook,  
[http://www.pngisd.org/modules/groups/homepagefiles/cms/446867/File/Skyward%20EAPL US/Rubric%20only.pdf](http://www.pngisd.org/modules/groups/homepagefiles/cms/446867/File/Skyward%20EAPL%20US/Rubric%20only.pdf)

Tucker, P. D. and Stronge, J. H. (2006) *Student Achievement and Teacher Evaluation in* Stronge, J.H. (ed) (2006) *Evaluating Teaching: A Guide to Current Thinking and Best Practice* Sage: London

**"EVALUATION OF SCHOOL LEADERSHIP AND TEACHING PRACTICE" (EOSLATP)  
2015-1-ES01-KA201-015972**



## **10. APPENDICES:**

### **Teachers' Practice evaluation in partner countries:**

- **Context**
- **Good practices**
- **Tools**





## 10.1 LITHUANIA

### Context

According to the Law of Education, it is mandatory for teachers to undertake regular professional development. Teachers are entitled to a minimum of five days of professional development activities during a school year. Every school has to prepare annual plans for professional development and plans for certification every 3 years, linked to the school's strategic objectives. Observation of TP is an ongoing process.

**Teacher Certification** Regulation approved by the minister of Education and Science regulates Teachers' competence and procedures of the practical performance evaluation. Certification objectives: to encourage teachers to improve their competencies, provide career development (including increased salary), increasing teacher's responsibility for the results of education and professional development.

There are three different qualification categories teachers can aspire to: senior teacher, teacher-methodologist and teacher-expert. These qualification categories represent a sequence of career steps, associated with specific responsibilities and a salary supplement. It is voluntary for teachers to apply to a higher qualification category.

The basic rules and criteria for certification are determined through a national framework. Every school is required to set up a certification board, which is responsible for decision making regarding their teachers' promotion for different qualification steps. When making decisions about their teachers' suitability to higher levels of certification (methodologist or expert), the school's certification process must also involve external members. These external members usually represent the municipal authority and the national administration.

The Teacher presents the competence portfolio according to evaluation criteria in three areas:

1. efficiency of the educational process (8 criteria);
2. communication and collaboration (5 criteria);
3. individual professional development (4 criteria).

Teachers need to collect the number of points for each category. The evaluation process is based on teaching practice observation, analysis of prepared documents, the material of internal and external evaluation of the school.

The goal of **external evaluation** is to promote the improvement of schools for the better quality of (self-) development and better achievements of students.

Schools are evaluated at least once in 7 years. The main focus is on observation of a lesson and analysis of processes ongoing at school. Lesson observation focuses on learning environment, leadership of each student's self-improvement, learning experiences, assessment of each student's progress and achievements. After every observed lesson a teacher is told at least 3 strengths of the lesson and at least 2 areas for improvement.

After the evaluation is conducted the school and its legal manager (the Municipality or the Ministry of Education) become responsible for respective performance improvement.

For more information: <http://www.nmva.smm.lt/external-evaluation-2/basic-information/>

### **Examples of good practice**

The existence of teacher certification processes provides incentives for teachers to update their knowledge and skills and it rewards high performance and accumulated experience. The process for certification was widely perceived as fair, as it involves both school leaders and peers from other schools with higher qualification category.

The certification process and career structure has clear benefits for the school system as a whole. Methodologist and teacher-experts are expected to contribute to the development of their schools and the teaching profession more broadly by developing and spreading good practice both within and beyond their schools. The roles undertaken by methodologists and experts can be as diverse as co-authoring text books, coaching and mentoring other teachers and contributing to local, regional and national pedagogical events.

## Tool 1 Lithuania

**LITHUANIA: Domains, criteria and indicators for evaluation of Teacher's and specialist's in assisting students' performance**

<b>1<sup>st</sup> domain: Expediency, efficiency and effectiveness of educational activities.</b> General knowledge and following of programs and education standards and other curriculum documents regulating substance and coherence. Ability to plan the curriculum and implement it. Ability to analyse the educational context.			
	<b>Criteria</b>	<b>Indicators</b>	<b>Other indicators</b>
1.1	Ability to provide for specific educational goals and objectives.	Knows the students' social context, has regard to this while organizing the educational process. Provides for specific educational goals, links them to the educational environment. A clear and understandable to the student teaching and learning objectives are associated with pupils' activities, results and evaluation. Results of the lessons are associated with the further training and learning.	1. Prepares individual/subject programs according the students 'needs.  2. Applies teaching methods that encourage students to develop activities outside the institution, supporting the learning with exploratory creative activities.  3. Due to great subject and methodological knowledge the teacher is invited to participate in working groups and commissions formed by Lithuanian Ministry of Science and Education.  4. Participates in working groups and commissions formed by county governor and /or municipality.
1.2	Ability to plan curriculum	When planning the curriculum is ascertained with students' learning needs and achievements. Activities / thematic plans are elaborated for shorter periods taking into account the students' needs, achievements and specific development goals and objectives, and , if necessary, adjusted.	
1.3	Ability to select and apply educational methods and techniques	Selects educational methods according the learning objectives, applies them according to students' age, gender, social and cultural differences, preparedness, needs, learning features and cognitive patterns. Applies various educational methods which are oriented to the aims and objectives of education/lesson. Selects and flexibly applies various learning and teaching strategies, that encourage students to learn self-dependently, set individual learning goals and look for alternative decisions, take responsibility for their learning and seek for their educational goals. Uses information communication technologies.	

1.4	Ability to choose the teaching and learning materials	<p>Selects educational material and consistently adapts it to different needs of students.          Uses alternative sources of information in order to convey the curriculum.          Selects the tasks and differentiates them according students' needs and abilities.          Develops and implements integrated educational programs for classes/subjects at school.</p>	
1.5	Ability to reveal the content of education	<p>Clearly and understandably conveys the curriculum paying attention to students' age, needs and capabilities.          Ability to engage students and to maintain a high level of motivation.          Links academic knowledge and specific skills with the development of students' general abilities.</p>	<p>5. His/her students are participants/winners/ of various Olympiads, contests and competitions.</p> <p>6. He/she is an leader or organizer of additional educational activities and is able to combine the diversity of activities with the students' needs.</p> <p>7. Uses national survey results while planning educational activities.</p>
1.6	Ability to develop teaching and learning environment	<p>Develops educational environment and microclimate to ensure students' health and security and to encourage students to collaborate and communicate.          Ability to customize environment in order to promote activities for different needs of students; enables students to develop self-expression and creativity.          Uses information and communication technologies to create educational environment.          Manages the classroom processes.</p>	<p>8. Prepared tasks for maturity exams and is a state final exam assessor.</p> <p>9. Other.</p>
1.7	Ability to use the time and resources	<p>Rationally uses class space, lesson time and chooses the right pace.          Combines learning workloads with students' capabilities ( not overloading students), relates homework directly with the work in the classroom.          Uses educational resources rationally.</p>	
1.8	Ability to assess student achievements	<p>While planning education provides to assessment forms, methods and techniques of achievements and progress.          Uses students' achievements and progress evaluation system related to educational standards and evaluation system of the school.          The evaluation criteria is discussed and negotiated with students.          The evaluation is carried out according to various students' activities.          Students are presented clear and understandable information about assessment which helps them to improve their performance and develop learning.          Uses the evaluation results while planning and adjusting further educational activities.</p>	

	<p><b>2<sup>nd</sup> domain: Communication, collaboration and activities in the institutional community.</b>  Establishes and maintains effective relationship with students, colleagues, parents and local community members.  Understands importance of collaboration with his colleagues and other partners in order to achieve educational goals. Has the ability to combine his knowledge and ideas with other people's knowledge and ideas. Seeks for an agreement participating with other people and groups.</p>		
	<b>Criteria</b>	<b>Indicators</b>	<b>Other indicators</b>
2.1	Ability to cooperate and collaborate	Plans, organizes and conducts joint methodological activities with other teachers and specialists in assisting students. Participates in methodological activities organized by other teachers and specialists in assisting students. Provides methodological assistance to colleagues.	1. Establishes and maintains constructive relationship with social partners in order to achieve educational goals.
2.2	Informs parents (guardians) colleagues, institution authorities about students' learning success, achievements and progress.	Analyses student's achievements and progress, presents and discusses the received information in various forms with parents (guardians ), colleagues and other concerned persons and according to this makes adjustments and individualizes education. Analyses the feedback within development of communicational and cooperative aspects.	2. A unique and effective class tutoring system is created. 3. Participates in the institution, local community, students' and teachers' organizations events. 4. Is involved in the evaluation and determination of the professional competences of other institutions teachers or specialists in assisting students claiming methodologist or expert qualification categories.
2.3	Participation in social and cultural life of the institution.	Organizes cultural, educational sports, etc. activities. Initiates, supports, organizes, manages students' activities according their needs and interests.	5. Prepares tasks for country (or international) Olympiad and competitions.
2.4	Ability to work in team and/or lead it.	Participates in work groups approved by legal regulations of the head of institution or founder (the governing body). Leads or is involved into school methodical group, methodical council, municipal methodical group, objective association. Mentors while appointed by the institution leader (helps less experienced colleagues), leads the students' practice. Prepares tasks for regional Olympiads and contests. Shows initiative and actively participates in various institution community activities	6. Self-sufficiently prepared a national or international level project and received funding to carry it out. 7. Other.

2.5	Ability to prepare projects, participate while implementing them.	Prepares and develops educational projects in the institution. Participates in the development and implementation of regional and international projects related to education.	
-----	-------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p><b>3<sup>rd</sup> domain: Personal professional development</b>          Understands the value of lifelong learning and is intended to continuous learning.          Ability to reconstruct and reflect his activities in order to improve them and to recognize his competences.          Ability to prepare the educational and methodological activities dossier, to present and to evaluate.</p>		
	<b>Criteria</b>	<b>Indicators</b>	<b>Other indicators</b>
3.1	Ability to evaluate his performance/competences and personal achievements	Self-assesses his strengths and areas of improvement, discusses his assessment with colleagues in his methodological group. Plans his professional development according the evaluation results. Applies the knowledge and skills obtained in qualifying events into the educational process, analyses their impact to effectiveness of his performance.	1. Participates in international events (makes presentations, lectures, conducts seminars, leads group work).  2. An author or co-author of the course book approved by Ministry of Education.  3. A consultant, certified mentor or coordinator of a project (at least two years), a teacher or specialist in assisting students having international level certificate.
3.2	Ability to apply innovations into education	Shows interest in educational changes, analyses them and evaluates critically. Implements educational innovations according the context.	4. Studies at university institution of higher education under the II – III stage of study program and seeks to gain additional qualifications.
3.3	Ability to use various sources of information and communication	Ability to search for information in many forms, knowing and using the specialised databases. Ability to use information and communicate in English. Uses information communication technologies in order to achieve better quality of education.	5. Prepares and makes presentations in a foreign language.  6. Reads a subject-methodical and educational lectures and gives presentations to institution, city (region) or country teachers.
3.4	Ability to improve his/her qualifications	Identifies his/her training needs. Constantly improves his/her skills combining staff training strategy of the institution and his/her personal needs. Practices distance learning.	7. Prepares training programs and participates while implementing them, conducts personal seminars for teachers and specialists in assisting students.

			<p>8. Lectures and makes presentations in scientific-practical conferences for the city, region of country educators.</p> <p>9. Prepared methodological and educational tools that are approved by Municipality Subject Methodical group (for vocational teachers –Expert panel).</p> <p>10. Leads the country's vocational training methodical commission or is a member of such commission.</p> <p>11. Other.</p>
--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Teacher's activities under each criterion assessed 0-3 points:

3 points - criterion is met very well;

2 points - good criterion is met;

1 point - criterion is met in part;

0 points - the criteria is not met.

The teacher for every character from the "Other signs" can get 1-2 points. They do not all have to be carried out, the teacher introduces them to the evaluators at their discretion.

The teacher who makes a claim to obtain the corresponding qualification category must collect the number of points in the table:

Qualification category	Teacher	Senior teacher	Teacher methodologist	Teacher expert
	Number of points	Number of points	Number of points	Number of points
Area of activity				
1 <sup>st</sup> domain	8–12	13–16	20–22	22–24
2 <sup>nd</sup> domain	4–6	7–10	11–13	13–15
3 <sup>rd</sup> domain	4–6	6–9	10–11	11–12
Other aspects (signs)	0	6	9	19
Total score	20	35	50	65



## 10.2. PORTUGAL

### TEACHERS' PRACTICE EVALUATION AND THE EVALUATION OF TEACHERS IN THE PUBLIC SYSTEM OF PORTUGAL

#### Context

The Portuguese Inspectorate of Education and Science evaluates the provision of education, namely teachers' practice in the evaluated schools, but **does not assess teachers**. The latter is organized by each individual school.

The 'Teaching practice' is a field of analysis of the current external evaluation of schools model.

The features that are observed are the following:

- Alignment of teaching to pupils' competences and needs.
- Adequacy of educational responses to special needs education pupils.
- Strategies to motivate pupils to improve performance.
- Use of active and experimental methodologies in teaching and learning.
- Use of resources and of time allocated to learning.
- Monitoring and supervision of teaching and learning.

Regular/Ordinary evaluation of individual teachers at public schools:

Such evaluation has summative purposes, although it can also be used for formative ones. Teachers are evaluated when:

- in the career: the evaluation covers the career step where the teacher is - it must be finalized the school year before the progression;
- in the probationary period: the evaluation covers the one-year period that the probationary period lasts;
- contracted (hired): the annual evaluation covers all the teachers with no less than 180 days of teaching activity.

For the evaluation of teachers and teachers' practices, mixed references composed of National and School standards are taken into account.

Aspects taken into account for the evaluation of teachers and their practices:

scientific-pedagogical aspects, student outcomes (academic and beyond), personal/professional development, links to parents and school community, classroom teaching and management, promotion of the school good image, others...(for example, indicators for each dimension set by the pedagogic council [board that assembles the coordinators of the departments, of the class tutors and some school projects. It is chaired by the school director], teacher's self-evaluation report, in-service training and so on).

Evaluators:

- The evaluation section of the pedagogic council;
- the school director;
- the pedagogic council;
- the internal evaluator, the external evaluator (in specific circumstances, i.e. when the teachers apply for a faster progression in the career);
- the evaluated teacher.

Main instruments and information sources used by the above-mentioned evaluators: teacher's self-evaluation, classroom observation (in the probationary period, in the 2<sup>nd</sup> and 4<sup>th</sup> steps of the career, when the teacher applies to a higher rating level, or when he/she is awarded with insufficient), evaluation tools (which are prepared by the school itself)

Rating:

Teachers' performance is evaluated according to a 5-level scale: Insufficient (negative evaluation) // Fair // Good (the expected level) // Very Good // Excellent

Use of results: professional career progression and teaching practice improvement.

Teachers may contradict the summative evaluation:

In ten days time after being informed about the evaluation rating, the teacher can complain primarily to the school Director, stating his/her reasons.

Effects of a very positive (excellent and very good) evaluation:

- Teachers awarded with 'excellent' have a one year bonus in their career progression.
- Teachers awarded with 'very good' have a 6 months bonus in their career progression.

Effects of a negative (insufficient and fair) evaluation of teachers?

- Further evaluation: The teacher will not be considered for progression in their career until they have repeated the whole time in the career step and repeated the evaluation for that career step.
- Compulsory training: One-year training, comprising class observation.
- Salary increment withheld: as the teacher will not progress in the career, there will not be a salary increment.
- Dismissal / suspension: After two consecutive negative evaluations.
- Contract not renewed: Two consecutive negative evaluations prevent the teacher from applying to a post in the following three years.
- An inquiry, to find what are the reasons underpinning the bad performance of the teacher.

### **Good practice: Collaborative Peer Supervision**

In the last ten years, the evolution of the Educational Project of the Group of Schools in Azeitão has pointed to a school not only centred on the learning of all its students, but also aware that it is itself a learning organisation. In this context, monitoring the work in progress and planning evolution cycles have become important, due to internal as well as to external evaluation processes. Following the second external evaluation, the Improvement Plan contemplated the implementation of pedagogical supervision as a privileged strategy of peer formation. To form and to be formed in the professional context appears as an opportunity for sharing, joint reflection and questioning certainties. In other words, a new approach to knowledge, of oneself and others, is on its way.

In the year 2013/2014, we started the project "Collaborative Peer Supervision", covering all the teachers in the group of schools. Exchanging experiences, interests, expectations and needs, teachers reflect on their work in an educational environment, thus allowing for them to develop skills and become critical supervisors of their own professional development. We believe that the creative renewal of pedagogical techniques, resulting from this type of supervision, has contributed to the improvement of our students' learning.

Supervision is based on cooperation among equals, role changing and sharing in a large group. Teachers divide themselves into pedagogical pairs and their work involves class observation, pre and post-observation meetings. The various formative moments have proved to encourage communication, which facilitates the social construction of knowledge, namely through the consolidation of procedures of collaborative work among the teachers within the group of schools.

At the same time, the teachers of the group of schools can attend a training course, developed in partnership with the Institute of Education of the University of Lisbon. The training course (as part of a large project for change in pedagogical action) represents an important moment to strengthen the reflective attitude in teaching. The external scrutiny of the University, challenging experiences and certainties, contributes to the awareness of the teaching practice. Collaborative supervision combined with collaborative work, among other tools, is a privileged opportunity for reflection that creates a shared vision of the practices, in which teachers help each other.

It is in the awareness that the power of formation is also in the hands of teachers themselves that school is itself in a process of development.

### 10.3. ROMANIA

#### Context

Starting from the important role and a teacher's status in Romanian society, teacher's practice evaluation is subject to the national educational law and methodologies.

The methodology for evaluating the activity of teaching staff from the educational institutions governing the procedure for evaluating the work of teachers, sets standards of professional performance evaluation, evaluation criteria and assessment tools.

The evaluation of teachers in pre-university education units are produced annually, according to a schedule for all activities during the school year at every school and has two components:

**a) self- assessment;**

**b) the assessment of the job description and evaluation form.**

Performance indicators in the self-assessment forms / evaluation for all teachers shall be determined by the School Leader and Deputy head master of each school, together with the coordinators of the methodical commissions, observing areas and criteria of sheet frame.

The methodology aims are:

- a) providing the necessary framework for an unit, objective and transparent teacher's evaluation
- b) providing a motivational system to drive up professional performance.

Self-evaluation activity is done by each employee based on self-assessment forms / evaluation and self-assessment report supporting. The evaluation of teachers is done at the methodical committee level - score given by all committee members. The final evaluation of teacher work is done within the School Governing Body. For each stage of evaluation will be considered the periodic evaluation results of teachers conducted by school inspectorates and the results of other external evaluations in the period under review by inspectors, institutional assessment, if they exist, and make explicit reference to the teacher's assessment. Areas of teacher evaluation and performance criteria are presented in the evaluation sheet Tool 1.

#### The procedure for teachers' evaluation

1. The teacher has the obligation to complete their self-assessment sheet work done and submit with a self-evaluation activity report, to the secretariat of the school by period scheduled in the chart.
2. Self-assessment forms / evaluation of teachers is validate by Teachers' Council.
3. Evaluation of teaching work is done in methodical specialties committee meetings according to the schedule assessment activities.
4. Each complete box methodical evaluation commission specified in data self-assessment / evaluation for each teacher and submit records and board minutes to the School Governing Body.

5. The School Governing Body assesses the work on self-assessment / evaluation forms and assessment grants own score. The final assessment is made herein to the teacher who argue, at the request of SGB members to self-scoring.
6. The School Governing Body completes the evaluation form for each teacher evaluation and set the final score.
7. Scorecard granting annual ratings is:
  - from 100 to 85 points, Very Good grade;
  - from 84.99 to 71 points, Good grade;
  - from 70.99 to 61 points, Satisfactory;
  - under 60.99 points Unsatisfactory.
8. Based on the final score granted, the board sets the final average for each employee.
9. The grade and points values awarded annually by the SGB are communicated to the teachers directly, if present at board meeting or will be communicated within 3 days if the teacher did not attend the session.
10. Teachers have the right to appeal the score / rating granted by the SGB, in accordance with the schedule set out t in methodology.
11. All complaints are registered at the school secretariat within 2 business days after the deadline for granting final qualifier and communication.
12. Solving Appeals Committee is appointed by decision of the school leader.
13. At the request of the person who has challenged the score and / or rating given, representative trade union organization is participating as an observer in the committee of appeals and may seek to enter in the minutes of their observations.
14. Appeals panel ruling is final and can be appealed to the administrative court jurisdiction.

## Tool 1 Romania: SELF-EVALUATION FORM

**TEACHER SELF-EVALUATION/EVALUATION FORM  
FOR GRANTING FINAL AVERAGE MARK**

Job description number: .....

Teacher's name: .....

Specialisation: .....

Period of time: .....

Mark: .....

Domains	Performance criteria	Indicators	Total score	Score			Validation Teachers 'Council
				Self-rating	Rating in commissions	Rating School Governing Body	
• Activity Planning	1.1 Using the current curriculum, the practices of writing documents, which relate to the specific group / class.						
	1.2. Actively participating in planning activities of the educational offer.						
	1.3 Using the Technology of Information and Communication (TIC) in planning activities.						
	1.4 Planning extracurricular activities correlated with the instructional purposes, the students' needs and interests and the management project of the school.						
			<b>15</b>				
• Making teaching activities	2.1 Using teaching strategies that provide practical character of learning and specific skills.						
	2.2 Efficient use of material resources in the school in order to optimize the teaching-including ICT resources.						
	2.3 Dissemination, evaluation and valuation of activities.						
	2.4 Organizing and conducting extracurricular activities and participation in volunteering.						

	2.5 Developing skills for individual and team learning in order to improve the "learning-to-learn" skill.						
			<b>25</b>				
• Evaluation of learning results	3.1 Ensuring the transparency of the criteria, of the evaluation procedures and of the results of the evaluation.						
	3.2 Applying predictive tests, their interpretation and communication of results.						
	3.3 Using various assessment tools, including those from single assessment bank of tools.						
	3.4 Promoting self and peer assessment.						
	3.5 Evaluation of educational client satisfaction..						
	3.6 Coordinating the elaboration of the educational portfolio as a central element of learning evaluation.						
				<b>20</b>			
• Class Management	4.1 Establishing an appropriate framework (rules of conduct, attitudes, ambient) for activities in accordance with students' particularities.						
	4.2 Monitoring students' behaviour and managing conflicts.						
	4.3 Knowledge, advice and differential treatment of students.						
	4.4 Motivating students by valuing examples of good practice.						
				<b>12</b>			
• Career and personal development management	5.1 Capitalization of scientific skills, teaching and methodological skills gained by attending training programs.						
	5.2 Involvement in the organization of methodological activities in commissions / departments.						
	5.3 Making / updating the professional portfolio and the personal file.						

	5.4 Developing the communication skills and relations within and outside the school (students, school staff, the management team and beneficiaries of the community - students' families).						
	5.5. The manifestation of moral and civic attitude (language, attitude, respect, behaviour), respecting and promoting professional ethics.						
			<b>8</b>				
• Contribution to institutional development and promoting the image of the school	6.1 Developing partnerships and educational projects to improve institutional development.						
	6.2 Promoting the educational offer.						
	6.3 Promoting the school in the community through students' participation and results at Olympiads, contests, competitions, extracurricular and non-academic activities.						
	6.4 Participation in programs / activities of preventing and combating violence and antisocial behaviour patterns in school, family and society.						
	6.5 Meeting standards, health and safety procedures, fire prevention, work safety procedures for all activities within the school as well as additional tasks.						
	6.6 Active involvement in creating a culture of quality within the organization.						
			<b>15</b>				
• Professional Behaviour	7.1. The manifestation of a moral and civic attitude (language, clothing, respect, behaviour).		2				
	7.2. Respecting and promoting professional ethics.		3				
			<b>5</b>				
			<b>100</b>				

Date:

Names:

Signatures:

Teacher:

Commission:

School leader:

School Governing Body:



## Tool 2 Romania

**CAREER DEVELOPMENT – FORMATIVE EVALUATION OF TEACHERS' PRACTICE**

**DEFINITIVE/permanent DEGREE IN EDUCATION:** after minimum 2 years of activity in the speciality (but no more than 5 years); It is a compulsory requirement to occupy a permanent position in the educational system and become a tenure teacher.

**EVALUATION FORM****Of teaching activity at the special inspection at class (DEFINITIVAT exam)**

Analysis	Criteria of evaluation	Score	
		Maximum	Obtained
1	2	3	4
<b>Teaching activity</b>	Formal aspects (Documents, <b>documentation</b> , available teaching materials)	1	
	Planning - motivating (intra- and interdisciplinary communication, intra- and cross-curricular communication, perspective in relation with the learning unit, relevance to life of contents)	1	
	Applicative scientific content (Objectification, structuring, systematization, coherence, consistency)	1	
	Methods and teaching tools (Variety, opportunity, originality, effectiveness)	1	
	Psycho-pedagogical climate (Specific ambient for the subject, motivation for the lesson)	1	
<b>Students - characteristics</b>	Cognitive acquisition, verbalized / non verbalized (Quality, quantity, relationships, operational)	1	
	Intellectual individual skills and team work (Logical operations, mechanisms for analysis and synthesis, types of intelligence, consistency, reliability, ambition, collegiality, responsibility and accountability, flexibility in taking roles)	1	
	Attitude towards school - role in the class (Positive - collaborator, indifferent - spectator)	1	
<b>Teacher-characteristics</b>	Professional and methodological skills (of knowledge – behavioural restraints, organization and processing information; of implementing – speed, accuracy of actions distributive attention, of communication - fluidity, brevity and accuracy of speech, capturing and maintaining students' interest, ability for differentiated activities)	1	
	Social skills and of personality (Sociability, communication, various registers of language, emotional balance, stress resistance, ingenuity, flexibility, determination, tolerance, accuracy, objectivity, willingness to self-improvement)	1	
<b>TOTAL</b>		<b>10</b>	

**Tool 3 Romania:****SECOND DEGREE IN EDUCATION**

- Candidates are allowed to enrol for taking the exam of second degree in education at least 1 year after obtaining definitive/ permanent degree .

**FIRST DEGREE IN EDUCATION**

- Candidates are allowed to enrol for taking the exam of first degree in education immediately after obtaining the second degree

<b>EVALUATION FORM</b>				
<b>of teaching at the current/special inspection for the 1<sup>st</sup> Degree</b>				
Name, father's initial and surname of the teacher inspected:				
Name before marriage (where applicable):				
Teaching position:		Specialty:		
School:				
Date of inspection:				
Inspector's Speciality / Methodist delegation appointed by No . _____ from _____.				
..... (Name, teaching position, speciality, teaching degree, school)				
<b>I. TEACHING ACTIVITY</b>				
I	VERIFIED ACTIVITIES	1. Class type of lesson	The title of the lesson:	
		2. Class type of lesson	The title of the lesson:	
		3. Class type of lesson	The title of the lesson:	
		4. Class type of lesson	The title of the lesson:	
<b>INDICATORS</b>		<b>EVALUATION CRITERIA</b>	<b>MAXIMUM SCORE</b>	<b>GIVEN SCORE</b>
I B.	PLANNING ACTIVITIES (maximum 9 p)	Scientific documentation	2	
		Set objectives and operational objectives	2	
		The relation between objectives and other components of teaching (content, strategy, learning resources, forms of organization, evaluation, etc.)	5	

I C.	ACTIVITIES (maximum 51 p)	Representation of the content	4	
		Economy (essentialities) the content. The degree of structuring and organizing the material (scheme, plan, logical structure, etc.)	3	
		The effective power of the content (to generate new ideas, opinions, solutions, etc.)	3	
		The scientific nature	3	
		Correlations intra- and interdisciplinary, practical-applicative	3	
		The correlation of content with the teaching strategy and the type of interaction	5	
		Relation between duration of exposure and explanations, depending on the specific content, the type of lesson and the particularities of psycho-intellectual development, etc.	6	
		Concordance between requests and the particular nature of the content	5	
		Students' personal work and the frontal work in the context.	5	
		Student work at the level of proximal development	4	
		Team organization and activity	1	
		Logical organization and information processing. Strategic development actions	2	
		Imposition	1	
		Differentiation	2	
		Evaluation	2	
		Creating emotional affective climate	2	
I D.	EVALUATION OF SCHOOL PERFORMANCE (maximum 15 p)	Making predictive evaluation (basic conceptual matrix)	2	
		Making formative evaluation	2	
		The relation objectives- requirements	2	
		Achieving Educational Progress (the report between results obtained by students at the beginning and at the end of a sequence of learning)	2	
		Motivating the mark and self-evaluation.	2	
		Relation between content evaluation and learning content (knowledge, skills, abilities, <i>attitudes</i> , interests, etc.)	2	

		Relation between teacher rating and standard rating	1	
		The relation between teaching and learning, evaluation and improvement during teaching process	2	
I E.	KNOWING AND COUNSELLING STUDENTS (maximum 8 p)	Individualisation and differentiation strategies	3	
		Adapting to the specific age/individual requirements of students	3	
		Adapting exigencies to the daily program of students	2	
I F.	PSYCHO - RELATIONAL SKILLS (maximum 2 p)	In relations with students	2	
		In relations with parents		
		In relations with teachers		
		In relations with the local community		
I G.	SELF-EVALUATION (maximum 6 p)	Self-analysis	3	
		objective appreciation	3	
II. Educational activities in school and beyond (maximum 5 p)			5	
III. Methodical and scientific training activity (maximum 2 p)			2	
IV. APPRECIATION OF THE BOARD OF DIRECTORS (maximum 2 p)			2	
<b>TOTAL SCORE</b> Maximum 100 p				
<b>Given grade / rating</b> <b>(Special inspection) / (Current inspection)</b>				
V. CONCLUSIONS AND RECOMMENDATIONS				
<b>Special inspection</b>			<b>Current inspection</b>	
For a minimum score of 95 points is given 10.			Minimum score of 95 points	Rating: Very good
For a score between 85 points and 94 points is given 9.			Between 70 and 89 points	Rating: Good
For a score between 75 points and 84 points is given 8.			Between 50 and 69 points	Rating: Satisfying
For a score between 65 points and 74 points is given 7.			Under 50 points	Rating: Unsatisfying
For a score between 55 points and 64 points is given 6.				
For a score between 45 points and 54 points is given 5.				

Given grade / rating: \_\_\_\_\_

Date: \_\_\_\_\_

Inspector / Methodist,

Signature: \_\_\_\_\_

Candidate,

Signature: \_\_\_\_\_

**Tool 4 Romania: LESSON OBSERVATION FORM**

(According to Appendix no. 5 from OMECTS no. 5547/6.10.2011)

Date: Last training /Year:  
 Teacher's name: Learning Unit/Units:  
 School: Qualified/non-qualified:  
 Speciality: No. of supervised classes:  
 Grade /Grades: Lesson type/Lessons types:  
 No. of students: Continuing Contract Teacher/Probationary Teacher:  
 Absentees: Topic/Topics:  
 Teacher degree/seniority: Inspection type:  
 Branch of knowledge/Subject:

Aspect	Evaluation criteria	Findings/Assessments	Recommendations
1	2	3	4
<b>Teacher's Evaluation</b>	<b>Lesson planning and design</b>		
	Lesson planning		
	Lesson design		
	Linking lesson design elements		
	Type, quality and diversity of strategies and teaching methods included in teaching-learning and evaluation activities design		
	Elements of creativity in the selection of strategies and teaching methods		
	Elements of differential treatment of students, included in the lesson design, especially elements aimed at students with special needs		
	<b>Didactic activity (Instructional delivery)</b>		
	Linking conducted didactic activity and intended lesson design		
	Knowledge of subject content		
	Scientific correctness of the contents		
	Organizing information		
	Clarity of explanations		
	Implemented teaching strategy: - methods and processes used - learning activities - forms of organizing students' activities - teaching aids		
Teaching strategies to meet individual needs (work rate, content accessibility, differentiated teaching, extra tasks)			
<b>Rating scale</b>			

	Integrating teaching strategy evaluation (assessment types, methods)		
	Class Management (management style, creating the necessary motivation, encouraging students and stimulating interest in study, balancing tasks, communicating with students)		
	Homework (usage, volume, individualization)		
<b>Evaluating student work and observations</b>	<b>Attitude towards learning</b>		
	Students' attitude and responsibility towards solving tasks during class and at home		
	Students - teacher relationships, collaborating with him during learning process		
	Relations with fellow students, working with them during learning process		
<b>Rating scale</b>	<b>Students' acquired skills</b>		
	Subject-specific skills and competencies demonstrated by students (knowledge, skills, attitudes)		
	Using knowledge, skills and attitudes in new learning contexts		
	Students' progress during class		
<b>Other components and observations</b>	<b>The educational environment</b>		
	Class venue		
	Furniture arrangement according to activity		
	Material resources and additional curriculum materials used in class		
	Exposing students' outcomes/works		
	General atmosphere during class		
<b>Rating scale</b>	<b>Other observations</b>		

Evaluator

Signature,

Teacher

Signature,

**Rating scale: VERY GOOD=FB    GOOD=B    SATISFACTORY=A    UNSATISFACTORY=S**

## 10.4. ITALY- BOLZANO

### Context

Internal and external evaluation is mandatory, regulated by legislation from 2012.

The responsibility for the internal evaluation (self-evaluation) is by the school themselves. They are obliged to make it, but they can choose free process, method and instruments. So they are free in the choice of teaching practice evaluation.

The external evaluation is provided by the Local Government through the Evaluation Department (Evaluationsstelle).

The external evaluation concerns the whole school quality, according to the School Quality framework for South-Tyrol.

The evaluation process is divided in 9 phases:

- 1- Examination of the school documents.
- 2- First feedback to the school leader.
- 3- School visit that comprehends Observation of teaching units, interviews with pupils, teachers and parents during a whole day.
- 4- Resuming of all data and completion of the 1° report-version.
- 5- Feedback to the school leader.
- 6- Completion of the 2° report-version.
- 7- Feedback, presentation of the results to the teachers.
- 8- Presentation of the results to the parents (on demand).
- 9- Completion and sending of the definitive report to the school leader.

We provide also the national and international student-assessments like INVALSI and PISA.

We are serving the German speaking community in South Tyrol, so we have to coordinate the evaluation methods and instruments between the “roman” and “German” cultural world. It means we use some instruments from Germany, that we adapt for our special situation of language-minority-group and some Italian national ones, which we have to translate from Italian to German.

## Tool 1 Bolzano

## Teaching observations

School  
Name

Class

1 = doesn't match , 2 = matches less, 3 = matches mostly 4 = matches, 0 = no mention

Domain	Areas	1	2	3	4	5	6	7	8	9	10	11	12
Class management	Teaching-time efficiency (Punctuality, no wasted time, materials are ready for use...)												
	Overview to the student's activities												
	Supporting teaching by rituals												
	Teaching without disturbances												
	Properly and effective reactions to disturbances												
Learning supporting class climate	Appreciative and respectful interaction between teacher and students												
	Relaxed, fearless atmosphere												
	Constructive handling of student's errors (positive error culture, no mortification, error as a learning opportunity...)												
	Appropriate teaching speed (enough waiting time after questions, patience in case of slowness, no pressure...)												
Motivation	Connection to other subjects												
	Connection to the daily students' living environment (Interests, experience horizon...)												
	Varied assignments												
	Students' attention stimulation by using media and materials												
Clearness	Explicitness of the teaching aims												
	Coherent progression of teaching contents (logical, central theme...)												
	Appropriate and clear formulation of assignments and explications												
	Linking to the already acquired knowledge												
	Good understanding of the teacher's sentences in the room (speech clearness)												
Output orientation	Assuring and controlling the learning assessments												
	Use of feedback for reflecting the lesson												
	Supporting students by self-assessment and self-evaluation												



<b>Student orientation</b>	Encouraging students asking questions and involving them in the lesson																			
	Picking up students' contributions and integrating them in the lesson																			
	Differentiated feedback to the students' assessments and contributions																			
	Giving opportunities finding creative answers and solutions (reflection time, students-exchange phase ...)																			
<b>Active learning</b>	Active lesson co-construction																			
	Proposals for self-regulated and autonomous learning																			
	Stimulation / guidance for reflecting the one's learning process																			
	Opening opportunities for creative answers and solutions																			
	Problem solving and discovering learning supporting assignments																			
	Enrichment of verbal input trough non-verbal media (board writing, pictures, movies, beamer...)																			
<b>Exercise</b>	Back up the acquired knowledge trough intelligent exercises																			
	Assignments requesting applying the acquired skills in new questions																			
<b>Heterogeneity</b>	Including of special learning situations/ different assessment potentials trough different learning targets																			
	- trough individual working speed phases																			
	- trough assignments in different degrees of difficult																			
	- trough differentiated learning material - focused assignment of personal resources by supporting heterogeneous learning groups																			
<b>Variation of methods and social forms</b>	Using appropriated teaching methods to the subject, the learning group and the teaching targets																			
	Using appropriate classroom arrangements for the subject, the learning group and the targets																			
	Good balance between talking time of teacher and students																			
	Balanced involvement of all students in the lesson																			
	Good preparation of each learning phase																			
	Transparency of rules and processes																			
	Presentation of the results																			

## 10.5. BASQUE COUNTRY

### Context

In the Basque Country teachers are evaluated in the next cases: as probationary teachers, and in those cases where there is any doubt about teachers' professional performance.

We will focus this appendix on the process of probationary teachers' evaluation.

Teachers can become civil servants succeeding in a selection process composed of two stages:

1. Exams.
2. Probation period of one academic year.

During the probation period, we use several tools:

a) A scale of observation . The aims of this tool are:

- To provide common references regarding the four levels given in the evaluation process.
- To facilitate the observation task and to address it to the most relevant issues.
- To help evaluator to make improvement proposals.

b) Some guidelines are given beforehand:

- To make a previous selection of the issues to be observed.
- To collect improvement areas and to make proposals.

c) Mentor's, school leaders' and inspectors' reports:

The indicators of these reports are related to the knowledge about school management and organisation documents, his / her active collaboration and coordination as a member of the teaching staff, his / her planning of the teaching activities, his / her classroom teaching practice, the way s/he assesses student's learnings, follows them up, develops the individual and group mentorship according to the school internal agreements, his/her relationship with the families and his / her reflection about training, self-evaluation and teaching practice.

d) Self-evaluation report. The aims of this tool are:

- To facilitate teacher's reflection about his/her teaching practice.
- To identify areas for improvement.
- To collect improvement proposals.
- To collect teacher's appraisals and proposals for improvement related to this tool, and to his/her experience about having been observed by the inspector.

When the probation period of one academic year is finished, a committee is set up in order to give the final qualification to the probationary teacher (pass / no pass).

Nowadays we are working in designing an ordinary in service evaluation to be applied in the coming future and highlighting its formative approach. As a matter of fact, we are working on the teachers' professional profile as a reference for evaluation.

**Tool 1 Basque Country: OBSERVATION SHEET FOR PROBATIONER TEACHERS**

**ACTIVITIES: Documents, interviews and observations**

<b>TEACHING-LEARNING PROCESS PLANNING</b>	
<b>INDICATORS / MENTOR'S REPORT</b>	<b>SCALE OF OBSERVATION</b>
<p>1- Planning and programming instructional and educational activities to be developed in the class group according to the current Curriculum and to the School Educational Project.</p> <p>2- Adaptation of the class planning to the criteria established by the department or cycle or level in accordance with the School Curricular Project referred to:</p> <ul style="list-style-type: none"> <li>-Implementation of suitable methodological strategies.</li> <li>-Implementation of assessment procedures adapted to the educational stage or speciality.</li> <li>-Awareness of students diversity, particularly about those who have special educational needs.</li> <li>-Program of speciality, if applicable.</li> </ul>	<p>His/her teaching-learning planning for the class group.</p> <ul style="list-style-type: none"> <li>□ Is in accordance with the criteria of the School Educational Curriculum Project as well as the criteria agreed on the Department/Cycle/Level and/or on other coordination structures.</li> <li>□ Includes competences to be developed, objectives, methodology, resources, criteria, indicators and evaluation procedures.</li> <li>□ Considers the environment characteristics, the pupils' characteristics, needs, competence level and their difficulties as well as the previous knowledge required in order to afford the ones that will be presented.</li> <li>□ Among the objectives to be attained, some of them are defined as basic or minimum.</li> <li>□ Considers the different rates and ways of learning.</li> <li>□ Includes an inclusive treatment for all the students with special educational needs according to their characteristics.</li> <li>□ The planned assessment procedures are fit for the educational stage, guarantee the continuous evaluation and the objective assessment. They basically have a formative nature, make self-assessment and peer assessment possible. A varied range of evaluation tools has been foreseen.</li> </ul>

<b>TEACHING PRACTICE IN CLASSROOM: METHODOLOGY AND CLASSROOM MANAGEMENT</b>	
<b>INDICATORS / MENTOR'S REPORT</b>	<b>SCALE OF OBSERVATION</b>
<p>3-Adjustment to the context and the age and characteristics of the students.</p> <p>4-Treatment of students diversity in the class group.</p> <p>5-Inclusive classroom organisation.</p> <p>6- Effective methodological practices adapted to the characteristics of the students.</p> <p>7-Motivation of students towards learning.</p> <p>8-Skills in the resolution of conflicts in the classroom.</p>	<p><b>Development of the lesson:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lessons, activities and materials are thoroughly prepared.</li> <li><input type="checkbox"/> During the classroom session he or she adjusts to the established program but with the flexibility to take advantage of any situation or circumstance that encourages learning.</li> <li><input type="checkbox"/> He or she keeps in mind the objective pursued with each one of the activities proposed to the students.</li> <li><input type="checkbox"/> He or she starts the session on time.</li> <li><input type="checkbox"/> He or she is orderly and methodical.</li> <li><input type="checkbox"/> He or she distributes the time properly. Timing and sequencing of activities are correct.</li> <li><input type="checkbox"/> He or she uses the materials confidently.</li> <li><input type="checkbox"/> He or she guides the students on the class work.</li> <li><input type="checkbox"/> He or she asks individual and collective questions.</li> <li><input type="checkbox"/> He or she checks out the understanding and gives feedback.</li> <li><input type="checkbox"/> He or she keeps moving and assists pupils.</li> <li><input type="checkbox"/> He or she demonstrates ability to maintain the learning pace and to keep the group under control.</li> <li><input type="checkbox"/> He or she uses strategies to diagnose and measure the needs, difficulties and the students' progress individually.</li> <li><input type="checkbox"/> He or she reacts adequately to the students' needs, skills, talents, and learning styles.</li> </ul> <p><b>Scientific and didactic skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> He or she masters the field/area or subject, and is clear and understandable doing presentations and explanations.</li> <li><input type="checkbox"/> The teaching unit that he or she develops is adapted to the students' capacity.</li> <li><input type="checkbox"/> He or she starts from the previous knowledge of the students and strives to make them understandable and meaningful. (He or she works within the zone of proximal development).</li> <li><input type="checkbox"/> He or she generates interest in the field/area or subject that he or she teaches. He or she encourages students to learning with specific examples, accurate and appropriate to the content.</li> <li><input type="checkbox"/> He or she develops teaching unit using strategies that facilitate the understanding and motivation.</li> <li><input type="checkbox"/> He or she emphasises the important points.</li> <li><input type="checkbox"/> He or she establishes interconnections within contents from other fields/areas//subjects.</li> </ul> <p><b>Methodology:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> He or she uses a methodology adapted to the didactic unit in the relevant field/area/subject that is being developed.</li> <li><input type="checkbox"/> He or she promotes the development of competencies,</li> <li><input type="checkbox"/> He or she adapts to the students' characteristics and to the different paces of learning. He or she uses different models and teaching strategies, using a variety of resources and instructional materials.</li> <li><input type="checkbox"/> He or she promotes students' motivation and interest towards learning. He or she raises the learnings so that they are meaningful for students. He or she uses texts, materials and resources which are considered interesting by the students.</li> </ul>

	<ul style="list-style-type: none"> <li>□ He or she fosters learning from practice. He or she organises educational experiences to give opportunity to the students to practice.</li> <li>□ He or she promotes students' self-assessment and control on their own learning process, as well as peer assessment, fostering autonomy on the learning process.</li> <li>□ The proposed activities are varied, promote the use of different types of intellectual strategies and cater to the diversity of styles and paces of learning.</li> </ul> <p><b>Classroom management:</b></p> <ul style="list-style-type: none"> <li>□ Classroom management fosters cooperative learning, peer learning, participation and communication.</li> </ul> <p><b>Coexistence and learning climate:</b></p> <ul style="list-style-type: none"> <li>□ He or she keeps a proper learning environment.</li> <li>□ He or she leads the class group, maintains control and encourages self-discipline.</li> <li>□ He or she sets clear rules and has positive expectations about students' behaviour, creates an atmosphere of confidence and work in the classroom.</li> <li>□ He or she manages conflicts using different types of procedures, not only applying disciplinary measures.</li> <li>□ He or she takes advantage from conflict situations as an occasion for learning how to correct improper behaviour.</li> <li>□ He or she manages minor inappropriate situations without disrupting the lesson dynamics.</li> <li>□ He or she maintains a teaching rhythm and students get good work dynamics.</li> <li>□ He or she promotes a positive reinforcement system and corrective measures that foster students' self-esteem and self-regulation, redirecting students who are distracted and managing disruptive behaviours.</li> </ul> <p><b>Ability to communicate and interact with students:</b></p> <ul style="list-style-type: none"> <li>□ Good relationship between teacher and pupils is based on respect and mutual trust, within the framework of the established rules of coexistence.</li> <li>□ He or she shows understanding, interest and concern for the emotional, social and physical characteristics of students.</li> <li>□ He or she maintains self-control in varied situations and in the interaction with pupils.</li> <li>□ He or she displays an open and receptive attitude. He or she expresses friendliness, sense of humour, appearance, vitality, emotional balance and decision-making in relation to the students.</li> </ul>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>EVALUATION AND FOLLOW-UP OF STUDENTS</b>	
<b>INDICATORS / MENTOR'S REPORT</b>	<b>SCALE OF OBSERVATION</b>
<p>9 – Design and application of the formative and summative assessment in scheduled teaching-learning processes.</p> <p>10-Basic knowledge, development of competences, assessment, and qualification and promotion criteria defined.</p> <p>11-Use of tools or assessment procedures that guarantee the right to the objective assessment of students</p> <p>12-Analysis of results obtained by the students' class group, and level of learning obtained by each student.</p> <p>13-Tracking the progress of students.</p> <p>14-Information about the learning process for students and families (and, if necessary, for the form tutor).</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> He or she uses assessment, qualification and promotion criteria in accordance with general and particular regulations of the school, as reference for the teaching practice as well as for the evaluation process.</li> <li><input type="checkbox"/> He or she has clear criteria to determine the progress of students and the given marks.</li> <li><input type="checkbox"/> He or she uses appropriate assessment techniques to measure the progress of the students in the didactic unit that is being developed: initial and final assessment.</li> <li><input type="checkbox"/> Students and families know the objectives pursued in the development of the didactic unit.</li> <li><input type="checkbox"/> He or she informs students and families about the assessment criteria at the beginning of the unit and about qualification criteria in case there is some kind of test.</li> <li><input type="checkbox"/> He or she presents assessment activities with different levels of difficulty.</li> <li><input type="checkbox"/> He or she systematically gathers data from classroom and analyses the number of students who have been able to solve the activities in order to proceed to its redefinition if necessary.</li> <li><input type="checkbox"/> The procedures used to assess learning outcomes (techniques, instruments, times...) are suitable both to the subject as to the characteristics of the students, ensure objectivity and promote formative assessment function.</li> <li><input type="checkbox"/> The progress of learning outcomes achieved by every pupil is collected objectively and systematically, in accordance with the continuous assessment.</li> <li><input type="checkbox"/> Support and catch up procedures have been designed and are applied when no positive results have been obtained.</li> <li><input type="checkbox"/> He or she introduces improvements in the process of teaching and learning according to the results obtained in the class group.</li> </ul>

<b>TUTORING AND GUIDANCE. RELATIONSHIP WITH FAMILIES</b>	
<b>INDICATORS / MENTOR'S REPORT</b>	<b>SCALE OF OBSERVATION</b>
<p>15- Proper performance of mentoring and execution of the duties attributed to it.</p> <p>16- Coordination with the families for the improvement of the process of teaching</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> He or she maintains a fluid communication with students and families (and, if necessary, with the form tutor) in order to inform them about the learning progress.</li> <li><input type="checkbox"/> He or she provides guidelines for collaboration with families for the improvement of the learning of every student.</li> <li><input type="checkbox"/> He or she develops the contents stated in the Tutorial Action Plan of the school in his/her class group, or works in accordance with the form tutors of the groups he or she teaches.</li> <li><input type="checkbox"/> He or she takes into account the agreements taken by the teaching staff to ensure the coherence of actions and guidelines planned for the class group.</li> <li><input type="checkbox"/> He or she works to achieve cohesion and improve interpersonal relationships and good school climate in the classroom.</li> <li><input type="checkbox"/> He or she guides and supports every student.</li> <li><input type="checkbox"/> He or she shows social skills on interpersonal relationships, building trust and professional esteem towards students and families.</li> <li><input type="checkbox"/> He or she shows availability to assist, inform and to involve families in the teaching-learning process.</li> </ul>
<b>INDICATORS / MENTOR'S REPORT</b>	<b>SCALE OF OBSERVATION</b>
<p>17- Reflection on teaching practice for continuous improvement</p> <p>18- Openness to learning and innovation.</p> <p>19- Participation and collaboration in training processes</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> He or she analyses and assesses their performance throughout the various stages of the teaching-learning process.</li> <li><input type="checkbox"/> He or she proposes areas for improvement based on the conclusions of his or her analysis.</li> <li><input type="checkbox"/> He or she shows friendly attitude towards classroom observation in order identify areas for improvement or to share good practices.</li> <li><input type="checkbox"/> He or she puts into practice experiences worked during training sessions.</li> <li><input type="checkbox"/> Openness to innovation and continuous improvement. Continuous pursuit of strategies focused on ensuring the highest possible learning of every student</li> </ul>

## 10.6. ENGLAND

Schools in England have much greater autonomy than in most European countries and individual schools have a lot of flexibility in establishing teachers' pay and conditions of service. Teacher evaluation operates in a decentralised manner with individual school leaders being responsible for the quality of teaching and learning in their schools. Consequently, there is considerable variation in processes and methods of evaluation between individual schools and the national inspection service (OFSTED) does not specify how evaluation of teachers' practice should take place.

In England, evaluation of teachers' practice operates as a formative process as part of broader policies of school improvement and teachers are subject to evaluation from outside the school (for example, as part of the cycle of school inspections led by OFSTED) and inside the school (for example, as part of continuous processes of monitoring and evaluating the quality of teaching and learning in the school.) These internal and external processes overlap and support each other (as an example, external inspection of the school considers how well the school leaders are aware of the quality of teaching and learning in the school and how effectively they improve the quality of teaching and learning).

The evaluation of teachers evolves over time as individual teachers can take on additional roles, responsibilities and duties within a school and evaluations of individual teachers typically refer to specific and individual job descriptions which can vary from school to school and from teacher to teacher. In addition, there is a framework for professional standards with a five-level scale starting with the award of Qualified Teacher Status (which combines completion of Initial Teacher Training with a probationary period in school) and culminating with the award of Advanced Skills Teacher.

Almost all teachers in England are subject to annual appraisal by school leadership teams with frequent evaluations of their work including consideration of planning, teaching, assessment and wider aspects of their work using a range of sources including multiple lesson observations, discussion of students' results and opinions of colleagues, pupils and parents. The evaluation system in England attempts to combine ongoing and continuous evaluation of teachers with Continuing Professional Development in a formative manner but there are powerful mechanisms to remove those teachers who are evaluated as poor teachers from their jobs. No teachers in England have 'civil service' status and all teachers, including school leaders, can be removed from post if they are subject to negative evaluations.

The system of evaluation of teachers' practice is decentralised in England and this allows greater flexibility in using evaluation methods and evidence so that the particular circumstances of individual schools (or even classes) can be considered within the evaluation process. However, this type of devolved system places a great amount of trust in the expertise and ability of school leaders to evaluate the quality of teaching, to recognise and reward good teachers and to improve (or remove) weak teachers.

Further details can be seen in Isoré (2009) pp 34-35

Department for Education (2011) "Teachers' Standards: Guidance for school leaders, school staff and governing bodies" available at:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/301107/Teachers\\_\\_Standards.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers__Standards.pdf) (accessed 27/1/17)

Department for Education (2012) "Teacher appraisal and capability: A model policy for schools" available at:  
<https://www.gov.uk/government/publications/teacher-appraisal-and-capability-model-policy> (accessed 27/1/17)

Murphy, R. (2013). Testing Teachers: What Works Best for Teacher Evaluation and Appraisal. *Sutton Trust*. available at: <http://www.suttontrust.com/wp-content/uploads/2013/03/MURPHYTEACHERREVALUATION-FINAL.pdf> (accessed 27/1/17)





Lesson observation form based on the Ofsted inspection criteria

KeyDoc

We worked with two of our associate education experts, David Driscoll and Bernard Abrams, to create a form that schools can use to conduct lesson observations in line with the Ofsted inspection framework.

The descriptions provided in this form give the typical features of a lesson in each category. Not every feature needs to be present for a lesson to be seen as meeting the criteria for a particular grade. This form would be best used after deciding on a particular focus for the lesson observation.

Observers should focus on the contribution of teaching to learning and achievement over time, as well as the behaviour and safety of pupils. Record aspects of teaching that are effective, identifying ways in which teaching and learning can be improved. It can be used for on-site and off-site learning activities.

When inspectors observe lessons, they are guided by Ofsted not to grade the quality of teaching of individual sessions. However, Ofsted-style grade descriptors (1-4) remain useful for developmental purposes in schools. Relevant teachers' standards should be met.

<b>Teacher:</b>	<b>Observer:</b>	<b>Date and time:</b>
<b>Year group:</b>	<b>Subject:</b>	<b>Number of pupils:</b>
<b>Support staff or teaching assistants (TAs):</b>		
<b>Focus:</b>	<b>Context:</b>	
<b>Summary of main points:</b>		
<b>Key strengths:</b>		
<b>Agreed areas for development:</b>		

Focus area	Outstanding	Good	Requires improvement	Inadequate
<b>1. Use of assessment in planning</b>	Information from baseline testing and formative assessment is used well to set tasks that are perfectly matched to pupils' prior attainment and which identify next steps accurately to maximise progress, and teaching then demands more of pupils	Information from assessments is used to set tasks that are well matched to pupils' prior attainment	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Information from assessments is not used effectively in planning
<b>Evidence and comments:</b>				
<b>2. Level of challenge</b>	The teacher demonstrates deep knowledge and understanding and the work is pitched at a level that is appropriate to the individual. It is challenging - success is only achievable if individual pupils work hard and try their very best. All individuals find the tasks demanding at their own level	Tasks are set at a level that is suitable for groups of pupils of similar abilities. Any individuals within the group who find the task a little too easy or too difficult are quickly provided with support or given more difficult work, so their progress is not slowed	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Tasks are not suitably matched to pupils' prior attainment and learning needs, so more than the odd individual find the work too easy or too hard
<b>Evidence and comments:</b>				
<b>3. Use of TAs</b>	TAs are highly effective in promoting rapid learning for groups of pupils of all aptitudes and needs	TAs are well deployed to support learning for groups of pupils regardless of their aptitudes and needs so that all such groups make at least good progress	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	TAs do not support meeting the needs of groups of pupils so that their learning is limited either by too much being done for them, rather than helping them to do the work for themselves, or too little support being provided
<b>Evidence and comments:</b>				

<b>4. Opportunities to develop reading, writing, maths and ICT skills</b>	The work includes appropriate opportunities to develop pupils' skills in reading, writing, mathematics and ICT, as well as providing opportunities for extending wider skills, such as research and co-operative working	The work includes some opportunities to develop pupils' skills in reading, writing, mathematics and ICT	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'
<b>Evidence and comments:</b>				
<b>5. Use of strategies and tasks to engage pupils</b>	Strategies and tasks enthuse pupils so that they persevere when faced with difficult problems and are resilient, keen to succeed and to learn more, and high expectations of pupil behaviour supported	Pupils find the strategies and tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Pupils are bored by the strategies and tasks, and may become disruptive
<b>Evidence and comments:</b>				
<b>6. Pace and depth of learning</b>	The pace of learning is optimised throughout the lesson as the teacher is able to use the time to best effect to support pupils at the time they need such support. As a result, almost all pupils make significant and sustained progress	The pace of learning is good throughout the lesson as time is used productively. The teacher provides well-targeted support for groups of pupils, including more able & disadvantaged pupils, as appropriate. As a result, most pupils make better than expected progress	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	The pace of learning is slow because pupils are held back by having to wait for the teacher or other members of the class. As a result, progress is inadequate for pupils or groups of pupils

<b>Evidence and comments:</b>				
<b>7. Use of questioning</b>	Questions tease out pupils' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure	Questions tease out most pupils' understanding so that the teacher is aware of the degree to which most pupils are secure	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Questions are closed and are not used to assess pupils' understanding so the teacher is unable to adapt the task in the light of such assessment
<b>Evidence and comments:</b>				
<b>8. Assessment of learning during lessons</b>	Systematic formative assessment is used well to modify teaching, the work for each individual pupil is adapted in the light of misconceptions that are brought to light through questioning or checks on pupils' work	Lessons are adapted in response to misconceptions that are brought to light through questioning or checks on pupils' work, any inconsistencies in assessment are clarified and solved via moderation	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	The teacher does not assess the pupils during the lesson to find out what they have learnt and how secure they are in their understanding, so that some pupils do not understand, while others have already grasped a concept and are ready to move on
<b>Evidence and comments:</b>				
<b>9. Marking and feedback</b>	Marking is frequent and regular, providing pupils with very clear guidance on the strengths of work and how it can be improved in future, including next steps	Marking is frequent and regular, providing pupils with guidance on how work can be improved	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Marking is infrequent and/or irregular and/or fails to provide pupils with guidance on how work can be improved
<b>Evidence and comments:</b>				

<b>10. Corrections</b>	The teacher ensures that corrections are carried out and any missing work is completed	The teacher ensures that corrections are carried out and most missing work is completed	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	There is no insistence that corrections are carried out or that any missing work is completed
<b>Evidence and comments:</b>				
<b>11. Homework</b>	Homework is an integral part of the lesson. It is varied and extends the learning, and is treated as being as important as the lesson	Homework is used effectively to extend the learning	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Homework is not set or is set infrequently, seen as a 'bolt on' with little relevance to the lesson or sequence of lessons
<b>Evidence and comments:</b>				
<b>Further evidence and comments:</b>				

*This form was created for The Key by David Driscoll, who is an independent consultant and a senior partner with an education consultancy. He has considerable experience of supporting schools to analyse their data to improve achievement, teaching and leadership.*

*It was updated by Bernard Abrams, who is an education consultant and former headteacher who previously worked as a school inspector.*

*This KeyDoc is featured in our article 'Lesson observation form based on the Ofsted framework'. To read the article, visit <https://schoolleaders.thekeysupport.com> and enter the reference number **6308** in the search box.*

## 10.7. CYPRUS

### **Context:**

The educational system of Cyprus is heavily centralized. Principals have not autonomy as regards to personnel management; however, they complete an annual report for each teacher who serves in his/her school. These reports can be used occasionally by the school inspectors in charge for the school external evaluation. Additionally, in the context of internal evaluation procedures, teachers have to submit an Individual Information Report documenting their contributions to school life as well as their efforts for personal and professional growth during a particular school year. This report constitutes a kind of self-evaluation of the teachers' performance in relation to specific domains of action. It is submitted to the school inspector through the principal.

The concern about improving the Cyprus' educational system has raised( raisen???) new challenges related to the evaluation of schools. Currently, a research team of experts on education have proposed an appraisal system (PAS) that focuses on the need to achieve the right balance between external and internal controls on one hand, and between formative and summative processes on the other. PAS deals with the following units:

- Distinction between the evaluation types – formative vs summative evaluation.
- Determination of evaluation criteria.
- Use of multiple sources,
- Necessity for development of specific measurement tools.
- Adoption of a participative model of development,

**Tool 1 Cyprus**

This instrument is optionally used by inspectors, principals and teachers concerned about the formative process of teachers' practice evaluation. Actually, there is not a formal system for teachers' practice formative evaluation but this checklist has been tested and validated by its users.

**CLASSROOM OBSERVATION FORM**

**Name**.....

**District**.....

**School**.....

**Area of expertise (if applicable)**.....

**Evaluator's Name**.....

**Evaluated lesson**.....

**Date**..... **Time**.....

**Classroom layout:**

**Symbols to be used:**

O = Observed

+ = Observed to some extent

++ = Observed to a great extent

- = Not observed but should have been

0 = Not observed and it was not expected

<b>Domain I: Teaching Techniques</b>	<b>9. Symbols</b>				
	<b>0</b>	<b>+</b>	<b>++</b>	<b>-</b>	<b>0</b>
1. provides opportunities for students to actively and successfully participate in the lesson					
2. differentiates students' activities					
3. where considered appropriate creates students' groups					
4. seeks students' participation					
5. builds on students' responses					
6. provides students with adequate time to answer the questions					
7. adjusts teaching according to the students' level of understanding					
8. uses techniques to motivate students					
9. relates the lesson content according to the students' interests and experiences					
10. explains the importance / value of the subject or an activity					
11. provides positive reinforcement on students' efforts to learn					
12. challenges students into higher levels of thinking					
13. evaluates and provides feedback to students during the teaching					
14. notifies learning expectations and the teaching objectives					
15. supervises students' work in the classroom					
16. invites responses by individual students for evaluation purposes					
17. comments positively on students 'corrected answers					
18. provides corrective feedback					



<b>Domain II: Teaching Processes and Subject Presentation</b>	<b>0</b>	<b>+</b>	<b>++</b>	<b>-</b>	<b>0</b>
<b>1.</b> begins teaching or an activity with the appropriate advance organizer					
<b>2.</b> presents facts or information in a logical sequence					
<b>3.</b> relates the course content with previous or future students' learning					
<b>4.</b> provides opportunities to clarify any unknown terms					
<b>5.</b> provides opportunities for enriching and deepening on various crucial lesson terms					
<b>6.</b> provides opportunities for practical applications					
<b>7.</b> completes teaching and lessons appropriately depending on the nature of the course					
<b>8.</b> uses effective ways of verbal communication (expression)					
<b>9.</b> explains the content and / or tasks clearly					
<b>10.</b> emphasizes important points					
<b>11.</b> uses clear and precise language					
<b>12.</b> maintains concentration and focus during the class/course					

<b>Domain III. Classroom Management and Classroom Climate</b>	<b>0</b>	<b>+</b>	<b>++</b>	<b>-</b>	<b>0</b>
1. has all materials and the classroom ready for use					
2. ensures students' attention					
3. uses organizational processes that facilitate teaching					
4. provides clear instructions on the procedures to be followed in the classroom					
5. adjusts students' sitting positions in such a way that it is suitable for a particular course or the classroom environment					
6. specifies students' behavior expectations					
7. uses techniques to stop any undesirable behaviors					
8. applies the rules in a fair and consistent manner					
9. provides positive reinforcement to the desired behavior, wherever this seems necessary					
10. maintains records showing students' progress					
11. keeps accurate information regarding students' personal information					
12. maintains a pleasant and warm climate					
13. avoids sarcasm and negative comments					
14. maintains a respectful and kind climate					
15. encourages weak and shy students					
16. shows interest and affection to students					
17. talks with a positive tone					
18. praises in various ways					
19. expresses an interest and enthusiasm for the lesson					
20. uses students' personal interests, as well as current world news, in order to include them for discussion					

<b>Domain IV: Working interest, Responsibility Initiatives, Cooperation with parents</b>	0	+	++	-	0
1. takes part in professional development training or activities					
2. consistent in attending agreed professional development training or activities					
3. up to date with the course content of teaching					
4. up to date regarding innovations and developments in teaching methodology					
5. follows all the educational legislation and instructions by the Ministry of Education/Municipality					
6. undertakes and handles other assigned tasks					
7. undertakes and carries out self-initiated projects and work					
8. communicates effectively with parents					
9. takes initiatives in communicating and informing parents about their children's progress					
10. organizes parent-teacher meetings					
11. informs parents about their children's progress					
12. knowledgeable about student's personal background					

<b>Domain V: Organizational and Administrative Capabilities</b>	0	+	++	-	0
1. exhibits leadership and organizational capabilities					
2. positive contribution to the success of staff meetings					
3. recognizes situations of immediate decision and action					
4. coordinates and organizes various projects (courses, events, clubs, other activities)					
5. promotes educational goals and educational work effectively, while showing sensitivity to the needs, concerns and personal problems of others					
6. demonstrates effective communication ability					
7. communicates effectively in writing					
8. communicates verbally in a way that is easily understood					

© Petros Pashiardis (2001)

Open university of Cyprus



Hezkuntza Ikuskaritza  
Inspección Educación